

Christ Church CofE Primary School

Inspection report

Unique Reference Number	124229
Local authority	Stoke-On-Trent
Inspection number	380840
Inspection dates	13–14 September 2011
Reporting inspector	Kevin Johnson

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	205
Appropriate authority	The governing body
Chair	Colin Parkes
Headteacher	Paula Scattergood
Date of previous school inspection	30 January 2009
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Introduction

This inspection was carried out by three additional inspectors. Eleven lessons were observed, and eight teachers seen. Meetings were held with groups of pupils, governors and staff. Inspectors observed the school's work, and looked at national test results and the school's assessments, policies and governing body minutes, the school's self-evaluation of its work, curriculum documentation and that relating to the safeguarding of pupils. Also taken into account were 32 questionnaires returned from parents and carers as well as those completed by pupils and members of staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How successful school action has been in raising attainment in writing.
- Whether the curriculum for the Early Years Foundation Stage promotes early reading and writing skills well.
- How well school leaders, including the governing body, ensure equality of opportunity for all pupils.

Information about the school

Most pupils in this average-sized primary school are White British. A higher than average proportion is known to be eligible for free school meals. The number of pupils with special educational needs and/or disabilities is also above average. The school has achieved the International Schools Award, The Eco-Schools Bronze Award, Healthy School Status and follows the agenda for Rights Respecting Schools.

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, where pupils' good progress and improving attainment are underpinned by outstanding care, guidance and support. Leaders have built well on the positive progress seen at the previous inspection by embedding effective strategies for improvement in English and mathematics. Aspects of pupils' personal development including their understanding of how to stay safe and healthy and their contribution to the school continue to be outstanding. The engaging curriculum provides rich opportunities for pupils' learning and frequently inspires good writing. Effectively planned self-evaluation helps leaders to know their school well. As a result, they have maintained good capacity for improvement since the last inspection.

When children enter the Early Years Foundation Stage, they are generally below expected stages of development for their age, and some are well below. Pupils achieve well during their time in school to attain average standards by the end of Year 6.

Pupils enjoy school. Most attend regularly and they are safeguarded well. Pupils say that they feel very safe in school. Their behaviour is good.

Good teaching overall accounts for pupils' good progress. Some teaching is outstanding. However, there are inconsistencies in some lessons which result in satisfactory teaching and learning, and this is recognised by the school as an area for improvement.

The headteacher has established a strong senior leadership team during her relatively short time in post, and has strengthened the procedures for and quality of self-evaluation. Although there is robust analysis of the school's work by senior leaders and the governing body which is helping to secure good improvement, not all staff members feel included in the process or that their views are fully considered.

What does the school need to do to improve further?

- Improve the consistency of good and better teaching by ensuring that in every lesson:
 - pupils listen well
 - work is matched well to varying abilities
 - a good pace of learning is maintained.
- Build further on existing self-evaluation practices by ensuring that all staff members' roles are clear to them and that all of their views are considered.

Outcomes for individuals and groups of pupils

2

Pupils' good and sometimes excellent behaviour in lessons makes a significant contribution to their good learning. They are attentive and enjoy challenges, particularly the ones which they choose for themselves such as finding out the ingredients in different chocolate bars in a science topic. There is always a good level of discussion during lessons which provides ideas and boosts confidence especially when writing. Pupils work hard and usually take care with presentation. They work effectively with partners and increasingly assess their own progress so they have good understanding of the levels they achieve and what to do next.

Attainment in English and mathematics at the end of Year 6 has improved steadily since the last inspection. In the 2011 national tests, it was on the cusp of being above average. Particularly good progress is seen in writing because pupils are able to draw on rich first-hand experiences provided through the curriculum. Improved attainment is also evident at the end of Year 2. A good example of pupils' success is their enthusiastic writing following a wet, but no less rewarding day-trip to London. No pupils underachieve. Improvement in mathematics resulted from a thorough analysis of pupils' work, which highlighted gaps, for example, in calculation skills and which led to well-targeted action by the school. All pupils make good progress. Pupils with special educational needs and/or disabilities are well provided for and make good progress. Their needs are quickly identified and met by strong teaching support and help from external agencies where necessary. Pupils' day-to-day learning is carefully mapped out and their progress is closely monitored.

Pupils are polite and well-mannered around the school. They make an outstanding contribution to the life of the school in the way they fulfil responsibilities on the school council, the eco-committee, as playground leaders and in maintaining awareness of pupils' rights and responsibilities. They share their belief in the value of the Fairtrade movement with the local community and generously support local charities. Pupils' understanding of what it means to maintain a healthy lifestyle is impressive. After-school sports are very well attended and pupils feel proud that they go to a 'bike-it' school. A family cookery club and flourishing school allotment help to foster sensible eating habits. Pupils have excellent understanding of how to keep themselves and others safe outside of school. Attendance is above average and

pupils are well-equipped with the skills they need for economic well-being by the time they leave the 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	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
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	2

How effective is the provision?

Teachers engage pupils well in most lessons, which are always punctuated by good opportunities for pupils to discuss and plan ways to tackle work. Relevant use is made of technology such as electronic whiteboards and laptops to ensure that pupils have good resources to help their learning. Teachers' subject knowledge is generally good, and this enables them to ask pupils searching questions in order to promote thinking and assess learning. The best lessons are driven by challenges, which keep pupils on their toes and set a lively pace. Detailed planning for different ability groups and highly-effective on-going assessment ensures that they know what is expected of them and recognise the next steps needed to improve on what they do. Teaching assistants work well with class teachers and bring value to pupils' learning in the way they provide specific and sensitive support. Not all lessons are equally effective, however, and at times pupils do not work to their potential or may even be over-challenged. On some occasions pupils are not taught to listen well. These features slow the pace and lead to satisfactory rather than good learning.

The curriculum is well planned, varied and enables pupils to achieve well. A good range of first-hand experiences enriches learning and provides good starting points for the development of speaking skills and writing. Information and communication technology (ICT) is integrated well and French is a well-established feature. A comprehensive range of after-school clubs provides opportunities and enjoyment and they are well-attended. The curriculum also promotes pupils' spiritual development well, not only through its creativity but also through community events such as church celebrations and commemorative gatherings.

Parents and carers unanimously endorse pupils' views that they are extremely well cared for in school. The school provides exceptional care and support for the most

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

vulnerable pupils, the results of which are seen in their good achievement. Attendance is rigorously checked and excellent support from designated staff helps to keep potentially vulnerable pupils on track. Arrangements for pupils joining the school, and transferring to the next, work very smoothly and parents are very happy with the information they receive. Clear guidance and expectations as to pupils' relationships and behaviour are reflected in their good and outstanding personal qualities. Pupils thrive within the friendly, Christian ethos.

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?

Leaders provide clear drive and direction for the school. Their focus on raising attainment has paid dividends and systems for checking progress and moving pupils on work well. Staff are strongly committed to improving the school and ambitious for its success. Teachers recognise their roles in this process. Self-evaluation is carefully planned, accurate and helpful but not fully inclusive and, therefore, not outstanding because of pockets of uncertainty among some staff members about the value of their contributions. Teaching and learning is managed well. Teaching strengths have been maximised so that best practice and effective mutual support is evenly distributed throughout the school. A rigorous monitoring programme by senior staff helps to maintain teaching quality.

The governing body contributes well to the school's work. There are constructive relationships with the school and clear determination in challenging and supporting to eliminate weaknesses. The welfare of all pupils is given high priority. To that end the governing body strongly challenges any form of discrimination and monitors the pastoral and academic progress of pupils to ensure that they equally receive the opportunities they need to achieve well. Safeguarding procedures are good. Good systems ensure the security of the building and any necessary improvements are swiftly undertaken. Staff and pupils are clear about their responsibilities. Increasing the hours of the home-school worker have enabled better contact with families and made safeguarding more effective by reducing the risk of harm to pupils whose circumstances may make them potentially more vulnerable. The school promotes community cohesion well. Opportunities for pupils to compare cultural lifestyles and experiences with those in other schools are limited. However, there are very strong links with local community groups and International Schools links provide good insight for pupils and are a strong contribution to their cultural development and understanding.

These are the grades for the 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
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

Good leadership in the Early Years Foundation Stage ensures that children are well provided for and that they make good progress towards their early learning goals. Personal qualities are developed well so that they form good relationships with adults and other children, make confident choices about their work and enjoy their learning. They have a growing awareness of how to keep safe and learn to behave well. The curriculum is planned well with a good balance between indoor and outdoor learning. Good language skills are encouraged by skilful teachers who draw children into activities where they practise language well in the classroom and develop it further through outdoor play. For example, *Incy Wincy Spider* became more real to children and promoted good talk when there were water, drainpipes and plastic spiders to play with outside. Provision for children's welfare is good. Teachers provide a welcoming and well-resourced environment and are constantly watchful over the children in their care. Learning and progress are closely observed and recorded by the staff team so that next steps in development can be planned. There are trusting relationships with parents and carers who appreciate the opportunities they have to share in the process of their children's learning and development. Team leaders in the Early Years Foundation recognise the need to build on current good strengths of provision and to improve children's outcomes further in order to make the overall effectiveness outstanding.

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 in the Early Years Foundation Stage	2

Views of parents and carers

A small minority of parents and carers returned completed questionnaires. Overall, they expressed overwhelmingly positive views and raised almost no concerns. The very small number of issues raised was discussed with school leaders. The anonymity of parents and carers was fully protected.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Christ Church 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 **32** completed questionnaires by the end of the on-site inspection. In total, there are 207 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	20	63	11	34	1	3	0	0
The school keeps my child safe	25	78	7	22	0	0	0	0
The school informs me about my child's progress	13	41	18	56	0	0	0	0
My child is making enough progress at this school	11	34	19	59	1	3	1	3
The teaching is good at this school	12	38	19	59	1	3	0	0
The school helps me to support my child's learning	17	53	14	44	1	3	0	0
The school helps my child to have a healthy lifestyle	19	59	12	38	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)	21	66	11	34	0	0	0	0
The school meets my child's particular needs	11	34	18	56	2	6	1	3
The school deals effectively with unacceptable behaviour	10	31	19	59	0	0	2	6
The school takes account of my suggestions and concerns	9	28	21	66	0	0	0	0
The school is led and managed effectively	15	47	15	47	2	6	0	0
Overall, I am happy with my child's experience at this school	17	53	13	41	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 all 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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 and is consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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 up exactly to 100. Sixth-form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



15 September 2011

Dear Pupils

Inspection of Christ Church C of E Primary School, Stoke-on-Trent, ST4 2JG

Thank you for the warm and friendly welcome that you gave us when we came to inspect your school recently. We enjoyed talking to you and you gave us a lot of helpful information about your school. We also found out quite a lot by ourselves. For example we were pleased to see that your attendance at school is above average. You are also polite and well behaved which is one of the reasons we enjoyed talking to you. Also, you are proud of your school and make an excellent contribution to everyday school life. All of those things are very important, so do keep them up.

Christ Church is a good school. You make good progress and the standards you reach in English and mathematics have improved steadily since your school was last inspected. We agree with you that most of your lessons are fun, especially where there is practical 'hands-on' work. Your teachers work hard to make sure that you enjoy learning. The grown-ups in school take excellent care of you which is why you take such good care of each other and help one another to enjoy school and achieve well.

Nevertheless, your teachers, parents and carers and the governing body would like your school to be even better so this is what we have asked school leaders to do. Firstly, make every lesson as good as the very best by making sure that everyone always listens well, does work which matches exactly what they need to do, and works at a good pace. Secondly, ensure that everyone who works in the school is able to share in planning how it can improve.

Yours sincerely

Kevin Johnson
Lead Inspector

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