

Christ Church Charnock Richard CofE Primary School

Inspection report

Unique Reference Number	119463
Local Authority	Lancashire
Inspection number	358561
Inspection dates	9–10 September 2010
Reporting inspector	Brian Dower

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	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	144
Appropriate authority	The governing body
Chair	Mr Mike Houghton
Headteacher	Mr Mike Walmsley
Date of previous school inspection	7 February 2008
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Introduction

The inspection was carried out by two additional inspectors. They visited eight lessons and observed the work of six teachers. They held meetings with groups of pupils, staff, the Chair and Vice Chair of the Governing Body and a representative of the local authority. They observed the school's work, and looked at a range of documentation, including monitoring and assessment records, minutes of governing body meetings, school improvement planning and curriculum and lesson plans. Pupils' books from the last academic year had been taken home at the end of the summer term and little written work was available in this first week of the autumn term. Inspectors therefore concentrated on the quality of pupils' learning in the lessons observed. Fifty completed questionnaire returns from parents and carers were analysed, together with 14 from staff and 64 from pupils.

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

- Pupils' current progress and the level of their basic skills, with a focus on how well the boys are progressing.
- The extent to which learning activities challenge all groups.
- Pupils' understanding of how well they are learning and what they have to do to improve.
- How effectively leaders and managers have tackled the dip in the school's performance in 2009.

Information about the school

The school is smaller than the average-sized primary school. Almost all pupils are of White British heritage. There are more girls than boys. The proportion of pupils known to be eligible for free school meals and that of pupils with special educational needs and/or disabilities are well below average. The school has the Healthy Schools award. There have been significant staff changes over recent months. There is an after-school club run by the governors.

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

This is a good school. Attainment is above average and pupils achieve well. In the lessons seen, the quality of the learning and progress of all groups was good overall and at times outstanding.

Pupils say they feel safe in school. They stay fit and well by participating in a range of physical activities and eating healthily at break and lunch times. The older pupils help to care for the younger ones and undertake organisational tasks. Pupils' concerns are channelled through the school council and taken note of. Attendance is average. The school is at the centre of the local community and pupils are involved with the local church and with social and charitable events. For their age they have a good understanding of global issues. Pupils' personal development, including their spiritual, moral, social and cultural development, is good.

There have been significant improvements in teaching, resulting in raised standards. Assessments are used well to set individual learning targets for pupils and regular monitoring of their progress against them quickly identifies weaknesses. Measures to address them are timely and effective. The ability of a minority of pupils to listen for extended periods of time and talk about their work fluently and at length is an issue the school has identified for improvement, as is the use of time for all pupils for reflection on their learning and independent working. The curriculum meets statutory requirements well and provides interest and challenge in the classroom and a broad range of extra-curricular experiences. Opportunities for imaginative and adventurous work and play for the youngest children are limited. The progress they make is satisfactory compared to the good progress of the older pupils.

A key issue for improvement at the previous inspection was to raise standards at Key Stage 1. This has been addressed well, with attainment rising to, and then remaining at, above average levels over the last three years. This, together with the higher attainment at Key Stage 2 this year and the school's good forward planning based on accurate self-assessment, demonstrates the school's good capacity to improve further. The way forward is set out in carefully structured development plans where success criteria and monitoring milestones are clearly defined. Leadership and management at all levels are good. The positive impact that the newly appointed staff are having on pupils' progress is testimony to the effective professional guidance and support provided by an experienced and knowledgeable headteacher.

What does the school need to do to improve further?

- Improve the quality of teaching and learning by:

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- redressing the balance between the time given to explanations by the teacher and the time allocated for pupils' independent learning
 - allowing more time for pupils to reflect on their learning and think through for themselves how well they are doing and what they have to do to improve
 - extending the imaginative and exciting work in the Early Years Foundation Stage to develop children's creativity and critical skills.
- Improve pupils' speaking and listening skills by:
- extending opportunities for whole-class discussion
 - asking pupils to present their work to the class as a whole on a more regular basis
 - agreeing and implementing a consistent approach to fostering good listening skills.

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

When they start in the Reception class, the level of children's skills varies, but overall it is in line with what is expected for children of this age. By the time they leave Year 6, attainment is above average. Pupils enjoy their work and participate enthusiastically in a wide range of activities outside of the classroom. The pace of learning seen in lessons was brisk, with pupils working well collaboratively and independently. Pupils say there are times when they have insufficient time in a lesson to evaluate for themselves what they have grasped and remembered and what they need more help with. This was apparent in some of the lessons seen. Pupils have good literacy, numeracy and information and communication technology skills but speaking and listening skills are less well developed for a minority. Behaviour is good; pupils work hard and most attend school regularly. Consequently, they are well prepared for the next stage in their education.

Over time, attainment by the end of Year 6 has been above average but it declined to average in 2009, the dip being most apparent in English. This has been reversed this year. The highest attaining pupils did exceptionally well with results in reading and writing being well above average. Girls outperformed the boys in English because boys' writing, although improved, still lacked the clarity and accuracy of that of the girls. Boys and girls performed equally well in mathematics. The very small number of pupils with special educational needs and/or disabilities made good progress and achieved well. This was because their needs were identified early, appropriate help was forthcoming and effective use was made of outside agencies to provide specialist support.

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.

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Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	2
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	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Pupils make good progress in lessons because teaching is good and at times outstanding. Teachers have high expectations of pupils. They pitch targets and learning activities at a challenging but attainable level. Their approach in the lessons seen was caring and supportive, providing timely help for those who were stuck and more demanding work for those who made more rapid progress. There were occasions when the teachers' explanations were too prolonged and, as a consequence, there was insufficient time for independent learning. This also limited the time for pupils to evaluate for themselves how well they are doing and what to do to improve. Pupils were seldom challenged to talk at length to the class about their work. Opportunities were sometimes missed to move question-and-answer sessions up a notch to engage the whole class in discussion. There was inconsistency in the approaches teachers adopted to help a minority of pupils whose attention span was limited and whose general listening skills were not well developed.

The curriculum meets statutory requirements and there is a good balance between provision for pupils' basic skills and for their understanding of the world around them. It is targeted particularly well in promoting their health and well-being and their spiritual, moral, social and cultural development. Pupils have a good understanding of the diversity of society and the school has plans to extend opportunities for them to engage with others from different backgrounds. There is a wide range of well-attended enrichment activities which add to pupils' enjoyment of school and their self-reliance. Christian values underpin the school's work and engenders in the pupils tolerance and respect for each other. They grow in maturity and confidence because of the good care,

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support and guidance they receive and because of the impact of the well-planned personal, social and health education programme.

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?

Change has been managed well. Newly-appointed staff have accurately assessed the pupils' capabilities and in this first week of term are providing challenging and interesting work. The new management structures are fit for purpose. All are ambitious for the school's success and work effectively to ensure that every boy and girl has an equal chance. The recent significant academic improvements for all groups testify to their success. Self-evaluation is accurate and appropriate priorities are in place to take the school forward. Development planning is grounded in a good understanding of the religious, ethnic and social characteristics of the community the school serves. As a result curriculum and pastoral provision contribute well to a sense of cohesion in that community and within school. Safeguarding procedures are effective. Safe working is evident in daily routines and risk assessments are carried out when appropriate for practical activities and trips out of school. Health and safety audits are undertaken on a regular basis.

The governing body are closely involved in the day-to-day life of the school. They ask the right questions and were proactive in working with the senior management team to address last year's dip in attainment. Parents are consulted on a regular basis and notice is taken of any concerns raised. There is a good range of partnership arrangements with other schools and outside agencies to provide breadth to pupils' education and specialist learning support when needed. The school gives 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	2
The effectiveness of the school's engagement with parents and carers	2

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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	2
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 settle quickly in the Reception class and are soon happy and secure. This is because of good induction procedures, close links with parents and carers and the warm and welcoming approach of the staff. Progress is satisfactory and by the start of Year 1 the children's overall attainment is average. Most make good progress socially and emotionally, learning to share toys and equipment and understanding that others have feelings and ideas. They are well cared for and their safety is paramount. This was also apparent in the after-school club where the children and the older pupils were enjoying a range of activities under the supervision of trained teaching assistants. There have been significant improvements since the previous inspection in the learning environment and in the work done with parents and carers to support their children's development. However, lesson observations and the school's evaluation show that too often learning and play activities are too tightly prescribed. There is then insufficient scope for imaginative work which stimulates excitement and children's sense of adventure.

These are the grades for the Early Years Foundation Stage

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

Views of parents and carers

Approximately one third of families returned completed questionnaires. Almost all were supportive of the school and appreciative of all that is done for their children. A few parents recorded concerns about the behaviour of a very small minority of boys. The behaviour of pupils seen in lessons and around the school was good and at times exemplary. There are a very small number of boys who, because of their emotional problems, find it difficult at times to adjust to school routines. They are managed well,

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which is evident from observations, school records and what other pupils said. Pupils' comments showed they understand that not every pupil can cope with frustrations and problems as well as them. They said that their own learning was not disrupted and that any problems arising during playtime were dealt with quickly and effectively.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Christ Church Charnock Richard CofE 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 50 completed questionnaires by the end of the on-site inspection. In total, there are 144 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	33	66	15	30	2	4	0	0
The school keeps my child safe	34	68	15	30	0	0	0	0
The school informs me about my child's progress	26	52	21	42	2	4	1	2
My child is making enough progress at this school	25	50	23	46	2	4	0	0
The teaching is good at this school	21	42	27	54	0	0	0	0
The school helps me to support my child's learning	22	44	25	50	2	4	1	2
The school helps my child to have a healthy lifestyle	25	50	22	44	2	4	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)	25	50	23	46	1	2	0	0
The school meets my child's particular needs	25	50	24	48	0	0	1	2
The school deals effectively with unacceptable behaviour	22	44	19	38	5	10	0	0
The school takes account of my suggestions and concerns	19	38	23	46	3	6	1	2
The school is led and managed effectively	22	44	23	46	3	6	0	0
Overall, I am happy with my child's experience at this school	30	60	17	34	2	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

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 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.



13 September 2010

Dear Pupils

Inspection of Christ Church Charnock Richard CofE Primary School, Chorley, PR7 5NA

Thank you for the warm welcome we received when we visited your school. You made a valuable contribution to the inspection by telling us the many good things about your school and by showing insight into what could be better about teaching and learning.

Yours is a good school. Standards are above average and the progress you make is good. The progress of the youngest children is satisfactory. Your teachers and the assistants work hard to give you the best possible education and they care for and support you in every way possible. You spoke enthusiastically about the many trips away and the clubs and activities outside of lessons. You have the personal qualities to make a success of your time at school and the skills and determination to make the most of the next stage in your education.

Thank you for suggesting that you could be given more time to think about your learning and to work independently. We agree that these are areas for improvement. We have also asked that more is done to help the minority of pupils whose speaking and listening skills are not well developed and that children in the Reception class are given more imaginative and exciting work to do.

Please thank those parents and carers who returned the questionnaires. We have responded to the one concern they raised about the problems a very small number of boys have in coping with the routines of school. You helped us understand the difficulties they face.

Our best wishes to you for the year ahead and we hope that you have an interesting and enjoyable three terms.

Yours sincerely

Brian Dower

Lead inspector

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