

Christ Church Upper Armley Church of England Voluntary Controlled Primary School

Inspection report

Unique Reference Number	108004
Local Authority	Leeds
Inspection number	337002
Inspection dates	6–7 July 2010
Reporting inspector	Stephen Fisher

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	153
Appropriate authority	The governing body
Chair	Mrs Doreen Armitage
Headteacher	Mrs Pat Richards
Date of previous school inspection	4 July 2007
School address	Theaker Lane Leeds West Yorkshire LS12 3NU
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 15 lessons or part lessons and observed each of the five class teachers. They held meetings with parents and carers, groups of pupils, governors and staff. They observed the school's work and looked at documentation including improvement plans, school policies, records of pupils' attainment and progress, pupils' work in their books, and policies and procedures relating to safeguarding. The inspection team analysed 28 questionnaires returned by parents and carers and those returned by Key Stage 2 pupils and by staff.

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

- the quality of teaching and the use of assessment strategies in each key stage
- the quality of support for different groups of pupils
- the effectiveness of leaders in bringing about improvement.

Information about the school

The school is below average in size. Pupils in the school come from a range of ethnic backgrounds and around one fifth speak English as an additional language. The proportion of pupils known to be eligible for free school meals is above the national average. The percentage of pupils with special educational needs and/or disabilities is above average, although the percentage of pupils with a statement of special educational needs is below average. There has been a high turnover of teaching staff since the last inspection but staffing is now stable. The school is operating a pilot co-headship arrangement for the local authority.

There is after-school provision on site which is subject to a separate inspection.

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Christ Church Upper Armley is a good school. It has improved in significant respects since its last inspection, including the quality of the teaching; the care, guidance and support for pupils; and the school's leadership; which are all good. These combine to enable pupils to achieve good outcomes in their personal, social and academic development.

The school has a positive ethos and a strong team spirit. Pupils like their school and say that lessons are fun. Though not many parents and carers returned questionnaires, their spoken and written comments about the school were very positive. Pupils throughout the school behave well and show consideration for each other and their exceptionally good behaviour in the school's worship sessions contributes to the success and value of these occasions. Pupils with special educational needs and/or disabilities receive good support to enable them to participate fully in all that the school provides. Pupils readily say that they are happy and safe at school. They know how to keep healthy and speak enthusiastically about how they contribute to school and community life, through the school council and the enterprise club for example. The school works hard to promote good attendance which, although low, is improving rapidly.

Children in the Early Years Foundation Stage make good progress from relatively low starting points. From the beginning of Key Stage 1 onwards, good teaching, combined with a stimulating curriculum and good academic guidance, ensures that pupils' overall achievement is good by the end of Key Stage 2. Teachers give pupils clear information about how well they are doing and how they can improve further. They provide interesting and practical activities for pupils and have good relationships with them, though in some lessons the level of challenge and the quality of teachers' questioning are not sufficient to motivate, involve and enthuse pupils in order to for them achieve as well as they can. The curriculum makes good links between subjects, though provision in information and communication technology (ICT) is underdeveloped.

Leadership and management of the school are good. Self-evaluation is broadly accurate and leaders are effective in bringing about improvement. The school has positive relationships with parents and carers and with a good range of organisations for the benefit of pupils. Leaders have ensured a steady improvement in pupils' outcomes and, as such, the school has a good capacity to improve.

What does the school need to do to improve further?

- Accelerate pupils' progress further in Key Stages 1 and 2 by ensuring that in lessons:

- there is a greater degree of challenge for all groups of pupils
- the range of teaching styles and learning activities motivates all pupils to do their best
- the skilful use of questioning stimulates pupils' learning.
- Embed the use of ICT across the curriculum in all key stages.
- Raise attendance levels to at least average by promoting a wider range of robust strategies that parents and carers understand and respond to well.

Outcomes for individuals and groups of pupils

2

Pupils, including those with special educational needs and/or disabilities, respond well to the activities provided for them and they make good progress by the end of Key Stage 2. They are good listeners and they behave very well in lessons. For example, in a Year 1 and 2 literacy lesson, pupils were asked to create their own tongue twisters; they did so quickly and enthusiastically. In a Year 3 and 4 numeracy lesson pupils busily tackled a range of multiplication challenges. Although pupils respond enthusiastically in lessons, they do not routinely present their work neatly and accurately.

When they start school, the level of children's skills varies but overall it is below average, particularly in the development of their communication, language and literacy skills. Children quickly learn the school's routines and about how to get on with each other. This enables them to learn effectively so that by the time they reach the end of Year 2, they have developed good social skills and standards in reading, writing and mathematics that are broadly in line with the national average. Though their progress in Key Stage 2 varies from year group to year group, by the end of Key Stage 2 pupils make good progress to attain standards that are slightly above average overall.

Pupils play a significant part in the success of the school. The school council, the enterprise club members and lunchtime playground buddies are very active and pupils say that teachers respond positively to their suggestions and ideas, about how to improve the school garden area for example. The school takes positive steps to promote and improve attendance which, although low, is improving rapidly and there are few persistent absentees. Pupils have well-developed personal qualities, such as being able to work independently and collaboratively. This, combined with their secure basic literacy and numeracy skills, means that they are sufficiently well prepared well for the next stage of their education. Pupils have very good insight into similarities and differences among themselves and get on very well with each other.

These are the grades for pupils' outcomes

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

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	3
Taking into account: Pupils' attendance ¹	4
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The quality of teaching is good. In the best lessons teachers ensure that they begin in a lively manner and involve all pupils, including through the use of 'talk partners' to help pupils recall what they have previously been learning. Teachers place a strong emphasis on the development of subject-specific vocabulary and use ICT resources well to help explain concepts, as in a Year 4 and 5 numeracy lesson for example. Pupils are encouraged to talk constructively about their work and to collaborate in pairs and groups. Pupils are given good advice about how well they are doing and what they need to do to improve further. Teachers have good subject knowledge, plan work that is suited to the needs of pupils of different abilities and engage with and manage pupils well. They give pupils praise and encouragement, though questioning is not consistently well-focused to involve all pupils and make them think hard. Where teaching is less successful, teachers do not achieve a good balance of their input, talk by pupils and challenging independent work. Assessment practice is developing well in the school. For example, teachers consistently highlight when pupils have achieved the objectives set for them and provide them with targets for improvement. However, targets are not always followed up by teachers to help ensure that improvement takes place and forward momentum is maintained.

The curriculum meets the needs of pupils very well. There are strong links between subjects in order to help pupils apply their literacy and numeracy skills and pupils enjoy whole-school themes, such as the recent study of life in Britain during the Second World War. Themes such as these are enhanced by excursions from school, and visitors to the school, to enable pupils to broaden their knowledge and experiences. The school

provides a good range of themed weeks to promote pupils' personal development, such as its community cohesion week. However, the use of ICT to support pupils' learning in different subjects is not a strong feature of the curriculum. There is a good programme of extra-curricular activities and pupils enjoy their daily 'wake and shake' physical activity. The school benefits from good partnerships with local business and public service providers such as health, police, road safety and rescue service professionals to promote pupils' learning and welfare.

There is a strong sense of community within the school. Adults know pupils well and take a genuine interest in them and in their well-being. As a result, pupils feel respected and well supported. Good partnerships with parents and carers and with fellow professionals ensure that pupils whose circumstances make them vulnerable receive the help that they need. Parents and carers comment very favourably about the welcoming climate in the school and the openness of staff. One summed this up accurately in saying, 'I have always found the school approachable and have found it easy to discuss any concerns and achieve a positive outcome.'

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	2

How effective are leadership and management?

The school is well led. Staff and members of the governing body share a vision of providing a caring and stimulating environment where pupils will develop into well-rounded individuals. The school's co-headship arrangement is working well and though a few of the school's self-evaluation judgements were not accurate, leaders have a good understanding of the school's strengths and areas in need of development. Leaders have been successful in bringing about steady improvement in pupils' outcomes since the last inspection. They know what needs to be done to improve the school further and have the capacity and commitment to be able to do so.

The governing body ensures that its statutory duties are met. School premises are very safe and secure, though there is a lack of rigour in the school's monitoring and evaluating of some of its health and safety, and safeguarding, policies and procedures. Partnerships with other schools, local authority agencies and voluntary organisations are good and make a positive contribution to the achievements of pupils. The school tackles all forms of discrimination effectively. Equality of opportunity is promoted well and there are no underachieving groups of pupils in this diverse school. The school has successfully placed a strong emphasis on the development of the school as a cohesive

community and on promoting pupils' understanding of the wider world and its peoples. The school deploys its resources effectively to achieve good outcomes for pupils and 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
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	3
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

Children in the Early Years Foundation Stage make good progress and by the time they enter Year 1 their attainment is broadly average. Though the outdoor area is small, both the indoor and the outdoor learning areas are stimulating, resourced well and used fully by children. Adults interact very well with children who, in turn, are interested in the activities and resources provided for them, such as when children predict and then find out for themselves whether three-dimensional shapes will either slide or roll down a slope. The warm and encouraging environment enables children to make good progress in the development of their social and their speaking skills in particular. Their behaviour is exemplary. They listen well, move around safely and play well together, such as sharing equipment when doing the laundry 1940s style. Questioning skills are used to promote children's thinking and their language development but this is not done consistently by all staff. Children clearly feel safe, secure and happy. This gives them the encouragement to do things independently, to make choices and to develop confidence. The Early Years Foundation Stage is well planned and well led. Activities are planned effectively and as well as assessing children's achievements, adults use assessment information to plan the 'next step' activities in order to meet children's individual needs and interests. Where necessary, assessment information is used as a basis for arranging additional learning support for individual children. Well-planned activities for each area

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

of learning and good teaching result in the children being well equipped to make the transition into Key Stage 1.

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	2

Views of parents and carers

A small minority of families responded to the questionnaire for parents and carers. They were overwhelmingly positive about the school's work. They were particularly positive in saying that their children enjoy school, that it keeps them safe, helps them to be healthy and that their children make enough progress. A very small minority raised concerns about pupils' behaviour and about parking outside the school. Inspectors discussed the parking issue with the school and were satisfied with the response. Inspectors found that the school manages pupils' behaviour well.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Christ Church Upper Armley Church of England Voluntary Controlled 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 28 completed questionnaires by the end of the on-site inspection. In total, there are 153 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	17	61	10	36	0	0	1	4
The school keeps my child safe	19	68	8	29	0	0	1	4
The school informs me about my child's progress	17	61	9	32	2	7	0	0
My child is making enough progress at this school	16	57	12	43	0	0	0	0
The teaching is good at this school	16	57	10	36	1	4	0	0
The school helps me to support my child's learning	17	61	11	39	0	0	0	0
The school helps my child to have a healthy lifestyle	17	61	11	39	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)	11	39	16	57	1	4	0	0
The school meets my child's particular needs	16	57	11	39	1	4	0	0
The school deals effectively with unacceptable behaviour	15	54	11	39	1	4	1	4
The school takes account of my suggestions and concerns	14	50	12	43	2	7	0	0
The school is led and managed effectively	16	57	11	39	1	4	0	0
Overall, I am happy with my child's experience at this school	19	68	8	29	1	4	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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.



9 July 2010

Dear Pupils

Inspection of Christ Church Upper Armley Church of England Voluntary Controlled Primary School, Leeds, LS12 3NU

Thank you very much for the warm and friendly welcome you gave to the inspection team when we visited your school on 7 and 8 July. We were impressed by your attitudes to school and your polite and friendly behaviour. It was obvious to us that you enjoy learning and the activities that the school provides.

Christ Church Upper Armley School is a good school and you have played your part in making it so.

Here are some of the reasons why we have judged your school to be good.

- You make good progress in your learning as you move through the school.
- You are safe at school, behave well and know how to keep healthy.
- The teaching is good and staff take care of you well.
- Provision for the youngest children is good.
- Children throughout the school get on well together.
- Your school has good leaders.

I have asked your teachers and governors to do three things to make your school even better. These are:

- to give you more challenging work so that you have to think and work harder and so make even better progress
- to give you increased opportunities to develop and practise your ICT skills, especially by giving you more regular access to the use of computers
- to improve your attendance at school.

I hope that you will encourage your parents and carers to support you on this last point so that Christ Church Primary School can continue to improve.

Yours sincerely

Mr Stephen Fisher

Lead Inspector

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