

# Christ Church CofE Primary School Padgate

## Inspection report

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<b>Unique Reference Number</b>	111363
<b>Local Authority</b>	Warrington
<b>Inspection number</b>	325361
<b>Inspection date</b>	25 June 2009
<b>Reporting inspector</b>	Dee Brigstock

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	250
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr E Collinson
<b>Headteacher</b>	Mr Ian Williams
<b>Date of previous school inspection</b>	29 March 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Station Road Padgate Warrington Cheshire WA2 0QJ

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<b>Age group</b>	4–11
<b>Inspection date</b>	25 June 2009
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**Telephone number**  
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## Introduction

The inspection was carried out by two additional inspectors.

Inspectors evaluated the overall effectiveness of the school and investigated the following issues: attainment on entry into school, provision for pupils with learning difficulties and/or disabilities, how well the school promotes community cohesion and the reasons for the school's success in maintaining above average standards and achievement. Evidence was collected from observing lessons and pupils' work, and from a scrutiny of the school's documentation and progress data. Inspectors also analysed the parents' questionnaires and met with senior leaders, groups of children, staff and governors. Other aspects of the school's work were not investigated in detail but the inspectors found no evidence to suggest that the school's own assessments of its work were not justified. These have been included, where appropriate, in the report.

## Description of the school

Christ Church C of E Primary School is a larger than average-sized school serving an area of mixed social and economic circumstances. It is a popular, oversubscribed school. The proportion of pupils eligible for free school meals is below average and the proportion of pupils with learning difficulties and/or disabilities is average. Almost all pupils are White British with very few pupils whose first language at home is not English. The school is a stable community and fewer than usual pupils join or leave the school throughout the school year. The school's provision for the Early Years Foundation Stage comprises a Nursery and a Reception class. The school has the Healthy School Award, Activemark and Artsmark.

There is a pre-school and out of school club on site, which is run by a private provider and did not form part of this inspection.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

Christ Church is an outstanding school. Pupils thrive emotionally and academically in its nurturing atmosphere and parents are confident that the school keeps their children safe. The reasons for the school's success rest with the excellent leadership and management of the headteacher and other leaders and the outstanding quality of teaching and learning throughout the school. Staff and pupils know they are valued and leaders show determination and drive to raise pupils' self-esteem and achievement; this equips them extremely well for their futures. As a result of excellent care, guidance and support, pupils' personal development is outstanding. Pupils say they appreciate 'Everything we have and what we are given.'

Children's skills on entry fluctuate from year to year but are just below average because their knowledge and understanding of the world and their communication skills are below average. They make excellent progress in the Early Years Foundation Stage in developing early reading, writing and mathematical skills as well as improving their knowledge of the world and their personal skills.

Pupils with learning difficulties and/or disabilities make good progress. The range of learning difficulties is wide. Some of this group make outstanding progress but this is inconsistent. The school has invested heavily in acquiring much more support for this group's learning than in previous years. This investment is beginning to pay off as teachers and teaching assistants learn new teaching skills and adopt new systems to help these pupils learn more quickly.

Achievement and progress for all other groups has been exceptionally good over several years. The latest assessments for pupils in Year 2 show a marked rise in the proportion of pupils gaining above average standards in mathematics and reading. Standards in writing are broadly average and the school is currently targeting improvement in writing for the most capable pupils. By Year 6, standards in English and mathematics are well above average. They are above average in science. Standards by the end of Year 6 are consistently high. Procedures for analysing pupils' progress are very effective and thorough. They identify which pupils need extra support in their learning and work is then planned very accurately to meet these needs.

Teaching and learning are outstanding. A key feature of this is the excellent quality of teachers' marking and their use of assessment. Teachers know precisely what each pupil has learnt and needs to learn next to improve further and they share this knowledge with pupils. Despite this, pupils say they do not feel under undue pressure and enjoy their lessons. Teachers' classroom management and their relationships with pupils are excellent. Lessons are lively, interesting and proceed at a good pace. They meet the needs of all groups of pupils and teachers use information and communication technology (ICT) well to support teaching and learning. Typically, parents comment positively on the approachability of staff. The well trained support staff make a good contribution to pupils' learning under the direction of teaching staff.

Excellent care, guidance and support ensure that all safeguarding procedures meet requirements. Pupils have confidence that staff will keep them safe and that they always have someone to turn to if they are troubled. Any rare incidences of bullying are dealt with quickly and sensitively. Pupils' personal development, including their spiritual, moral, social and cultural development, is outstanding, as is their behaviour, enjoyment of learning and their knowledge of how to stay fit and healthy. In fact, all classes now grow their own vegetables to promote their understanding of healthy living. Pupils make an excellent contribution to the school and local community. Older pupils on the school council are full of good ideas, which they carry through with authority.

The pupils that run their shop, stocktake, sell and order the goods on sale with aplomb. Pupils' understanding of citizenship, their skills in negotiation and planning of projects and their academic skills combine to ensure an excellent beginning to the next phase in their education and their future aspirations. Attendance is above average.

The curriculum is good rather than outstanding because the subjects are not yet fully dovetailed together to help pupils make connections in their learning. The school's recent investment in ICT is improving pupils' computer skills well. Pupils' basic skills are developed extremely well and the curriculum is adapted very well for different groups of pupils so that they can succeed. Recently, the school has enriched provision for the arts and sports. Artists in residence have come into school to do projects, such as making a big wicker dragon in the grounds. The range of extra-curricular activities and clubs is extensive and a large proportion of pupils throughout the school take advantage of these. In addition, the school organises a very good range of trips and visits, including residential visits for Years 3 to 6.

Leaders not only focus on raising standards and achievement but also on pupils' all round personal development. The headteacher's sustained drive to raise aspirations has led to him being held in high regard in the school and local community. The academic targets set each year reflect each year group's attainment, and are challenging. The school expects and gets excellent progress from its pupils, which demonstrates its first-rate promotion of equality and diversity. Governors are very involved in the school's work and very well informed. Their work in monitoring the school is also excellent. The school's work with external partners is outstanding and its promotion of community cohesion is good. Leaders have successfully made links with a school in Malawi and one in France. Pupils have raised a considerable amount of money to support their partner school in Malawi but leaders have been quick to educate pupils that not all citizens of that country need charity to survive. Pupils have a very good understanding of the different ethnic groups and religions present in the United Kingdom but have very little direct contact with any of these groups nationally or locally.

This school does not rest on its laurels. Leaders have a precise understanding of what the school does well and how it can improve further. As a result, the school is in an excellent position to sustain and escalate improvement still further.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 1**

Provision for the Early Years Foundation Stage is outstanding. Children make excellent progress in all areas of learning and, by the end of Reception, most meet the standards expected of them for their age. Good teaching and strong teamwork coupled with an excellent knowledge of how children learn ensure that children rapidly become confident and independent young learners. Staff plan a wide range of exciting and stimulating learning activities, both inside and in the extensive outdoor areas. During the inspection children were engrossed in learning about mini-beasts and where they live, following clues posted outside. Indoors, children made an animated film using their own plasticene models. The end result was educational and engaging. It was fun. Staff have an accurate knowledge of children's accomplishments because they observe and assess their learning so well. Work in the Nursery and Reception class is planned to include a combination of taught and independent learning activities, enabling key skills to be developed very effectively in a way that both focuses children's attention and motivates them to learn.

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

- Improve pupils' knowledge and experience of the range of faiths and cultures nationally.

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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?	1
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?	1
The capacity to make any necessary improvements	1

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	1
How well do children in the EYFS achieve?	1
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

### Achievement and standards

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

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<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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which 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	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	1
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?	1

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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

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

Thank you for making us welcome when we came to inspect your school. You go to an excellent school. You know this because you told us! You make excellent progress and reach high standards in English and mathematics and above average standards in science. You are very well prepared for your next schools, not only because you are good at mathematics and English but because you are becoming good citizens. The work you do in supporting others less fortunate than you and in your own school, for example as leaders running the shop, is also excellent.

Your behaviour is excellent and you work very hard but you also enjoy this because your teachers plan interesting lessons. The Nursery and Reception classes are also excellent. It was great to see the younger children learning so much both inside and outside. We know that the staff look after you extremely well and you know that they will help you if you have any problems.

Your headteacher and other leaders lead the school exceptionally well and are always making improvements. For example, we know that they are planning to make the curriculum even more interesting for you. We do know though that you have a brilliant range of clubs and activities to join throughout the year. We have asked the school to do one more thing. We know you have links with a school in Malawi and one in France but think you should find out from schools closer to home about the variety of faiths and cultures in this country.

Please accept our best wishes for your futures.