

Christ Church Church of England Voluntary Controlled Primary School

Inspection report

Unique Reference Number	121590
Local authority	North Yorkshire
Inspection number	359045
Inspection dates	10–11 March 2011
Reporting inspector	David Byrne

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	125
Appropriate authority	The governing body
Chair	Ron Wanless
Headteacher	Simone Bennett
Date of previous school inspection	10 October 2007
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Introduction

This inspection was carried out by two additional inspectors. Inspectors observed teaching and learning in seven lessons, taught by five teachers, and held meetings with representatives of the local authority, the governing body, staff, pupils and parents. The inspection team observed the school's work, and looked at a wide range of documentation provided by the school, including records of pupils' progress and the school improvement plan and policies for securing safeguarding and child protection. The team analysed the questionnaires returned by 87 parents and carers and also evaluated those returned by pupils and staff.

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

- The quality of teaching and whether its impact on learning and progress is as good as it can be.
- The level of involvement of pupils in their own assessment and the way teachers use assessment information to match work to the needs of pupils.
- How well the remodelled curriculum is planned to match pupils' needs and enable them to make good progress in their basic skills and particularly in writing.
- How effectively all leaders and managers ensure that provision and outcomes are good or better.

Information about the school

The school is smaller than the average sized primary school. The proportion of pupils with special educational needs and/or disabilities is above average and the proportion known to be eligible for free school meals is average. Pupils attending the school are from a variety of ethnic backgrounds with the large majority of White British origin. A below-average proportion speak English as an additional language.

Since the last inspection three long-serving members of staff have left, including the headteacher and deputy headteacher. A new headteacher took up post in September 2009 after a year when the school lacked a substantive headteacher. Many external accreditations have been gained, namely Healthy Schools Status, Activemark, Artsmark Silver, Level 4 of the Inclusion Quality Mark, the special educational needs and/or disabilities quality mark, Eco-Schools Silver Award and a charter mark for information and communication technology (ICT). The school is part of an extended school's network and provides after-school and holiday play provision.

The inspection was conducted whilst the school was in the process of rebuilding parts of the premises that were severely damaged due to flooding at the end of December 2010. Many pupils were being taught in the hall and temporary accommodation.

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?

1

The school's capacity for sustained improvement

1

Main findings

Christ Church Church of England primary is outstanding and gives excellent value for money. A genuine, caring education makes a big difference to the lives of the pupils and their families. Its contribution to community cohesion is excellent. It provides outstanding levels of care and pastoral support with excellent inclusion and equality of opportunity for all pupils. Parents and carers rate the school very highly and their engagement with it is excellent. It is not by chance that they typically remark that at this school, 'The whole child is taken into account' and that children 'make great strides in their confidence and learning'.

Pupils love the school because learning is an adventure that involves everyone: pupils, staff, parents and carers. It is rare to find such high levels of enthusiasm for homework. Children start in Reception with skills that for most are low for their age. By the end of Year 6 pupils exceed their challenging targets. Their attainment in English and mathematics is typically average. This represents good achievement and progress. First-class support for pupils with special educational needs and/or disabilities gives them excellent gains in their personal and academic development. All pupils have plentiful opportunities to develop a good knowledge of healthy and safe lifestyles. Outstanding spiritual, social, moral and cultural development contributes to the pupils' exemplary behaviour. Above average attendance reflects their delight in school. Their contribution to the school community and its locality is excellent. As school councillors and eco warriors, pupils relish the chance to take on responsibilities and influence decisions made within school.

The school's success stems from the inspirational leadership and management of the headteacher supported by a skilled and dedicated staff team. There is a high morale amongst all involved in the school including staff, pupils, parents and carers. Everyone shares high expectations for each pupil. Bold initiatives to improve the use of assessment information and create an exciting and first-rate curriculum are accelerating progress rapidly. Excellent partnerships with outside agencies, other schools and the community significantly enhance pupils learning. The assessment of literacy and numeracy is of a high quality and involves pupils exceptionally well in their own improvement. Their involvement in evaluating their performance in other subjects is not as well developed. Safeguarding procedures are outstanding and ensure that pupils and adults are safe and secure at all times. Excellent procedures for school self-evaluation accurately identify the areas for school improvement. Highly successful actions taken to tackle weaknesses, for example, in raising

attainment in writing and improving assessment demonstrate the school's effectiveness in moving forward. It has improved well since the last inspection and has an outstanding capacity to continue to do so in future.

What does the school need to do to improve further?

- Increase further the involvement of pupils in their own assessment by:
 - developing efficient systems for engaging pupils in evaluating their achievement in subjects other than in English and mathematics.

Outcomes for individuals and groups of pupils

2

Pupils work hard at all times and take enormous pride in all that they do. They eagerly embrace the many experiences and opportunities the school provides for them to be independent and follow their own interests. As part of studies linked to fair trade week, in one lesson, older pupils in Key Stage 2 were enthralled by the ethical issues involved in this form of trading. This prompted their enthusiasm for using their laptops to compose mature, well-written and balanced arguments for the value of such an approach to marketing.

Current approaches to overcoming children's low starting points are bearing fruit. The good progress in the Early Years Foundation Stage continues in Key Stages 1 and 2. Robust evidence held by the school indicates that progress is accelerating rapidly and attainment is increasing across the school at a fast rate. By the end of Year 2, attainment is currently average in reading, writing and mathematics. In 2010, results at the end of Key Stage 2 were average in English and mathematics with a noticeable improvement in the quality of writing, a relative weakness identified by the school. There is no statistically reliable evidence to indicate any difference in achievement of boys or girls or of pupils from particular cultures.

Pupils' outstanding spiritual, moral, social and cultural development shines through in all they do. Parents are correct when they speak of the, 'lovely sense of community and creative approaches to learning'. Pupils make an excellent contribution to the community. They have improved the school environment, raised funds for others less fortunate than themselves and are determined to preserve the planet. They prove themselves trustworthy as they help out in many ways throughout the school day. Pupils have a good awareness of the cultural diversity of modern society. Links with a school in Sierra Leone, the celebration of the diversity within the school and studying how to create a sustainable economy successfully widens the pupils' understanding of important global issues. The good, and at times excellent, levels of personal development coupled with good academic achievement gives pupils a good preparation for their next stage of education.

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	1
The extent to which pupils feel safe	2
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Teaching is of a good quality overall because assessment is at the heart of all that occurs. It is used by staff to tailor work to meet individual needs and in literacy and numeracy to involve pupils in setting targets to improve their work. Very effective support is provided by teaching assistants for pupils of all abilities but they are particularly effective in supporting pupils with special educational needs and/or disabilities. There is a sharp focus on key skills, especially in terms of pupils' speech and language development and the promotion of independent writing and problem solving in mathematics. Good use is made of ICT to encourage learning. Pupils are familiar with using laptops to research information and digital voice recorders to develop and extend their thinking. Some teaching is of the highest quality. A key example of this was seen when teachers and support staff worked together to target the less-able pupils to improve their skills of reading and numeracy. Teachers consistently identify how pupils can improve their work, and offer good quality marking which successfully guides ways that pupils can improve. The 'Brain-Builder' homework initiative is highly successful and popular with pupils and families alike. It makes a very positive contribution to the rapidly improving progress occurring across the school.

Innovative approaches to curriculum planning provide an excellent array of rich and memorable experiences. Pupils have a say about what they learn and this ownership adds to their curiosity and desire to learn. Pupils report excitedly that, 'We've got cross-curricular now.' and can explain that this means they learn about one subject with the help of skills from another. This approach makes learning exciting and improves pupils' skills of literacy, numeracy and ICT. It has a marked impact on progress in writing and in solving mathematical problems. Pupils talk enthusiastically about their recent topic based on the Second World War displaying enormous empathy with the lives of people of that time. Local facilities, including close links with the local church are very effectively used to promote learning. Innovations such as the 'Christ Church University' offer pupils a wide array of optional activities beyond

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

standard lessons and promote pupils' interest and confidence. Pupils benefit enormously from close links with the local high schools, particularly in sport.

Parents and carers rate care, guidance and support very highly. One comment typifies that of the majority, 'The school is a very caring community and I feel that the school knows my child's capabilities very well.' Pastoral care is outstanding and is central to the school's provision. Exemplary procedures support pupils who are vulnerable due to their circumstance and their families. The work of all staff has effectively improved attendance to above average. Much success is seen in raising the aspirations of pupils for their future lives. Excellent partnerships with a wide range of agencies from services within health, education and welfare, extend the outstanding quality of care available within the school. Highly-effective procedures are established to involve parents and carers, with whom communication is excellent, in their children's education.

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	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher is inspirational and gives extremely caring and visionary leadership to the school. Very astute monitoring of the performance of pupils and staff, excellent tracking and assessment systems and a high profile for staff development is successfully raising the achievements and expectations of each pupil. In a short time the culture within the school has been radically altered. Innovative practice is carefully considered and implemented to improve pupils' learning, for example, the improvements to assessment and the curriculum. A philosophy of working with others underpins the journey being taken by the school. Excellent partnerships with other schools, local supermarkets and local authority consultants make a significant and positive difference to the pupils' education.

Conscientious governors provide effective monitoring of, and challenge to, the school's performance. They ensure that safeguarding is of the highest quality with meticulously kept records and rigorous checks on potential risks. The governing body is very supportive of the school's efforts to promote community cohesion. Senior leaders have an excellent understanding of the school's religious, ethnic and socio-economic context and promote community cohesion extremely well. Equality of opportunity is excellent. Racial discrimination is very successfully discouraged and everyone is treated equally. Great efforts to increase the engagement of parents and carers have been very successful: their engagement is outstanding. High-quality written communications, daily access to teaching staff and a superbly maintained website give parents and carers up-to-date and very informative details about the school and the progress of their children. Wholly appreciative parents have the final word, 'The school has an open culture that welcomes parents and carers and their involvement in it.'

These are the grades for the leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Children's skills on entry to the Reception class are lower than is typical for their age. They settle down quickly and work and play well with their classmates, engaging enthusiastically in all the activities. They make good progress in all areas of learning and show good levels of curiosity about the world around them. The proportion of children reaching the standards expected for their age increases at a good rate so that by the end of the Early Years Foundation Stage their attainment moves close to the national average. Good, direct teaching, strong support from teaching assistants and good use of available resources enables children to gain a good grasp of basic number, and early reading and writing. Some aspects of planning are rather brief and do not fully reflect the good quality of teaching that is provided. Although the outdoor space was severely restricted during the time of the inspection, staff plan carefully to maximise opportunities to extend learning outdoors. Children are independent in many ways, for example, they take out and put away resources and organise themselves during learning activities. The use of 'learning passports' enables children to develop their skills of making choices about their own learning.

Good leadership and management ensure an accurate understanding of the strengths and weaknesses of provision in the Early Years Foundation Stage. Children's welfare and safety has the highest priority and is well maintained. Regular and accurate assessment leads to an accurate evaluation of the needs of each child and enables suitably tailored activities to be provided for individuals. There are close links with a variety of outside agencies for the benefit of the children. Parents and carers speak very positively of home-school communication and of the quality support provided for their children. One stated that the, 'teachers are supportive and easy to approach'.

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

Around two thirds of parents and carers returned the questionnaires. Virtually all rate the school very highly. The quality of provision and the outcomes for their children is applauded and the role of the headteacher praised very highly. Almost all feel that the school helps their children to make good progress. They feel that staff are very welcoming and willing to listen and respond to their opinions. Parents and carers emphasise that the school values the growth of the whole child both in terms of their personal and academic achievement. There were a few comments about the timing of the inspection given the recent flooding in the school. The inspection findings strongly endorse the positive views expressed and were not influenced by the flood situation of the school. Regarding the timing of the inspection, this was beyond the control of the inspection team but the professional way it was managed by the school was noted and welcomed.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Christ Church 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 inspector received 86 completed questionnaires by the end of the on-site inspection. In total, there are 125 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	58	67	27	31	0	0	0	0
The school keeps my child safe	69	80	17	20	0	0	0	0
The school informs me about my child's progress	61	71	23	27	1	1	0	0
My child is making enough progress at this school	49	57	34	40	2	2	0	0
The teaching is good at this school	55	64	30	35	0	0	0	0
The school helps me to support my child's learning	58	67	27	31	1	1	0	0
The school helps my child to have a healthy lifestyle	55	64	29	34	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)	49	57	32	37	1	1	0	0
The school meets my child's particular needs	55	64	31	36	0	0	0	0
The school deals effectively with unacceptable behaviour	51	59	32	37	0	0	1	1
The school takes account of my suggestions and concerns	50	58	34	40	1	1	0	0
The school is led and managed effectively	66	77	19	22	1	1	0	0
Overall, I am happy with my child's experience at this school	62	72	21	24	1	1	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 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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 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. 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.



14 March 2010

Dear Pupils

Inspection of Christ Church Church of England Voluntary Controlled Primary School, Skipton, BD23 2AP

Thank you for sharing so much with me during my recent visit to your school. Your school is outstanding. You benefit from caring and dedicated teachers, support staff and an inspirational headteacher. They work tirelessly to make lessons lively and interesting and to help those of you who find learning difficult to join in with all that the school offers. Your attainment is average and rising; given your starting points to school, your achievement is good. The curriculum is outstanding and the enthusiasm you have for homework is amazing! I was impressed by how well you understand your own performance in reading, writing and mathematics. This clearly helps you to improve your work. I have asked the school to seek ways of helping you gain an even better understanding of how well you are doing in subjects other than English and mathematics.

Your behaviour and care for others is exemplary. I was impressed not just by how hard you work in lessons but also by your independence. You have a good understanding of how to stay safe and healthy and you are mature in the way that you take on various jobs in and around school. You have great pride in your work and this quality helps you to grow as people. You told me that you feel safe at all times and that your views are always welcome. Your contribution to the school community and life in your locality is excellent and it is very much valued.

I wish you all the best for your future and hope that you continue to work hard, show care for others and enjoy learning.

Yours sincerely

David Byrne
Lead inspector

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