

# Christ Church Charnock Richard CofE Primary School

Church Lane, Charnock Richard, Chorley PR7 5NA

**Inspection dates** 15–16 March 2016

**Overall effectiveness** **Good**

Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Good

## Summary of key findings for parents and pupils

### This is a good school

- Pupils say they 'can't wait to come' to this welcoming and caring school.
- The headteacher's deeply compassionate and outward-looking approach has become the shared ethos of the school.
- The staff team is united behind school leaders in their commitment to school improvement and providing the best for pupils.
- Governors are well informed and play an important role in the school's growing success.
- All pupils make at least good progress throughout school. Pupils' progress in key stage 2 is outstanding.
- The curriculum offers a wide range of good-quality opportunities that delight and excite pupils. The provision of sport and physical education is a strength.
- The quality of teaching and learning is good overall. Some teaching in key stage 2 is of outstanding quality.
- Pupils are respectful and well mannered. They demonstrate excellent behaviour and consideration for others.
- Attendance is superb; there are no persistent absentees and pupils are very rarely late.
- Early years has significantly improved since the last inspection. Provision is now good quality with a wide range of stimulating activities to promote learning.

### It is not yet an outstanding school because

- The quality of teaching, learning and assessment is inconsistent across the school. Progress elsewhere in the school is not as strong as it is in key stage 2. Some teaching does not challenge pupils enough, particularly the most able.
- Children who attend the early years provision do not get off to the best possible start because links with parents and pre-school providers are not yet developed fully.

## Full report

### What does the school need to do to improve further?

- Raise the quality of teaching and learning so that it is of the same high standard as the best teaching in school, by ensuring that:
  - work set for all groups of pupils, including the most able, is sufficiently challenging in order to maximise their progress
  - the subject knowledge of teachers is good enough to deepen pupils' learning
  - all pupils are given the opportunity to engage in feedback about their learning that moves them on to the next step, in line with the school's policy.
- Maximise the learning and development opportunities for children in early years by:
  - continuing to develop strong links with pre-school providers
  - involving parents in contributing to the next steps in their child's learning.

## Inspection judgements

### Effectiveness of leadership and management is good

- The new headteacher has had a significant impact on the development of the school since the last inspection. Her focus and vision have inspired staff. Together they provide very good opportunities for pupils to achieve and develop into well-rounded individuals.
- Leaders' promotion of equality and diversity has resulted in pupils who are caring, considerate, respectful and tolerant of each other.
- Leaders have the respect and commitment of staff, parents and pupils. This contributes to the very positive motivation of all staff for continual improvement. Relationships between staff are strong. Teachers are unanimous in the pride they feel working for the school and feel well supported.
- Parents spoken to in the playground and those who contributed to Parent View, Ofsted's online questionnaire, typically comment that 'this is a lovely school' that is 'brilliant' and 'welcoming' and that the headteacher and staff are 'easy to approach'.
- Senior leaders know their school well. The strengths of the school are clearly identified in their self-evaluation. The monitoring of teaching and learning is thorough and, where needed, follow-up is immediate, but sensitive and supportive. Leaders are aware that there is instability in staffing in key stage 1 and are seeking to address this as soon as possible.
- The strong skills of the acting deputy headteacher and the growing confidence of the middle leaders in school have contributed to ensuring that prompt action is taken on school improvement priorities. The wider leadership team has regular opportunities to check that agreed actions are in place in all classes and that they are being applied by everyone. This has led to a growing consistency of approach taken in classrooms, for example, in the drive on improving handwriting and the breaking down of learning skills into small steps.
- Achieving better outcomes for pupils is a constant focus. Their progress is tracked thoroughly, resulting in outstanding progress in key stage 2 and good progress throughout the rest of the school.
- The additional pupil premium funding is used effectively. The progress of pupils supported by this funding is monitored and checked well, with clear plans to provide academic or other support where necessary. This enables disadvantaged pupils to be successful and benefit from everything the school has to offer.
- The primary school physical education (PE) and sports funding is also used well. Pupils benefit from opportunities to be involved in a wide range of sporting and outdoor activities, delivered by teachers and sports coaches, both within the school day and after school.
- The school offers a good-quality curriculum that engages pupils and contributes to their enjoyment of learning. A particular strength is in PE and sport, where all pupils are offered an exciting range of activities to develop their skills. The curriculum is well planned, with activities that capture pupils' imagination and give lots of opportunities to apply their writing, mathematical and investigation skills across a range of subjects.
- Well-promoted spiritual, moral and social development means that the school is a calm and very caring environment where pupils feel safe and secure and mix happily together. Pupils are actively involved in the school community through the school council and an 'ethos group', which contributes to developing and promoting the school values around school. Leaders have already identified that cultural development and the promotion of British values are areas for further development. The impact of this work is beginning to be seen and is widening the experiences of pupils.
- The local authority appropriately considers that the school only needs 'light-touch' support. The leadership of the school has 'bought in' the local authority to act as a school improvement partner and provide advice, support and external evaluation of the school. The school is an active member of, and benefits from, working with a local schools network. They support each other by providing opportunities for curriculum leaders to meet and discuss teaching and learning. They have also worked closely together to develop assessment.
- **The governance of the school**
  - Governors know their school well and are confident to ask challenging questions. They are committed to their role and regularly involve themselves in the monitoring of the school's development.
  - Governors are conscientious and take part in all relevant training on good governance practice and understanding of school assessment. As a result, governors have good levels of understanding about the progress pupils are making and need to make.

- Governors have a good understanding of performance management procedures and, as well as holding teachers and leaders to account, they ensure the management of teachers' pay is effective. They make sure that the pupil premium and the PE and sports grants are spent effectively and make a difference to pupils.
- The arrangements for safeguarding are effective. Robust systems are in place, which are understood by staff. Regular and appropriate training for staff is undertaken and safeguarding is a high priority in school. Leaders are persistent in cases where the school is concerned for a pupil's welfare. Effective relationships with other agencies and with parents ensure that pupils are kept safe and their welfare needs are met.

### Quality of teaching, learning and assessment is good

- In key stage 1, the quality of teaching and learning is good and leads to good progress. In key stage 2, the quality of teaching and learning is of a very high standard and makes a significant contribution, over time, to the outstanding progress pupils make in this key stage.
- Pupils enjoy school and have a good attitude to learning. Older pupils are highly motivated and engaged and are encouraged to make a contribution to their learning. For example, pupils enjoy the 'author's chat' sessions, which are brief one-to-one discussions between the pupil and teacher to talk through a piece of written work. They decide together how to make the piece even more powerful.
- Pupils lower down the school have less opportunity to engage in meaningful feedback about their learning. As a result, pupils sometimes make the same mistakes repeatedly.
- Teachers and leaders check on pupils' learning regularly. The good use of assessment information makes an important contribution to the progress pupils make in their learning. In the best lessons, the use of assessment by the teacher to identify and plan precisely for each pupil's needs results in teaching that offers appropriate challenge for pupils of all abilities, including the most able.
- The subject knowledge of some teachers is excellent. There is a 'buzz' of excitement about learning. Adults ask just the right questions to aid pupils' thinking, draw out learning and help them move on. Mistakes are seen by staff and pupils as another opportunity to learn. Where teachers' subject knowledge is not as strong, pupils are not being offered a chance to deepen their understanding of what is being taught, and opportunities are being missed to challenge all pupils, but particularly the most able.
- Where pupils struggle with their learning, an effective range of learning opportunities help them catch up. As a result, pupils make at least good progress.
- For pupils who have special educational needs or disability, the support they are offered is broad, clearly targeted and of good quality. Their needs are identified quickly and additional support is planned well, resulting in these pupils making good progress in lessons and in their personal and social development.
- Teaching assistants across key stages 1 and 2 are deployed effectively. Many are knowledgeable and skilled and make a good contribution to the progress of the pupils with whom they work.
- A strength of the school is teachers' use of opportunities to enliven topics and written work through exciting and imaginative real-life experiences. For example, teachers staged a 'fly-tipping' incident in the school's woodland area. A police officer shared the news with the pupils in assembly. The event was used by each class differently and provoked a wide range of stimulating written work and environmental discussion. Similarly, giant eggs were found in school which equally inspired children in the Reception class in their dinosaur topic, and upper key stage 2 pupils, who wrote about condors. This inventive approach not only created some high-quality written work and a chance for greater depth of knowledge and understanding, but also created a sense of excitement for pupils that they are keen to talk about to visitors.
- All parents who responded to Parent View or spoke to inspectors in the playground felt that their children were well taught and the vast majority felt that the quality of information given to them about their children's learning was much improved and of a good quality. They were also very positive about the regular opportunities taken by the school to communicate with parents and, in particular, the workshops that are offered to parents to support their children's learning. A few parents felt there was not enough challenge offered to their children to help them improve further.

## Personal development, behaviour and welfare

is outstanding

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- There is a strong emphasis on developing personal skills through the curriculum and instilling values such as kindness, self-belief and resilience through the faith ethos of the school. Adults constantly model these qualities in lessons and in the way they engage with pupils. Pupils develop as thoughtful and caring citizens.
- Staff treat pupils with consideration and ensure that the school makes everyone feel welcomed and valued. As one pupil said: 'We are happy for anyone to come to our school'. Most parents who responded to Parent View commented how friendly the school is, and that staff are approachable and easy to talk to and are always willing 'to take time to listen'.
- The vast majority of pupils throughout key stage 2, and a majority in key stage 1, are confident learners and are happy to talk about their learning. The pupils who spoke with inspectors expressed how proud they were of their school. By the time pupils reach the end of key stage 2, they are articulate and often take a leading role in school life, for example by leading games and activities in the playground at lunchtime and by leading assemblies.
- The curriculum is effective in helping pupils to learn how to live healthy lifestyles and look after themselves. A particular strength of the school is the range of diverse sporting opportunities that pupils of all ages are offered, both within the curriculum and as extra-curricular activities. For example, Reception children learning judo were seen wrestling their teddies to the floor; other opportunities include fencing that begins in Year 3 and continues throughout key stage 2. Pupils and staff are very proud of the school's success in sports competitions and delighted that pupils have been chosen to represent the school and Chorley in Lancashire-wide competitions.
- Pupils who have special educational needs or disability are very well catered for and participate fully in all that the school has to offer. They benefit from teaching that is carefully planned to remove or reduce the barriers to learning that they face and ensures their progress.
- The vast majority of parents who responded to Parent View felt that the school deals appropriately with bullying. All parents thought that the school looks after their children well and as a result, their children feel safe and happy.
- Pupils spoken to during the inspection were clear about what bullying is and said that incidents were very rare. They are confident that teachers deal with any unkind or negative language towards pupils quickly. Pupils were unanimous in their view that they feel safe in school and know how to keep themselves safe personally and online.

### Behaviour

- The behaviour of pupils is outstanding. Pupils' conduct around the school is of a very high standard. They are very polite and well mannered. Staff and pupils know each other well and are friendly, supportive and caring. As a result, school is a calm, orderly and purposeful place to learn.
- Pupils are especially considerate and thoughtful to each other. They look out for each other if, for example, they have not got someone to play with or if someone is hurt. One child demonstrated this to an inspector by asking her friend to lie on the ground so she could help her up. She concluded by saying 'we never ignore anyone that needs us'.
- Pupils are fully aware of how to behave and the consequences of poor behaviour. Incidents of inappropriate behaviour are rare, dealt with quickly by teachers and responded to by pupils appropriately.
- Those pupils who do have behavioural needs are very well supported to ensure that their behaviour does not get in the way of their own learning or that of others.
- Pupils' enthusiasm for school is demonstrated by their high level of attendance, and is a strength. It presently stands at 97.7%, which is above other schools nationally. Pupils' excellent attitudes to school and the value that parents place on education have resulted in no persistent absence in the last two years. A pupil arriving late is a very rare occurrence. The systems to monitor absence are rigorous and effective. Good attendance is rewarded and has a high profile in school. Parents spoken to in the playground remarked how much their children 'love school', 'can't wait to come to school' and want 'to go to school even when feeling unwell'.

## Outcomes for pupils **are good**

- Outcomes for pupils are good. Pupils start school with skills, knowledge and understanding similar to those of other pupils of this age. Through key stage 2, the vast majority of pupils make at least the expected progress in reading, writing and mathematics and a majority of pupils make more than the expected progress. Pupils' progress is slower lower down the school. The school's in-year tracking of progress and the work in pupils' books confirm this. The inconsistency of progress across the school results in some pupils not making as much progress as they could by the end of key stage 1.
- Pupil premium funding is used effectively to support disadvantaged pupils. As a result, they make good progress in key stage 1 and outstanding progress in key stage 2. Disadvantaged pupils' attainment is similar to that of other pupils in the school and above that of others nationally. This is because the school effectively monitors the progress of pupils and ensures that they are supported well in class to improve.
- Pupils who have special educational needs or disability make good progress from their starting points. Teachers and teaching assistants provide very effective support to ensure that pupils have the appropriate resources to help them progress in their learning.
- In the last few years, nearly all pupils have reached standards in reading, writing and mathematics that are above average by the end of key stage 2. The most-able pupils in the school have attained particularly well compared with similar pupils nationally. At the end of key stage 1, attainment was above average for pupils achieving the level expected in reading and writing. However, the progress of the most-able pupils in key stage 1 is less strong, particularly in mathematics.
- The proportion of pupils achieving the expected standard in the national phonics (the sounds that letters represent in words) screening check in Year 1 is just above what would be expected of pupils of a similar age.
- Pupils enjoy reading and talk enthusiastically about how they love to read at home and in class. There are plenty of opportunities for pupils to read and to develop an interest and love of books. One pupil told an inspector, 'I used not to like books like this, but our teacher read this book to the class, and then it clicked, and I love reading these books now'.

## Early years provision **is good**

- Children start Reception with skills and knowledge typical for their age and make good progress.
- The proportion of children who reached a good level of development at the end of Reception in 2015 was just above that expected of children of a similar age nationally. Children made at least good progress from their individual starting points and were well prepared to start in Year 1.
- The early years provision is well led. There is a clear view about the strengths and weaknesses of the provision and as a result there have been significant improvements since the previous inspection. There are many more plans for improvement. Provision is well organised and celebrates children's learning and interests.
- Teachers' assessment and the tracking of children's learning are of a high quality. This information is used well to plan a curriculum for children that is both inviting and relevant. As a result, adults know and respond to the learning needs of children well.
- Safeguarding is effective, risk assessments are appropriate and the classroom is a safe environment for children. Children's behaviour is good and they have a good attitude to learning.
- The quality of teaching is good. There are well-established routines and a good level of expectation of what children will achieve. Sessions are thoughtfully prepared, regularly drawing on the interests of children. For example, the dinosaur topic was extended for an additional two weeks because children were enjoying it and were still learning from the activities provided.
- The learning environment, inside and out, is very positive, with a wide range of stimulating and fun activities to capture the children's imagination and allow them to practise their skills. For example, children talked to each other enthusiastically while pouring water into different-sized containers, deciding which would be full and which would not. Children have plenty of opportunity to explore ideas with a range of equipment that encourages them to build, create and try out their ideas.
- The strong emphasis on creating a caring and nurturing environment is evident from the positive relationships adults have with children, and children have with each other. Adults are skilled at asking questions to draw out children's understanding.

- There are very positive relationships between parents and Reception staff. Parents are full of praise for how well their children have settled into school and how approachable and friendly staff are. Parents feel informed about their children's learning. However, the school could do more to involve them, particularly in the next steps to support children's learning.
- Transition arrangements are good, with visits made to pre-school providers and children provided with opportunities to attend a number of introductory sessions over the summer term. A number of children join Reception from the pre-school provider located a short distance from the school. These children benefit from the positive working relationship between the school and this provision, but this relationship is relatively new and needs to continue to be strengthened to ensure that children make the best possible start.

## School details

<b>Unique reference number</b>	119463
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10011067

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	183
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sue Ashton
<b>Headteacher</b>	Helen Brooks
<b>Telephone number</b>	01257 791490
<b>Website</b>	<a href="http://www.charnockrichard.lancs.sch.uk">www.charnockrichard.lancs.sch.uk</a>
<b>Email address</b>	<a href="mailto:head@charnockrichard.lancs.sch.uk">head@charnockrichard.lancs.sch.uk</a>
<b>Date of previous inspection</b>	9 September 2010

## Information about this school

- This school is smaller than the average-sized primary school.
- The vast majority of pupils are of White British heritage.
- The proportion of pupils who are identified as disadvantaged and supported by the pupil premium is below the national average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals and those children who are looked after by the local authority.
- The proportion of pupils who have special educational needs is below the national average. The proportion of those who have disability or have a statement of special educational needs or an education, health and care plan is also below the national average.
- The school meets the government's floor standards, which are the minimum expectation for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- An adjacent community room and scout hut are presently being used as a key stage 2 classroom.

## Information about this inspection

- Inspectors observed teaching and learning in all classes. An inspector listened to pupils read.
- Inspectors observed pupils' behaviour in classrooms and assessed the school's promotion of social, moral, spiritual and cultural development. Inspectors observed pupils in the playground and during lunchtimes.
- Inspectors looked at pupils' books and in the learning journals of pupils in the early years.
- Inspectors held meetings with the headteacher, deputy headteacher, special educational needs coordinator and curriculum or key stage leaders.
- An inspector met with the chair of the governing body and four other governors. A meeting was also held with a representative of the local authority.
- A group of pupils discussed their opinions about the school and their learning with an inspector, and inspectors also spoke informally with pupils in the playground.
- The inspectors took account of 21 staff questionnaires.
- There were 19 responses by parents to Parent View, which were also taken into consideration as well as the views of parents who were spoken to informally before school.
- Inspectors observed the school's work and looked at a number of documents, including minutes from meetings of the governing body, information on pupils' outcomes, the school's evaluation of its own performance and its development plan. Behaviour and attendance records and information relating to safeguarding were also scrutinised.

## Inspection team

Sue Eastwood, lead inspector	Her Majesty's Inspector
Barbara Harrold	Ofsted Inspector
Stephen Rigby	Ofsted Inspector

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