

Christ Church Pellon CofE VC Primary School

Inspection report

Unique Reference Number	107535
Local Authority	Calderdale
Inspection number	336905
Inspection dates	28–29 September 2009
Reporting inspector	Brenda Clarke

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	198
Appropriate authority	The governing body
Chair	Mrs Angela Mitchell
Headteacher	Mrs Helen York
Date of previous school inspection	3 June 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 11 lessons, held meetings with governors, staff, groups of pupils and a representative of the local authority and also spoke with a number of parents and carers. The inspectors observed the school's work, and looked at a range of documents including the school improvement plan, records of pupils' progress, teachers' planning, marking and assessments, individual education plans for pupils with special educational needs and/or disabilities, minutes of meetings of the governing body, financial reports and 38 questionnaires returned from parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- how effectively pupils' progress is checked, particularly at Key Stage 1, and how this information is used to raise pupils' achievement
- how effective and consistent teaching is across the school
- how well different groups of pupils achieve, especially pupils in Key Stage 1, high achieving pupils in Key Stage 2, and those with special educational needs and/or disabilities across the school
- the impact of recent staff turbulence, particularly at management level
- how effectively the curriculum meets pupils' needs.

Information about the school

This is a smaller than average size primary school. The proportion of pupils eligible for free school meals is above average, as is the percentage of pupils with special educational needs and/or disabilities. The vast majority of pupils are White British. The school provides for the Early Years Foundation Stage in one Reception class. Since the last inspection in 2007, the school has experienced significant changes to staffing. A new deputy headteacher joined the school in September 2009 giving the school a full complement of permanent staff. The school has gained the Healthy School's Award, Activemark and has Dyslexia Friendly status.

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?

4

The school's capacity for sustained improvement

4

Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement.

Pupils' achievement is inadequate in Key Stages 1 and 2. Standards in Year 6 have declined steadily overall since 2006. Past attainment was average overall. However, attainment at the end of Key Stage 2 in 2009 was below average. Current attainment is low, as indicated by the school's data and from inspection findings. Children make a good start in the Early Years Foundation Stage and the majority enter Year 1 with skills appropriate for their age. However, since 2007, assessments show that standards attained by pupils by the end of Year 2 have declined significantly to well below the national average. This shows inadequate progress over time for pupils in Key Stage 1. The reasons for these weaknesses are as follows.

- The quality of teaching is not consistently strong enough to ensure that all pupils make the progress they should because activities are not carefully matched to their differing needs. Most lessons lack drive and pace and there has been inadequate teaching of the sounds that letters make at Key Stage 1, which hinders pupils' development in reading and writing.
- Pupils' behaviour is unsatisfactory in lessons in Key Stage 1. A significant number of pupils do not listen carefully to teachers' instructions and take too long to settle. This has an adverse impact on the class overall and significantly reduces pupils' progress.
- Leaders and managers have failed to make staff sufficiently accountable for pupils' progress over each school year.
- The headteacher has shouldered too big a work load and new initiatives have not been rigorously monitored to ensure a consistency of approach.

Teaching in Key Stage 2 is also insufficiently strong to accelerate pupils' progress rapidly through the key stage. Pupils' behaviour is satisfactory in Key Stage 2, but their effort lacks rigour in lessons.

Pupils are aware of the benefits of exercise and healthy eating. Most pupils enjoy school and take part in the many clubs and sporting activities. Attendance is satisfactory. The views of one child echoed many, 'School is a good place to be.' However, pupils' are not well prepared for their next stage in education because their literacy and numeracy skills are weak. This is, in part, because opportunities are missed for pupils to apply their skills in literacy and numeracy across a range of subjects.

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Leaders and managers have identified the significant weaknesses that exist in reading and writing in Key Stage 1 and, in September 2009, implemented plans to address this. It is too early to see the impact of these initiatives in terms of raising attainment. The headteacher has developed an effective system for tracking pupils' progress and setting challenging targets. This has yet to be fully shared with staff so that they become accountable for pupils' learning. Since 2007, changes in staffing have resulted in a smaller senior management team. During this time the roles were not delegated sufficiently and, as a result, the senior management team has not been effective. Inadequate progress has been made on the three areas for improvement identified at the last inspection, namely: pupils' behaviour, tracking systems and teachers' marking. The current senior management team has been in place for only a few weeks and so its effectiveness is as yet unproven. This, together with the lack of progress since the last inspection, means that the school's capacity for sustained improvement is inadequate.

What does the school need to do to improve further?

- Raise pupils' attainment in English and mathematics in both key stages by:
 - rigorously tracking pupils' progress and intervening when pupils make insufficient progress
 - further developing the newly introduced programme for learning sounds and letters in Key Stage 1, ensuring all staff involved have a good understanding of the programme and pupils have opportunities to reinforce their learning through written work.
 - developing further opportunities for pupils in Key Stage 2 to write more extensively.
- Improve the quality of teaching and learning by:
 - making effective use of the information gained from tracking pupils' progress to provide work which closely matches their needs
 - increasing the pace of lessons and setting much higher expectations for the amount and quality of work to be completed in lessons.
- Improve pupils' behaviour by:
 - ensuring that all staff adhere to the policy for managing behaviour
 - ensuring that, where appropriate, pupils' individual learning plans have detailed strategies to ensure that disruptive behaviour does not impede the learning of others.
- Develop effective delegation within the senior management team by:
 - ensuring that all members play an active role in school improvement, thereby reducing the existing work load of the headteacher.

Outcomes for individuals and groups of pupils**4**

Pupils' attainment is low because underachievement is rife in both key stages and the

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quality of learning is inadequate. The school's assessment tracking data shows that too few pupils make the expected progress by the end of Key Stage 2. For example, at the end of Year 6 in 2009, a quarter of pupils made insufficient progress in English and half of the group made little progress in mathematics. There is a similar picture in Key Stage 1, with significant pockets of underachievement. Pupils in Years 1 and 2 lack the skills to use the sounds that letters make to build words and this adversely affects their progress in reading and writing.

In Key Stage 2, although pupils make satisfactory progress in reading, their progress in writing lags behind, with broadly only one third working at the expected level for their age. Pupils' inadequate progress in writing drags down their overall progress in English. This is because they lack the skills to structure longer pieces of writing and to adapt their writing for a range of purposes. In mathematics, many pupils lack the knowledge and understanding to solve numerical calculations. Pupils with special educational needs and/or disabilities also make inconsistent and sometimes inadequate progress throughout the school because their individual learning plans are not sufficiently structured, or rigorously implemented and monitored.

Pupils are not well prepared for the next step in their education because their basic skills are low and good behaviour is not the norm. Most pupils play fairly and make strong relationships with their teachers and other pupils. Pupils do not like the school's practice of moving a disruptive child into another class, as one pupil explains, 'When they start to be silly it makes me feel like they are trying to stop me learning.' Pupils say they feel safe and that any incidents of bullying are quickly resolved. Hence one pupil reflected the views of many when describing the school, 'It is fun, caring and I feel safe.' Pupils enjoy taking on additional roles and responsibilities, for example, befriending younger children or contributing to school improvement through the school council.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	4
Taking into account:	
Pupils' attainment ¹	4
The quality of pupils' learning and their progress	4
The quality of learning for pupils with special educational needs and/or disabilities and their progress	4
The extent to which pupils feel safe	3
Pupils' behaviour	4

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

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Please turn to the glossary for a description of the grades and inspection terms	
The extent to which pupils adopt healthy lifestyles	3
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being Taking into account: Pupils' attendance ¹	4
	3
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

Inspection evidence and the school's monitoring show that teaching is inadequate in the main because pupils' work is not consistently matched to their differing abilities. Although teachers regularly assess pupils' learning, this information is not used effectively, for example, to provide more challenge for higher attaining pupils nor to consolidate learning for those who require additional support. As a result, the majority of pupils make insufficient progress. Most teachers' expectations are not high enough and the policy for managing behaviour is not adhered to, and so pupils do not consistently work with endeavour and time is wasted. A lack of challenging timescales and insufficient checking on how much work is being produced during the lesson results in pupils not working to capacity. This limits the progress that pupils make in lessons. Pupils with special educational needs and/or disabilities are supported by knowledgeable teaching assistants, but the work they are set does not consistently meet their individual learning needs. Reading is taught more effectively in Key Stage 2 than in Key Stage 1 because pupils have more opportunities to read for a range of purposes. For example, in a Year 5 history lesson, pupils read accounts of evacuees' experiences and used computers to retrieve and record information about them.

The curriculum has some good features and is enriched by visits to interesting places. A move from a topic-based curriculum to one which ensures relevant links between subjects is at an early stage of development. Currently, insufficient links are made between subjects for pupils to apply the skills they have acquired, particularly in literacy and numeracy. The curriculum also fails to meet the needs of high attaining pupils, who often lack challenge in their learning and, therefore, underachieve.

The school meets all the necessary safeguarding requirements, including for child protection. Pastoral care is generally effective. Vulnerable pupils receive good support from the learning mentor who has skills in befriending pupils, listening to concerns and resolving issues. This support contributes well to the social and emotional development of vulnerable pupils.

These are the grades for the quality of provision

The quality of teaching Taking into account: The use of assessment to support learning	4
	4

<p>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</p>	
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	4
The effectiveness of care, guidance and support	3

How effective are leadership and management?

The school's self-evaluation acknowledges that currently the majority of pupils make insufficient progress and that the quality of teaching and learning is inconsistent. The inspection findings support this view. However, the leadership team has not demonstrated the capacity to make the necessary improvements in the identified areas and is clearly not providing equality of opportunity for all pupils to achieve as well as they can. The monitoring of teaching lacks rigour so that inconsistencies reported in the previous inspection, for example, in marking, have not been dealt with. A key strength of development planning is the way in which the headteacher has involved all stakeholders in evaluating current provision. As a result, the school development plan gives an honest and frank overview of key areas for development. Work is at an early stage to address the priorities.

A key weakness in leadership is the lack of rigour in ensuring that new initiatives are driven forward by all stakeholders. For example, there is a carefully devised programme for managing pupils' behaviour, enjoyed by pupils, but inconsistently followed by all staff and, therefore, not effective. Middle managers are developing their roles and some are beginning to use their evaluations to bring about change. For example, the introduction of more investigative tasks in science lessons has resulted in improved rates of progress for many. The recent involvement of the local authority is welcomed and staff are showing a real willingness to work with consultants to initiate and evaluate change.

Governors offer appropriate support and seek additional training. Their involvement in recent school development planning has given them a clearer understanding of strengths and weaknesses, and a purposeful tool for future monitoring of provision. However, their actions to date have not proved effective in tackling weaknesses or in challenging the school to improve the quality of provision. The school has developed appropriate partnerships and uses the skills of a range of professionals to support pupils. Links with the church contribute well to pupils' effective spiritual development. The school's promotion of community cohesion is satisfactory. Good evaluation has led to worthwhile partnerships locally and planning for further development internationally. The school manages its finances appropriately, but the current levels of underachievement by significant groups of pupils result in inadequate value for money.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	4
Taking into account: The leadership and management of teaching and learning	4

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	4
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	4
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	4

Early Years Foundation Stage

Children join the Reception class with skills often below those expected for their age. Their progress is consistently good, particularly in communication, language and literacy; personal, social and emotional development; and in their early counting skills. This is because of good quality, stimulating activities, good teaching and strong relationships. Effective assessment is used to respond to children's unique needs and to plan carefully for their next steps in learning. Children respond well to staff's high expectations and behave well. They are happily independent, enjoy learning and are keen to participate in all activities. As a result, children attain the expected levels by the time they enter Year 1. All safeguarding requirements are met and children develop good hygiene routines, for example, washing hands before eating healthy snacks. The indoor environment is good and offers many opportunities and challenges for learning, such as using cameras or taking part in stimulating number activities. The outdoor environment is satisfactory. Although the planned activities are purposeful and offer good opportunities for imaginative play, resources to support and extend outdoor learning are not as effective.

Leadership and management are satisfactory overall. There is an effective mix of adult-led and independent activities and good planning to ensure that all areas of learning are addressed. However, some staff are new to the role and, although they work effectively with children, they are not involved in planning or assessing children's attainment and progress. Partnerships with parents and carers are overwhelmingly positive. Parents and carers particularly appreciate the good arrangements to ensure children's smooth transition from home into the Reception class.

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

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

The majority of parents and carers are positive about the way in which their children are educated and nurtured. Their view is that the safeguarding of children and their enjoyment are the strongest aspects of the school's work. A very small minority express some concerns about the information they receive on their children's progress; the amount of progress their children are making; and the ways in which the school deals with unacceptable behaviour. While agreeing with some of the parents' and carers' views, inspectors found other aspects of the school's work as reported above are much weaker than parents and carers judge them to be.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Christ Church Pellon C of E VC 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 38 completed questionnaires by the end of the on-site inspection. In total, there are 198 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	20	53	15	39	2	5	1	3
The school keeps my child safe	22	58	16	42	0	0	0	0
The school informs me about my child's progress	9	24	22	58	6	16	0	0
My child is making enough progress at this school	12	32	19	50	4	11	1	3
The teaching is good at this school	17	45	15	39	4	11	0	0
The school helps me to support my child's learning	12	32	23	61	2	5	0	0
The school helps my child to have a healthy lifestyle	14	37	23	61	0	0	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)	10	26	23	61	1	3	1	3
The school meets my child's particular needs	12	32	22	58	2	5	1	3
The school deals effectively with unacceptable behaviour	13	34	15	39	6	16	3	8
The school takes account of my suggestions and concerns	11	29	20	53	3	8	3	8
The school is led and managed effectively	14	37	17	45	3	8	0	0
Overall, I am happy with my child's experience at this school	20	53	15	39	1	3	1	3

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.



30 September 2009

Dear Pupils

Inspection of Christ Church Pellon C of E VC Primary School

Thank you for making the inspectors so welcome and answering all our questions when your school was inspected. You know that the reason for our visit was to find out how good an education you have. We judged that it is not good enough.

We judged that that your school needs extra help to make it successful. This means that over the next year or so your school will have lots of help to make it much better and that other inspectors will visit regularly to check on the progress being made.

There are some good things about your school:

- Children in the Reception class get off to a flying start and make good progress in their learning.
- You enjoy school and the activities provided.
- You have a sound understanding of how to stay healthy.
- You enjoy helping in roles such as members of the school council and playtime befrienders.

However, there are some important things that need to be better, so we have asked your headteacher, other staff and governors to do the following things:

- Make sure that you all make more progress in English and mathematics and those of you in Key Stage 2 to become better writers.
- Make sure that teachers always set work that challenges you.
- Make sure that all pupils behave well in lessons and around the school.
- Ensure that the school's leaders are involved in making the school better for everyone.

You can help by behaving well, working hard in lessons and always listening to your teacher and helpers.

Thank you once again for your help and best wishes for the future.

Yours sincerely

Brenda Clarke

Lead inspector

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