

# Christ Church Church of England Voluntary Controlled Primary School

## Inspection report

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<b>Unique Reference Number</b>	121590
<b>Local Authority</b>	North Yorkshire
<b>Inspection number</b>	314051
<b>Inspection dates</b>	10–11 October 2007
<b>Reporting inspector</b>	Margaret Lewis

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 controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	131
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr R Wanless
<b>Headteacher</b>	Mrs H Davey
<b>Date of previous school inspection</b>	10 November 2003
<b>School address</b>	Craven Street Skipton North Yorkshire BD23 2AP
<b>Telephone number</b>	01756 793030
<b>Fax number</b>	01756 793030

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## Introduction

The inspection was carried out by one Additional Inspector.

## Description of the school

Christ Church is a smaller than average school situated in the heart of the town. Pupils come from a variety of socio-economic backgrounds and an above average number of pupils are entitled to free school meals. The number of pupils with learning difficulties and/or disabilities is above average. Most pupils come from a White British background with a small proportion coming from minority ethnic groups. All speak English. An above average number of pupils join the school at other than the usual times. Pupils are taught in five mixed-aged classes. The headteacher teaches in the Reception class for five sessions each week and a regular part-time teacher for the other five. The school has undergone recent improvements to its accommodation. It holds the Healthy Schools Award, the Activemark and the Silver Artsmark.

## 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 is a good school, which has a distinctive vision that is influenced largely by its Christian principles. The outstanding care, support and guidance that pupils receive have a positive influence on their personal development and their academic success. Behaviour is excellent and pupils enjoy school, particularly their lessons and the enrichment to learning provided through visits and after-school clubs.

The numbers of pupils have increased significantly since the last inspection as a result of the confidence that parents have in the school. Parents are extremely pleased with what it offers and how happy their children are. They are overwhelmingly supportive of the caring, welcoming atmosphere and the progress their children make.

The hardworking headteacher, together with an effective team of staff and governors, provides very good leadership in creating a supportive environment where everyone involved in the school is valued and can experience personal success. Pupils feel safe and well cared for in school. They show an awareness of the need for exercise and healthy eating and know how to keep safe. A good example of this is the daily 'fruit share' that all pupils have at morning break. Furthermore, there are good opportunities in physical education and sports, which keep pupils fit and healthy. Relationships are good. These are helped by the discussions held within lessons for personal, social and health development, which boost pupils' confidence to express opinions and concerns.

Pupils make good progress and build well on their learning as they move through the school. As a result, they reach above average standards by the end of Year 6. The quality of teaching and learning is good. It is particularly good in English, where the school has had a successful emphasis on raising standards in writing over the past year. Teachers have high expectations of pupils' work and behaviour, and most pupils rise to the challenges they are given. Good systems to track each pupil's progress mean that the school is always ready to intervene with specific programmes of work. Consequently, for example, those with learning difficulties and/or disabilities are helped to make good progress.

Standards over the past five years have fluctuated at the end of Year 2 due to pupils' varied abilities, differences in the numbers of pupils in the year group and pupils joining the school part way through the year. However, good analysis of data, improved assessment and an emphasis on areas for development, such as the basic skills, have resulted in improved and more consistent standards. The school has a strong commitment to fully involving pupils' with learning difficulties and/or disabilities, especially those with emotional and behavioural issues, in all aspects of school life. These pupils build up their self-esteem and confidence due to the dedication and understanding shown by all staff.

The school has worked hard to overcome difficulties with equipment for information and communication technology (ICT) over recent years. There is now enough hardware and standards are satisfactory overall. However, some pupils in Years 5 and 6 have missed out on earlier provision and are not reaching the standards in ICT expected for their ages. In addition, ICT is not used widely enough in other subjects to ensure consistent progress across the school.

Good leadership and management result in the school having a very accurate view of its many strengths and what it needs to develop next; staff and governors have the enthusiasm and skills for further developments. The school has a good capacity to improve.

## Effectiveness of the Foundation Stage

### Grade: 2

Children start in Reception with a variety of skills and abilities, but overall, they are below average for their ages. The Foundation Stage is led and managed well and this helps children get off to a good start. They make good progress in personal, social and emotional development. Progress is generally good in other areas of learning, but not all reach the nationally expected levels by the time they begin Year 1. Teaching is good and procedures for helping children settle into school are well established. Parents are delighted at the way their children settle when they start school. Those who need extra help are identified early and supported well. A mixture of teacher-led work, free choice activities and frequent use of the outdoor area and local environment such as parks and the church grounds makes the curriculum interesting and exciting. However, the lack of a protected outdoor area reduces and hampers its use during inclement weather.

### What the school should do to improve further

- Improve pupils' achievement in ICT in Years 5 and 6 and ensure, for all pupils, that ICT is used across subjects of the curriculum.

## Achievement and standards

### Grade: 2

Pupils make good progress throughout the school and achieve well. Standards are above average by the end of Year 6 partly because pupils exceed the school's challenging targets in English and mathematics. Pupils in Year 2 are also achieving well after a period in 2006 when standards were below average in reading, writing and mathematics. Pupils who join the school part way through and those with learning difficulties and/or disabilities succeed well as a result of careful assessment on entry and support given by teachers and learning assistants. Pupils' standards and achievement in ICT have suffered adversely in the past due to previous difficulties in the hardware provision. This has now been rectified and pupils are doing better and achieving satisfactory standards. Nevertheless, the oldest pupils, particularly those in Years 5 and 6, have some gaps in their ICT skills and knowledge. Moreover, computers are not used widely enough in subjects across the curriculum for progress to be uniformly satisfactory.

## Personal development and well-being

### Grade: 2

'You'll never find a time when people in this school are not busy', a remark made by older pupils in the school typifies the enthusiasm and enjoyment that pupils have. As a result, attendance has risen and is now above average. Pupils' excellent behaviour, good attitudes to work and good relationships with others help create a very happy atmosphere that contributes to their success. Pupils are friendly, polite, respectful and considerate of others. Older pupils are aching to have the opportunity to help and share with the younger ones, but opportunities for this during the school day are limited.

The school is extremely successful in developing pupils' spiritual, moral, social and cultural awareness, which is excellent. Links with local schools in sporting activities and studies of different faiths are instrumental in developing pupils' awareness and understanding of other cultures. Pupils have lots of ideas for developing the school to make it even better, but formal

mechanisms for this, such as a school council, are not fully established and this restricts pupils' ability to help influence school development.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Good teaching is helping to raise standards and achievement throughout school. Pupils say that, 'No one could fall asleep in the lessons in this school - they give you such fun things to do you don't know you're learning!' Teachers and support staff work closely together to provide good support for learners. Teaching is mostly well planned and organised, although occasionally, some pupils receive too little challenge. This is particularly true when older pupils are learning in groups based on their prior attainment - a recently introduced organisation. Pupils are generally clear about the purpose of their learning and this helps them make good progress. Throughout the school there is a strong emphasis on language and developing skills of speaking and listening. Pupils respond well for instance in 'talking partner' situations. Displays are used well to focus pupils' attention on key aspects of writing such as the use of connectives and high quality vocabulary - 'Wow' words. Teachers set high expectations of behaviour and are skilled at promoting good behaviour. Detailed assessments ensure that pupils with additional learning needs get the extra help they need from an early stage.

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum strongly promotes pupils' learning of basic literacy and numeracy skills. Furthermore, it is carefully planned in a way that makes learning interesting. Bright and lively displays, for instance, the art and designs of different countries and cultures, celebrate pupils' achievements and help create an attractive learning environment. ICT is not used widely enough across the curriculum and pupils' skills are not fully assessed. Personal, social and health education and citizenship (PSHCE) is comprehensive and helps pupils gain a good understanding of how to keep fit, safe and healthy. The curriculum is improved by a good range of clubs and activities in and beyond the normal school day that extends pupils' learning and personal development. Their knowledge of the outside world is enriched through visits, and visitors. Pupils in Years 5 and 6 greatly appreciate and look forward to annual residential visits.

### **Care, guidance and support**

#### **Grade: 1**

A strongly united and very caring staff team ensures that care, guidance and support are outstanding. Pupils are helped to feel special and confident and to do their best. This support is reflected in their good achievement and personal development. Teachers and their assistants keep a very close track on pupils' academic and personal progress. They take prompt action when any factors arise that could hinder pupils' development. Work is marked conscientiously and pupils know their targets and how they need to improve their work. Safety in school is paramount and any child who has difficulties or could be vulnerable is supported sensitively and effectively. Safeguarding and child protection procedures are well understood and conscientiously applied by all staff. Pupils benefit from trusting relationships with adults, helping them to feel safe. As a result, they learn well.

## Leadership and management

### Grade: 2

School improvement and self-evaluation have been an important and successful focus over recent years. As a result, standards have risen consistently and pupils achieve well. All pupils are valued highly and great efforts are made by staff to help them succeed. Parents are highly delighted with the school and the progress that their children make. Leadership and management by the headteacher are very good. She is well supported by the acting deputy headteacher and staff who work effectively as a team. The forward thinking school strategic plan strongly reflects the ongoing work of the school. Due to staffing changes, leadership of ICT has faltered in recent years, but is now a priority. A good contribution to pupils' progress is made by support staff, who are deployed well. The governing body fulfils its statutory responsibilities well. Financial management is good and the school gives good value for money. Governors are very supportive and closely involved with the work of the school through regular visits, links to areas of the school's strategic plan and other aspects of the school's work. They are well led and knowledgeable about the school's strengths and areas for development.

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**Annex A**

## Inspection judgements

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

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	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

<b>How well do learners achieve?</b>	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

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	1
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	2
The behaviour of learners	1
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

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	1

<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	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	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

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**Annex B**

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

Inspection of Christ Church CE (VC) Primary School, Skipton, BD23 2AP

Thank you for the warm welcome you gave me when I inspected your school recently. I enjoyed talking to you and watching you at work, particularly in your writing lessons. Your politeness and friendliness made sure I had a very enjoyable time. I enjoyed hearing about how much you like school.

You attend a good school in which you are very well cared for and encouraged to take part in activities in and out of school time. Your teachers are very hard working and make sure you work as hard as you can. They keep a good track on how well you are doing so that you achieve very well in the tests you take in Year 6. You behave extremely well and are very responsible around school. You are keen to eat fruit and enjoy ball games and skipping at playtimes and lunchtimes to keep you healthy and fit.

I have asked the staff to make sure that you get more opportunities for ICT across many subjects to help you make your skills even better. You can help by working hard on the computers and remembering the ways to do things.