

# Inspection of Christ Church CofE Primary School

Kielder Terrace, North Shields, Tyne and Wear NE30 2AD

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Inspection dates: 23 and 24 November 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Good

## **What is it like to attend this school?**

Leaders at Christ Church Primary School have a very clear Christian vision. Their values, shared by all, focus on the highest ambition for all pupils. Staff in school put this vision into action, supporting pupils to 'let their light shine'. Pupils' individual interests and talents are developed and celebrated. Pupils achieve well. Strong relationships between staff and pupils underpin this success.

Pupils enjoy attending this friendly, nurturing school. They feel safe and treat each other with respect. Staff and pupils describe the school as 'a family'. Leaders have ensured that there is a sharp focus on pastoral care for pupils. Pupils have confidence that adults will support them with any worries or concerns.

Pupils are keen to do their best. They behave well in school. This includes in the classroom, at social times and during collective worship. Pupils have few concerns about bullying. If bullying does happen, pupils know what to do to get help. They are confident that staff will resolve any issues.

Parents are overwhelmingly positive about the work of staff in the school. They appreciate the effective communication and openness of leaders and other staff. One parent's comment reflected the views of a number of families, when they said: 'The school is a lovely community and wonderful environment for the children to learn and develop.'

## **What does the school do well and what does it need to do better?**

Leaders have ensured that there is a well-designed, ambitious curriculum. Leaders have precisely set out the subject knowledge that pupils should learn from early years to the end of Year 6. Teachers are clear about what should be taught and when. This carefully planned approach helps pupils to achieve well.

Most subject leaders have a wealth of expertise in their curriculum area. They use this to help all teachers to develop their knowledge in each subject. In a small number of subject areas, leaders are new to their roles. Senior leaders recognise that these new leaders need further training and support to help them to fulfil their responsibilities effectively.

Reading is given high priority across the school. Children start learning to read as soon as they join the Reception class. Well-trained staff have the skills they need to teach phonics consistently well. When pupils are at risk of falling behind, adults spot this quickly and support them to keep up. The books pupils read are matched to the sounds they know. This means they develop as confident and motivated readers. Older pupils talk enthusiastically about stories they have listened to and authors they know. They enjoy being reading champions and look forward to recommended reads.

The mathematics curriculum is ambitious. Curriculum plans set out the small steps of knowledge that pupils should be taught. Teachers ensure that pupils have the opportunity to review and revisit prior learning and build on this understanding. This helps them to make strong progress. Pupils particularly enjoy reasoning and problem-solving lessons, where they have opportunities to apply their mathematical understanding.

Younger children get off to a good start in their education from their arrival in Nursery. They settle into routines quickly and start learning straightaway. Children in the early years enjoy learning in a welcoming and attractive space. The curriculum is well planned to enable children to make strong progress in all seven areas of learning. The importance of communication and language is recognised by staff. For example, children learn songs and nursery rhymes and listen to stories. Children develop the skills they need in readiness for key stage 1.

Teachers make effective use of assessment in the classroom to check what pupils know and remember. Where teachers identify any gaps in pupils' understanding, key knowledge is revisited to help pupils catch up. Leaders capture assessment information across the school in some subjects, such as English and mathematics, to check that pupils are learning the curriculum. Leaders are in the early stages of developing purposeful assessment more widely across the curriculum. They know there is more to do to embed this work so that they have an accurate picture of how well pupils achieve in these subject areas.

Leadership of the provision for pupils with special educational needs and/or disabilities (SEND) is very strong. Pupils with SEND are well supported by staff. Pupils' needs are identified early and specific actions are agreed to help pupils to make progress. Support for pupils is well planned and reviewed regularly. As a result, pupils' needs are well met. Parents of pupils with SEND are very positive about the ways in which the school supports their children.

The personal development of pupils is at the very centre of all that Christ Church has to offer. Pupils learn to respect others. They understand why racism and homophobic attitudes should not be tolerated. Through regular lessons and assemblies, pupils learn the school's values of: 'Respect, Forgiveness, Trust, Compassion, Friendship, Thankfulness and Koinonia (Christian fellowship)'. Pupils demonstrate these values in action. They take pride in behaving well around school. They feel well supported by those around them. Pupils know they can speak to a trusted adult if they have a problem, or can raise concerns through the 'let's talk' box.

Staff are proud to work at Christ Church CofE Primary School. They appreciate the attention leaders and governors give to staff's workload. Governors have a clear and accurate picture of the school's strengths and areas for development. They are effective in checking the school's work and holding leaders to account.

## Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is a key priority for all staff. Leaders make sure that recruitment checks on staff are carried out rigorously. Leaders ensure that staff have had the training that they need to help to keep pupils safe. Staff are vigilant to risks that affect pupils. This includes staff knowing the specific risks in the local area. Staff quickly identify pupils who may be at risk of harm and take appropriate action. Leaders follow up safeguarding issues appropriately. They work very well with external agencies and families to support pupils who need help. Pupils are taught to keep safe in a range of situations, including when using the internet or social media.

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

### (Information for the school and appropriate authority)

- Some less experienced subject leaders have not had the guidance and support needed to effectively monitor their subject. This means that they are not as effective in supporting teachers to ensure the curriculum is delivered well. Leaders should ensure that all subject leaders are supported to develop the knowledge and skills they need to fulfil their roles successfully.
- Leaders' systems to check the impact of the curriculum over time are at the early stages of development in some foundation subject areas. As a result, leaders do not have a full picture of pupils' achievement in some subjects. This limits leaders' ability to review and refine the curriculum. Leaders should continue their planned work to embed a purposeful process to check what pupils know and remember in foundation subjects.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	108614
<b>Local authority</b>	North Tyneside
<b>Inspection number</b>	10241379
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	169
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Diane Leggett
<b>Headteacher</b>	Louise Bradford
<b>Website</b>	<a href="http://www.christchurchprimary.org.uk">www.christchurchprimary.org.uk</a>
<b>Date of previous inspection</b>	4 July 2017, under section 8 of the Education Act 2005

## Information about this school

- The school is part of the Diocese of Newcastle. The school had its last section 48 inspection in July 2017.
- The school does not use any alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, who is also the coordinator for SEND, members of staff and members of the governing body. Inspectors also held discussions with the school improvement partner and a representative from the diocese.

- Inspectors reviewed a range of documents, including the school's self-evaluation and improvement plan. Inspectors also reviewed documents related to the external quality assurance of the school.
- Inspectors carried out deep dives into these subjects: reading, mathematics, history and art. Inspectors looked at the curriculum, visited lessons, reviewed pupils' work and met with staff and pupils to discuss learning.
- Inspectors considered the responses to Ofsted's online surveys for staff, parents and pupils.
- Inspectors scrutinised a wide range of safeguarding information, including the school's safeguarding policy. Inspectors spoke to staff, including leaders, and pupils about safeguarding and looked at how pupils learn to keep themselves safe.

### **Inspection team**

Lucie Stephenson, lead inspector	Ofsted Inspector
David Hodgkiss	Ofsted Inspector

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