

Christ Church Charnock Richard C of E Primary School

Inspection report

Unique Reference Number	119463
Local Authority	Lancashire
Inspection number	313306
Inspection dates	7–8 February 2008
Reporting inspector	Joy Byrom

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	142
School	
Appropriate authority	The governing body
Chair	Mrs Kelsay Jones
Headteacher	Mr Mike Walmsley
Date of previous school inspection	1 September 2003
School address	Church Lane Charnock Richard Chorley Lancashire PR7 5NA
Telephone number	01257 791490
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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

Christ Church is a small school situated in the village of Charnock Richard near Chorley. It serves a mixed but relatively affluent socio-economic area. The vast majority of pupils are of White British heritage. The percentage of pupils eligible for free school meals is below average. The proportion of pupils with learning difficulties and/or disabilities is also below average; the proportion with a statement of special educational need is average. After school care is provided by the governing body.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school which lies at the heart of the village community and participates fully in the life of the village and its church. Under the committed leadership of the headteacher, it strives to do its best for its pupils. Parents are delighted with the happy family atmosphere and the way they are encouraged to take part in the wide range of school activities and events. They say that 'this is a really good school which is constantly looking for ways to improve even further.' There are excellent relationships at all levels throughout the school. Pupils say their teachers are very kind and helpful. This caring and inclusive environment results in each pupil feeling secure and valued. Pupils greatly enjoy school and know how to keep themselves safe and healthy. By the time they leave school they are confident, friendly and articulate, with good independent learning skills. They are well prepared for the next stage of their education. The emphasis on personal development begins in Reception and continues throughout the school, enhanced by the well-planned programme of personal, social and health education (PSHE) and the promotion of Christian values. Pupils' spiritual development is enriched by thoughtful assemblies and time for reflection. Pupils of all ages take care of each other and are keen to take on responsibility. They are highly motivated, enthusiastic about their learning and extremely proud of their school.

Pupils' achievement is good overall and by Year 6 standards are above average. Children get off to a satisfactory start in the Reception class. Most make at least satisfactory progress but some children are not always sufficiently challenged. They enter Year 1 with skills above those expected of their age. Although, by the end of Key Stage 1 pupils reach standards in line with the national average, some pupils, in particular the more able, have made less progress than expected. In Key Stage 2, progress is good because of good and sometimes outstanding teaching. This has resulted in standards at the end of Year 6 being significantly above average for over three years. The school's current focus on high expectations for every child and on developing effective assessment in lessons is already improving teaching and learning at Key Stage 1. The school's procedures for measuring pupils' progress have improved significantly over the last two years. This has helped teachers to target support effectively to meet pupils' individual needs. Pupils now understand how well they are doing and know how to improve. The school's curriculum is good and extra-curricular activities, particularly in sport, contribute significantly to pupils' enjoyment.

The school is well led and effectively managed. The headteacher provides a clear vision and sense of direction and is supported by a hard-working and committed senior team. There is a shared determination amongst staff to make every aspect of the school good or better. They recognise that there has been some underachievement in Key Stage 1 and are working hard to remedy this. The school has achieved the National Healthy School Standard, Basic Skills II Award, Eco-Schools Bronze Award and Investors in People Award. It has made good progress since the last inspection, particularly at Key Stage 2, and has good capacity to improve further.

Effectiveness of the Foundation Stage

Grade: 3

Provision in the Foundation stage is satisfactory. An appropriate range of activities meets most children's needs. As a result children make satisfactory progress in all areas of their learning. Children start school with skills above those typical of their age and while most reach the goals expected of five-year-olds by the end of the year, fewer than expected exceed this level. Overall

standards are still above national expectations at the start of Year 1. Relationships are good and children feel happy and secure. There is good attention to developing personal and social skills and even the youngest children are encouraged to set themselves goals and to reflect on their progress. Children soon learn about sharing and co-operating and work well in pairs and small groups. They are encouraged to make choices and work independently. The outdoor area is used well for structured play that fits in well with the current theme underpinning learning activities. For example, after the story of Noah's Ark children went outside to build a house for animals enthusiastically. Occasionally, expectations are not high enough and lesson planning shows insufficient attention to individual needs. In particular, numeracy and literacy work is not always challenging enough for some children.

What the school should do to improve further

- Improve planning in the Foundation Stage to ensure that all children are sufficiently challenged.
- Raise standards at Key Stage 1, particularly of more able pupils, by improving the quality of teaching of reading, writing and mathematics.

Achievement and standards

Grade: 2

Standards are above average and achievement is good. Over the last three years the school's results at the end of Year 2 have been similar to those found nationally. In 2007, standards were a little lower than previous years and the proportion of pupils reaching the highest levels in reading was low. This shows that the more able pupils in particular did not make as much progress as they should have in Key Stage 1. Standards at the end of Year 6 have been significantly above average for over three years and are improving. In 2007, the proportion of pupils reaching the highest levels was also significantly above average. This shows that pupils made good overall progress from their starting points in Year 1.

Evidence gathered during the inspection indicates that standards are improving at Key Stage 1, as a result of improved teaching and assessment and pupils are making satisfactory progress. Pupils make good progress as they move through Key Stage 2 and current standards are above average. Boys and girls achieve equally well. Pupils with learning difficulties and/or disabilities make similar progress to others because they receive good support tailored to their needs.

Personal development and well-being

Grade: 2

Personal development and well-being are good. Behaviour is generally good and pupils are polite and friendly. Pupils say that there is very little bullying and that rare incidents are dealt with very effectively. They are extremely enthusiastic about school, particularly at Key Stage 2, and thoroughly enjoy learning. Despite this, holidays taken in term time and an unusual amount of winter sickness have affected rates of attendance, which are average. Pupils feel well looked after and know that there are trusted grown ups they can talk to if they have concerns or worries. Good attention to PSHE ensures pupils understand how to look after themselves and stay safe. Emphasis on healthy eating, together with very good provision for sport, means pupils are well aware of the importance of exercise and staying healthy. Pupils make an outstanding contribution to their school and local community. They demonstrate growing maturity and confidence by all having classroom responsibilities and helping with duties around school, for example, as play-leaders and school council members. Pupils play a

significant part in the life of the village through contributions to the village newspaper, the scarecrow festival and church events. They support a number of local, national and global charities including sponsorship of a child in Sri Lanka. Pupils' spiritual, moral, social and cultural development is good. By the end of Year 6 pupils have good basic skills and are confident, articulate and mature. They are well prepared for the next stage in their education.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good overall, but better in Key Stage 2 than in Key Stage 1. Excellent relationships between pupils and their teachers, detailed planning and the effective use of in-class assessment are key strengths. Teachers' marking gives pupils a clear idea of their strengths and how they can improve. In Key Stage 2, teachers have high expectations and create an atmosphere in which shared learning is encouraged. This enables pupils to feel secure when raising questions or sharing their work with the class. A genuine enthusiasm for learning is created in these lessons and pupils make good and sometimes outstanding progress. In Key Stage 1, teaching is improving as a result of a clear focus on challenging and stimulating all pupils including the most able. Regular monitoring of pupils' progress enables the school to identify and address individual needs and this is improving the rate of pupils' progress at Key Stage 1. Teachers plan carefully to support pupils with learning difficulties and/or disabilities and, because the needs of different groups and individuals are carefully addressed, these pupils make good progress. Classrooms are stimulating with vibrant wall displays. They are well equipped with computerised whiteboards but these are not used effectively in some classrooms.

Curriculum and other activities

Grade: 2

The curriculum is good and contributes to pupils' enthusiasm for learning. There is an appropriate emphasis on literacy and numeracy skills which meets the needs of pupils well. The comprehensive PSHE programme includes many very good features, such as the First Aid course for older pupils run by St John Ambulance. It contributes significantly to pupils' good personal development. The curriculum is enriched by a wide and interesting range of themed weeks, visits, visitors, and after-school clubs. These include opportunities to work with local artists, outdoor pursuits, church activities and lessons in the local high school. There is a thriving school choir. A significant number of pupils are involved in sport and the football and netball teams are particularly successful. These activities are popular, well attended and help pupils to extend their interests and to develop healthy lifestyles. Multicultural awareness is promoted through the school's annual multicultural week and its link with a school in Kenya. There are good opportunities for pupils to use their literacy skills in other subjects, for example, extended writing in history and science. Provision for information and communication technology (ICT) has improved since the last inspection but in some classes there are too few opportunities for pupils to apply their ICT skills.

Care, guidance and support

Grade: 2

Care, guidance and support are good. Staff know their pupils well and tailor provision to their needs. Christian values are very evident in all the school does and pupils feel secure in this

warm, caring environment. As a result they are happy, confident and achieve well. There are robust systems for ensuring pupils are kept safe including all statutory checks. The pupils are well supervised at all times. Pupils with learning difficulties and/or disabilities are given good, well-planned, individual or group support which enables them to achieve as well as the majority. The school's system to check on pupils' progress is rigorous and helps teachers to target additional support where it is needed. Pupils now have targets for reading, writing and numeracy, and are involved in assessing their own progress. This helps them understand what is required of them and how to improve. This is beginning to impact on progress at Key Stage 1.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher has provided good and sustained leadership with a clear vision for inclusive and caring education within a Christian framework. He has built a strong team spirit among staff who are united in their focus on school improvement. Rigorous analysis of results has led to clear action to address aspects of underperformance at Key Stage 1. Robust procedures for monitoring teaching and pupils' progress are already improving the quality of teaching and learning in Key Stage 1. New staffing arrangements are in place in the Foundation Stage but it is too early to assess the impact on children's progress. The school's self-evaluation is detailed and shows that senior managers have a clear and accurate view of the school's strengths and areas for development. This informs the school development plan which is clearly focused on raising attainment. Staff training and development are linked to the school's priorities. In 2007, the school exceeded all its targets for attainment at the end of Year 6 but did not meet its attendance target. Whole school targets for 2008 are appropriately challenging.

Governance is satisfactory. Governors are committed and supportive but are not entirely confident in holding the school to account. Day-to-day management is effective and the school runs smoothly. Staff and resources are well deployed and the school gives good value for money.

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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	3
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ 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	1
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	1
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

¹ 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**

How effective are leadership and management in raising achievement and supporting all learners?	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	2
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	3
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

11 February 2008

Dear Pupils

Inspection of Christ Church Charnock Richard C of E Primary School, Lancashire, PR7 5NA

I very much enjoyed visiting your school and talking to many of you. Thank you for making me so welcome. I am very pleased that you enjoy school so much and appreciate that you are looked after so well.

You go to a good school. I was impressed by your good personal development. You are confident and express yourselves clearly. You take a keen interest in your learning and your behaviour is good. You are very polite and friendly. You know that healthy eating and exercise are important to keep yourselves fit and healthy and many of you take part in after-school sport. You know how to keep yourselves safe and are keen to take on responsibilities. You work well together and make an excellent contribution to the life of your village. You make satisfactory progress with your work in Reception and Key Stage 1 and good progress in Key Stage 2. This is because teaching is better at Key Stage 2, but it is improving now in Key Stage 1.

To help you to do even better, I have asked the school to make sure that lessons are challenging for all of you, in particular in Reception, Year 1 and Year 2 classes. You can be part of the school's efforts in raising achievement by working with your teachers and continuing to try hard in lessons, and by good attendance. I hope you will continue to work with such impressive enthusiasm. I wish you good luck in the future.

With very best wishes

Joy Byrom

Lead inspector