

# Christ Church C of E Primary School

Inspection report

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<b>Unique Reference Number</b>	108614
<b>Local Authority</b>	North Tyneside
<b>Inspection number</b>	309743
<b>Inspection dates</b>	16–17 October 2007
<b>Reporting inspector</b>	Christine Inkster HMI

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	123
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Richard Kirkman
<b>Headteacher</b>	Mrs Maureen Rowntree
<b>Date of previous school inspection</b>	1 September 2003
<b>School address</b>	Kielder Terrace North Shields Tyne and Wear NE30 2AD
<b>Telephone number</b>	0191 2006345
<b>Fax number</b>	0191 2006345

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## Introduction

The inspection was carried out by one of Her Majesty's inspectors.

## Description of the school

Christ Church C of E (Voluntary aided) Primary School is smaller than the average-sized primary school and is situated near to the centre of North Shields. The majority of pupils are of White British heritage and there are a small proportion of pupils from a minority ethnic background, most of whom do not have English as their first language. The proportion of pupils entitled to free school meals is above that seen nationally. There is a higher than average percentage of pupils with learning difficulties and/or disabilities, including a small number of pupils with a statement of special educational needs. The school has achieved the Healthy Schools Award, Investors in People and Activemark.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

Christ Church C of E Primary School is a good school. Pupils are very proud of their school and are very helpful to each other, staff and visitors. Their manners are exemplary and their behaviour and attitudes towards their work are good.

Pupils take their responsibilities very seriously, particularly as 'eco' school representatives. One parent says 'I have often had lectures from my child on the subject of recycling'. The views of pupils are taken into account and their ideas are implemented wherever possible, for example in establishing a Feng Shui garden.

Pupils thrive in the warm, caring, Christian values of the school and this enables them to develop high self-esteem and confidence. The majority of parents are delighted with the work of the school. One parent echoes the views of many when they say, 'I have found that Christ Church takes each child as an individual and genuinely cares about their progress.' However, a small minority of pupils and parents expressed concern about incidents of behaviour which caused upset to others, but the inspector found that teachers deal effectively with problems when they do arise. Although the inspector found that health and safety practices were carried out rigorously by staff, written policies, guidance and risk assessments were not as precise as they should be. Most aspects of academic guidance are good, but systems for setting challenging targets and tracking the progress of pupils are not effective.

When children enter Nursery, they lack many of the skills which are appropriate for their age, particularly in language and communication. They make good progress throughout the Foundation Stage because of the good curriculum and good teaching they receive. Standards, overall, at Key Stages 1 and 2 have been variable, but broadly in line with those expected nationally over the last few years. However, English results have been better over the last two years. Higher attaining pupils did not achieve as well as expected in 2006 in mathematics and science in Year 6 and reading in Year 2. Provisional results from the 2007 tests show that the vast majority of pupils in Year 2 and all pupils in Year 6 achieved the expected levels. More able pupils attained higher levels than in previous years and standards are now good. All pupils achieved well because of the additional support they receive, their grouping by ability in the upper juniors and the good quality of teaching and learning in both key stages. Consequently, as demonstrated by good standards in their work, pupils are now making good progress.

Teaching and learning are good and pupils are highly motivated and excited by the way in which they are taught. There are many opportunities for practical and independent learning which sustains pupils' interest and which caters for their individual styles of learning. Recently, new strategies for assessment have been introduced into the school and the children have responded to these with enthusiasm. They have a good understanding of how they can improve their work because of the good marking and feedback which they receive from teachers. They know what their individual curricular targets are and understand what they have to do to achieve them.

Leadership and management are good. Monitoring and evaluation are used effectively by the leadership team to identify and correct any areas of underachievement. Subject leadership is good overall. However, leadership is outstanding in literacy and numeracy as shown by the excellent work of the coordinator in promoting the achievement of pupils throughout the school. Governors are also closely involved in monitoring and evaluating the work of the school.

This is increasingly having a strong impact on the quality of education provided for pupils. The school self-evaluation is mainly accurate and there is good capacity to improve further.

## **Effectiveness of the Foundation Stage**

### **Grade: 2**

Children enter the Foundation Stage with skills and knowledge below that which is typical of their age. They make good progress because of the good curriculum provided for them and the good quality of teaching by the whole team. Although children enter with limited communication and language skills, they quickly make progress because of well planned activities for speaking and listening. Pupils for whom English is not their first language are fully included in all activities and encouraged to join in nursery rhymes to develop their language skills. Pupils' personal and social development is good as demonstrated by the good behaviour and high levels of confidence they have. Pupils flourish in the nurturing and stimulating environment provided for them. Pupils benefit greatly from the exciting opportunities for active and independent learning. There are good links with parents who are valued as partners in their children's learning. The leadership of the Foundation Stage is good. The Foundation Stage unit has recently been established and presents difficulties in terms of the location of the accommodation across two areas. It is to the credit of the Foundation Stage coordinator that she has planned effectively with the team to ensure that the accommodation is used to its maximum potential for the benefit of pupils.

## **What the school should do to improve further**

- Improve systems for tracking pupils' progress and setting challenging targets.
- Improve all health and safety policies, including risk assessments to ensure they comply with local and national guidelines.

## **Achievement and standards**

### **Grade: 2**

The progress of pupils from their starting points is good and their standards are above average. However, there was not enough evidence to justify the school's judgement of outstanding for achievement. Pupils enter school with skills and knowledge which are below that typical of their age, particularly in communication and language skills. They make good progress in the Foundation Stage because of the good quality of teaching they receive. Many reach the levels expected for their age by the end of reception. Standards have been variable in both key stages over the last few years, but broadly in line with the national average. However, because of the good strategies which have recently been put in place, standards improved in both key stages this year. The organisation within the school, particularly at upper Key Stage 2, excellent leadership in English and mathematics and the good quality of teaching have combined to promote this improvement. Pupils make good progress because the work for most pupils is closely matched to their needs and there are exciting opportunities for learning. Pupils with learning difficulties and/or disabilities make progress in line with their peers because of the very good support they receive.

## **Personal development and well-being**

### **Grade: 2**

Pupils are very proud of their school and feel their views are taken into account through the school council. They enjoy their lessons and have very positive attitudes to learning. Behaviour

is good in lessons and inside school, but a small minority of pupils and parents have concerns about the behaviour of a few pupils in the playground. The inspector found that the school has appropriate strategies in place to support pupils with behavioural difficulties and ensure that their behaviour does not affect the learning of others. Pupils say they feel very safe and well cared for and know that adults are there to help them. Pupils are aware of the reasons for healthy eating and the need for exercise and they particularly enjoy the opportunities for sport available to them. They make a positive contribution to the community by fund-raising and singing for elderly people. Pupils are prepared well for their future economic well being by developing good basic skills and participating in enterprise days. Pupils' spiritual, social, moral and cultural development is good. Pupils are considerate towards one another and co-operate well when working in pairs or groups. Pupils are beginning to understand other cultures through opportunities to learn about religious festivals and through visits and visitors into school. There was a dip in attendance in 2006 to below the national average, but due to effective strategies put in place, attendance is now satisfactory.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Pupils achieve well because the teaching is of consistently good quality. Recently, more effective assessment systems have been established which enable pupils to understand how well they have achieved and what they have to do to improve. In Key Stage 2, pupils work in ability groups where activities are more closely matched to their needs. A high proportion of pupils expressed how much they appreciated this. Consequently, results improved this year. Pupils understand their individual curricular targets and know what they have to do to improve. Marking and feedback are effective, particularly in Key Stage 2, and pupils are given an opportunity to respond to comments and improve their work. Pupils benefit greatly from opportunities for active and independent learning and this engages and motivates them. Computers are used effectively to promote learning, particularly when pupils are able to use interactive whiteboards themselves.

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum is good and meets the needs of pupils well. The school now caters well for more able pupils because of the good support and challenge they receive. Teachers' plan learning effectively to incorporate links between subjects so that learning is enhanced for pupils. There is a strong focus on developing basic skills which promotes learning in other subjects. Exciting and stimulating activities engage and motivate pupils. There is a good range of after-school clubs, including many sporting activities, which are greatly appreciated by pupils. Participation rates are very high in these activities. Educational visits and visitors are also valued by pupils and enhance their learning. There are good opportunities for enterprise education which are supported by external agencies. Teaching assistants provide a high quality range of activities to extend pupils' learning including ICT, music, art and drama.

## Care, guidance and support

### Grade: 2

There are good procedures for child protection. All staff know pupils well and respond promptly to their needs. Procedures for safeguarding are in place. Pupils say that they feel safe and well cared for. The school provides a safe environment for pupils and staff are rigorous in ensuring their safety. However, written policies, guidelines and formal risk assessments are not as comprehensive as they could be. The school has an effective system of rewards and sanctions and opportunities are provided for reflection when needed by pupils in the 'sorry' room. The school takes every opportunity to build up the self-esteem of pupils and this is evident in the confident way in which they approach their learning. The school gives good advice to pupils on how they can improve their work. Pupils with learning difficulties and/or disabilities receive very good support from highly committed teaching assistants who engage and motivate them in their learning.

## Leadership and management

### Grade: 2

The headteacher knows every pupil well and has a clear understanding of the school's strengths and weaknesses. Teachers are observed regularly and the headteacher has an accurate knowledge of the quality of teaching. The headteacher and assistant headteacher work effectively as a team, complementing each other's skills. The leadership of English and mathematics is exceptional and this is because of an excellent understanding of what pupils need to do to improve and the ability to motivate staff and pupils. Subject leaders are very enthusiastic and have good opportunities to monitor the quality of teaching and learning in their subject areas. However, the whole-school approach to tracking and setting challenging targets is not as effective as it could be and data is not used to its maximum potential to evaluate how much progress groups of pupils have made. Staff morale is high and teamwork is strong. The governors are closely involved in the work of the school and monitor and evaluate the developments in the school very well. They provide challenge to the school to improve and support to tackle problems which it faces. Since the last inspection, the school has made good progress in addressing the key issues. There is good capacity to improve because the leadership and management are able to identify the areas to be improved and work effectively as a team to address them.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

18 October 2007

Dear Pupils

Inspection of Christ Church C of E Primary School, Tyne and Wear,

NE30 2AD

Thank you so much for making me welcome when I visited your school to see how well you are learning. Christ Church Primary School is a good school because everyone works very hard to ensure that you all learn as well as you can. I was very impressed by how polite and helpful you all were and it was a pleasure to meet you. I was pleased to see that you are making good progress in your work and achieving good standards. You told me how much you enjoy your lessons and how the teachers make learning exciting, for example by including drama in lessons. You told me that the teachers listen to your views and act upon them to help improve the school. I enjoyed listening to your views about the school too. You clearly enjoy out-of-school clubs, particularly the wide variety of sports and creative activities which are provided for you. Please thank your parents and carers for returning the questionnaires and say I took all their views into account. Some children and parents were a little concerned about the behaviour of a few pupils on the playground, but your teachers work hard to ensure that any problems are quickly resolved. There are some areas in the school which I believe could improve.

I have asked the headteacher and staff to improve two things in particular. First to make sure they keep better records to check how well groups of pupils are achieving and ensure everyone is set challenging targets. You can help by trying very hard to meet your targets and learn as well as you can. Second, although the staff look after you very well indeed, I have asked them to make the school's health and safety policies clear and up to date.

I know you are very proud of your school and you should be. You are a credit to the school and to your parents.

Thank you for all your help and I wish you every success in the future.

Best wishes

Christine Inkster HMI