

Christ Church CofE Primary School, Pennington

Inspection report

Unique Reference Number	106512
Local Authority	Wigan
Inspection number	336685
Inspection dates	21–22 September 2009
Reporting inspector	Michael Onyon

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 of pupils on the school roll	179
Appropriate authority	The governing body
Chair	Mr Peter Watt
Headteacher	Mrs Diane Martindale
Date of previous school inspection	1 May 2007
School address	West Bridgewater Street Pennington Leigh WN7 4HB
Telephone number	01942 673667
Fax number	01942 680757
Email address	enquiries@admin.christchurch.wigan.sch.uk

Age group	4–11
Inspection dates	21–22 September 2009
Inspection number	336685

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2009

Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 12 lessons and held meetings with governors, staff and pupils. They observed the school's work and looked at documents provided by the school, including records of pupils' progress and the school's plans for the future. Inspectors analysed 40 returned parental questionnaires.

The quality of provision and children's achievement within the Early Years Foundation Stage (Reception).

The consistency and quality of teaching and learning and their impact upon standards, particularly in writing.

How well leaders, at all levels, demonstrate ambition and seek further improvement.

Pupils' understanding of diversity within the community and its impact on their lives.

Information about the school

This slightly smaller than average school is situated close to the centre of Leigh. Most pupils are White British. The number of pupils from minority ethnic heritages has increased since the previous inspection but is still small, as is the proportion who speak English as an additional language. The number of pupils eligible for a free school meal is above average. The proportion of pupils who have special educational needs and/or disabilities is above average. Early Years Foundation Stage provision is made for children who start in the Reception class at the beginning of the academic year in which they reach the age of five.

The school has BECTA ICT award and the Healthy School and Eco School accreditation.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Outstanding levels of support, guidance and care lie at the heart of this good school, which is underpinned by the very strong Christian ethos. It is led well by a committed and enthusiastic headteacher who is supported by good senior leaders, a dedicated staff and governing body. As a result of good quality leadership previous strengths have been sustained and enhanced. Children start school with knowledge and skills which are variable but which are generally below those expected for their age, particularly in relation to their language and literacy skills. They achieve well and, by the time they leave school at the age of 11, they attain broadly average standards. Their progress in writing, throughout the school, is not as brisk as in other subjects. Pupils with special educational needs and/or disabilities and those learning to speak English as an additional language make good progress in literacy, numeracy and in developing the skills for learning because of the focused high-quality support they receive. The school's commitment to developing the whole child is demonstrated by pupils' outstanding spiritual, moral, social and cultural development and their good attitudes and attributes in the following outcomes: being safe; adopting healthy lifestyles; contribution to the school and wider community; and development of workplace and other skills. In addition, the overall effectiveness of the Early Years Foundation Stage has continued to improve. This is now outstanding and children get off to an excellent start in the Reception class.

The quality of teaching is good overall and some is outstanding. Some particularly effective teaching accelerates the progress of Early Years Foundation Stage children who, consequently, achieve very well. A key feature here is that activities are very well planned and executed to meet the full range of abilities and interests of children. However, this is not always the case throughout the school. In some lessons, plans and tasks do not consistently provide enough challenge for the most able pupils and, consequently, they do not consistently make the progress of which they are capable. The good relationships and clear expectations impact positively on pupils' behaviour and attitudes to learning, which in turn enhance their progress. The good curriculum provides a broad and varied range of experiences with a strong focus on music, physical education and modern foreign languages. Information and communication technology (ICT) is a particular strength. Teachers use this effectively to support teaching and learning and pupils use their good ICT skills in many subjects. The curriculum makes a strong contribution to pupils' personal development and helps them to develop into polite and confident young people. There are good opportunities for pupils to learn about other cultures and they gain good first-hand experiences through trips to places of interest and from visitors to the school. They have a good understanding of how

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

diversity impacts on their lives. Pupils' behaviour is good and they are very welcoming to new pupils who join the school. These good personal qualities, combined with good academic skills and good attendance, give pupils a good foundation for their future education and economic well-being.

There are several strengths in leadership and management and these are reflected in the good and outstanding outcomes for pupils. The headteacher's drive and clear vision, along with a strong partnership with all staff have been particularly successful in providing a very caring and supportive ethos for all pupils. There are strengths in the work of governors and subject leaders. The school's self-evaluation is accurate and strengths and weaknesses are known well. Development planning rightly emphasises the need to improve standards in writing and to further build upon the good quality of teaching. The good progress of pupils and the outstanding quality of care, guidance and support, along with the excellent provision in the Early Years Foundation Stage, reflect the school's good capacity to improve further.

What does the school need to do to improve further?

- The school should build on its existing strengths to:
- Improve the standard of writing throughout the school by:
 - evaluating the impact of its current strategies and taking appropriate actions
 - regularly checking samples of pupils' writing within and across key stages so that teachers' judgements are an accurate match with one another.
- Increase the proportion of outstanding teaching by:
 - sharing the existing outstanding practices within the school
 - executing lesson plans more effectively to consistently challenge and extend the more able pupils.

Outcomes for individuals and groups of pupils**2**

When they start the school aged four children have the skills, knowledge and abilities that are generally below those typical of their age, though there is a varied range. Pupils learn well in most lessons and their achievement is good overall. By the time they reach Year 6 their standards are typically average. Children's excellent learning and progress during their Reception Year means that, by the time they start Year 1, many have reached the Early Learning Goals. As the result of slower progress in language and literacy skills many children receive ongoing targeted support. Pupils' learning and progress throughout Key Stage 1 is good although it sometimes slows for the more able pupils. Standards attained at the end of Key stage 1 are average. In Key Stage 2, pupils' learning and progress is good. Inspection evidence shows that pupils who have special educational needs and/or disabilities make good progress overall because they receive well planned and targeted support, which is reflected in the fact that many of these pupils reach the level expected for their age in English and mathematics by the time they leave Year 6. Pupils' learning to speak English as an additional language reach

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

similar standards to their peers and their progress is also good.

Pupils' spiritual, moral, social and cultural development is outstanding. There is a strong school community spirit where pupils behave well and show exceptional care for one another. They speak confidently and sensibly about how to keep themselves safe. Older pupils relish the opportunities they have to make their school a happier, healthier and safer place to learn. They act responsibly and proudly as play-leaders for the younger pupils. Effective links within the locality, such as with the church youth workers, make a good contribution to life in the local community. Pupils participate enthusiastically in a good range of activities to help raise funds and are particularly sensitive to the plight of others less fortunate than themselves around the world. Their good understanding of the importance of leading healthy lifestyles is reflected in the enthusiasm with which they participate in many physical and sporting activities, such as the daily exercise sessions for the younger pupils. They enjoy school a good deal, as reflected in their above average attendance. By Year 6, pupils are mature and confident young adults and are well placed to be successful at secondary school.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	1

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

How effective is the provision?

The school provides its pupils with outstanding levels of support, guidance and care. This is a real strength and is recognised and valued highly by parents and carers. There are very good systems in place to ensure the effective transition into Year 1 and on to high school. Pupils are very confident that adults in the school will help them. The learning mentor offers sensitive, carefully focused support and guidance to a number of pupils. Vulnerable pupils, including those with special educational needs and/or disabilities, are identified early and impressive, well targeted additional support arranged quickly. Teaching assistants are deployed very well to support these pupils, making use of high-quality individual plans to support learning.

The quality of teaching is good overall. Good relationships and clear expectations of behaviour are strong features in all lessons. Tasks are varied and interesting. In the very best lessons, where teaching is outstanding, pupils are fully engaged and they achieve very well. Pupils are given opportunities for collaboration, cooperation and independent work and often these result in a real buzz from pupils who exude enthusiasm for learning. For example, in an English lesson, pupils were enthused when considering their use of 'Meerkat Mail'. The teacher skilfully built upon their enthusiasm enabling them to construct excellent character descriptions to use in their stories. In some lessons however, learning is not always quite as effective. The teachers' planning usually identifies activities designed to meet all levels of ability but the execution of the lessons does not always reflect these. Therefore, tasks sometimes lack appropriate challenge, particularly for the most able. The school uses and undertakes assessments of pupils' work well. Pupils know their targets for improvements and some pupils are becoming confident at assessing their own work.

The use of assessment is good overall. The school holds a wealth of good-quality information about what pupils can or cannot do in their learning, their personal development and the standards they attain. Recent developments have led to the analysis of pupils' progress in writing through the scrutiny of individual samples of pupils' work. The scrutiny does not ensure consistency between teachers in their judgements of progress.

The curriculum enables pupils to achieve well and provides particularly well for pupils with special educational needs and/or disabilities. The range of enrichment activities on offer, within the curriculum and beyond, is good. For example, older pupils are very enthusiastic about their 'team building' residential visit as they enter Year 6. Pupils talk enthusiastically about their enjoyment of science. They say that this reflects the many opportunities they have to learn through practical investigations. Pupils, however, say their enjoyment of learning is not always as strong because on a small number of occasions they are asked to sit and listen to their teacher for too long before they are given opportunities to work independently. The timetable provides an appropriate balance between subjects, placing sufficient emphasis on literacy and numeracy. Pupils' good achievement in ICT has been supported by the development of resources and extended opportunities: for example, video conferencing with a school in Texas.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The school is led well by the headteacher and her leadership team, displaying a passionate commitment to serve their community. Leadership is effective in ensuring that pupils make good and sometimes better progress in their learning and personal development. Parents and carers are highly supportive of the school and there is an outstanding engagement with them. A dedicated 'Family Room' is regularly used to provide activities supporting both pupils' and adults' learning. An outstanding range of effective partnerships includes very close working with the Leigh 'excellence' cluster of schools and a range of health and development agencies.

All members of the school community are clear about the school's vision and are fully supportive of it. A clear ambition to improve further is embedded in the school's work and builds well on the school's good self-evaluation. Leaders have ensured that subject leaders have developed their skills well and now enjoy opportunities to see their subjects in action in classes other than their own. Teachers are increasingly reflecting on their own teaching and observing their colleagues. Opportunities to observe the outstanding practice are not consistently available to all. The governing body is proactive and supports the school well, as well as asking challenging questions about the school's performance. It has sought the views of parents and has been instrumental in exploring proposals for a new school building. It fulfils all its duties and has ensured that, at the time of this inspection, the way in which pupils are safeguarded is exemplary. The school promotes equality well, providing a range of opportunities for pupils to engage with diverse cultures and fully understand the impact on their own lives. Pupils benefit from links with non-faith primary schools and from the opportunity to work with different groups in the local community. The contribution to community cohesion is good and governors are currently exploring further ways of enhancing this important area. Good outcomes for individuals and groups of pupils ensure that the school deploys its resources well and achieves good value for money.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate Please turn to the glossary for a description of the grades and inspection terms	
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

The quality of the Early Years Foundation Stage, good at the time of the previous inspection, has improved and is now judged to be outstanding. Children get off to an excellent start in the Reception class. They settle in quickly and benefit from outstanding teaching and very good relationships between staff and parents. Excellent use is made of the learning environment, both indoors and outdoors. Adults make careful assessments of what children can or cannot do and use these very well to plan meaningful and challenging activities. There is an outstanding range of imaginative activities, for example, working collaboratively in the 'doctor's surgery', making independent choices of activity and selecting 'snack tickets' when ready to eat. There is just the right balance of adult-led and child-selected activities. The result of such outstanding provision is that children become rapidly independent and gain the skills and abilities necessary to move into Year 1 and beyond very well indeed. There is a clear focus on children who enter the Reception class with limited language and literacy skills and they become increasingly confident in speaking and developing an extended vocabulary as a result. Leadership and management of the Early Years Foundation Stage are outstanding.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Views of parents and carers

There were 40 responses to the inspection questionnaire. The responses were positive and supportive of the school although a very small number expressed some concerns related to children's progress, taking account of parental views and safety. Nonetheless, many comments were very positive, including those about the way in which the school cares for and supports pupils, how much children enjoy school and the effective leadership and management. Inspectors agree with parents' overwhelmingly positive views. Evidence gathered illustrates the exemplary safeguarding of pupils and high levels of safety. Pupils' progress is monitored well and a wide range of strategies enable parents and carers to influence the work of the school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Christ Church Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 40 completed questionnaires by the end of the on-site inspection. In total, there are 179 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	81	70	34	29	1	1	0	0
The school keeps my child safe	81	70	33	28	2	2	0	0
The school informs me about my child's progress	66	58	41	36	5	4	0	0
My child is making enough progress at this school	63	55	43	38	6	5	0	0
The teaching is good at this school	68	60	41	36	2	2	0	0
The school helps me to support my child's learning	66	57	44	38	4	3	0	0
The school helps my child to have a healthy lifestyle	67	58	45	39	2	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	60	52	51	44	1	1	0	0
The school meets my child's particular needs	66	58	42	37	2	2	0	0
The school deals effectively with unacceptable behaviour	65	57	46	40	0	0	0	0
The school takes account of my suggestions and concerns	60	53	50	44	2	2	0	0
The school is led and managed effectively	72	63	40	35	0	0	0	0
Overall, I am happy with my child's experience at this school	80	70	32	28	2	2	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



Thank you for welcoming the inspection team to your school for its recent inspection. We appreciated your politeness and enjoyed talking with you. We were impressed that you demonstrated many mature attitudes in your personal development. We judged your spiritual, moral, social and cultural development to be outstanding. Your knowledge of healthy lifestyles, how to stay safe, your contribution to the community and your developing workplace skills are all good. Very well done! We have judged your attendance to be above average and your behaviour to be good. In addition to these very positive attributes, you also make good progress in your learning and reach the standards expected by the time you leave for secondary school.

So how does this happen? First of all your school is led and managed well. All adults play their part in the smooth running of the school and wanting the best for you. Your headteacher is passionate and enthusiastic, the teachers and teaching assistants give good help and support and the governors keep a very close eye on the school. Through the hard work of the adults the school provides you with outstanding levels of support, guidance and care, and good teaching. The subjects you learn are interesting too and it is good to hear about your sports activities and the Spanish and French being taught. We know you enjoy these activities, along with your after-school clubs.

So what does the school need to do to get even better? We have asked your leaders to build on the school's existing strengths and improve your standards in writing further. In addition, we have set your teachers the challenge to become even better and to aim for even more outstanding teaching. We know you will do your part in helping to do these things. After all, you attend a good school with parts that are outstanding.

Congratulations!

Every good wish for the future!

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.