

Ofsted
Piccadilly Gate
Store Street
Manchester
M1 2WD

T 0300 123 4234
www.gov.uk/ofsted



18 July 2017

Mrs Tracey Cansdale
Acting Headteacher
Christ Church CofE Primary School
Sheinton Road
Cressage
Shrewsbury
Shropshire
SY5 6DH

Dear Mrs Cansdale

Short inspection of Christ Church CofE Primary School

Following my visit to the school on 4 July 2017, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in March 2013.

This school continues to be good.

As a result of your determined and highly committed leadership the school has maintained the good quality of education since the last inspection.

You have continued to secure good outcomes for pupils which by the end of Year 6 exceed national expectations in reading, writing and mathematics. Outcomes in early years are improving rapidly. Teaching remains strong. Governors and leaders have ensured stability and future sustainability for the school during a time of significant changes in leadership. You and governors are clear about why the school is not yet outstanding and what needs to be done to secure further improvements.

Parents are overwhelmingly positive about the leadership of the school. Almost all who responded said they would recommend the school to another parent. The ethos of the school, which is rooted in its Christian values, underpins every aspect of school life. However there is more to do to develop pupils' understanding and experience of cultural diversity in the United Kingdom. Pupils said it is a very caring school. In mixed-age classes pupils often receive bespoke provision according to their individual needs. The school recognises that attendance of the very small numbers of disadvantaged pupils or those who have special educational needs and/or disabilities is improving too slowly.

At the time of the school's last inspection in 2013, inspectors reported that more teaching should be outstanding and that pupils' progress should improve across Years 3 to 6 in mathematics. You have maintained the good quality of teaching and

improved the teaching of mathematics so that outcomes are now rapidly improving by the end of Year 6. You are aware that not enough pupils go on to achieve higher standards in reading and mathematics or are working in greater depth in writing.

Safeguarding is effective.

Leaders make sure that safeguarding is their number-one priority, however busy they may be. They ensure that staff are well trained and fully up-to-date with the latest information and guidance. All staff are encouraged to adopt a culture of vigilance in looking out for the well-being of pupils, including those who may have medical needs. Pupils spoken to during the inspection said that they feel very safe. Detailed records of concerns are kept and referrals to other agencies are carried out promptly. Governors have a wealth of knowledge about most aspects of safeguarding that they use to ensure that leaders meet their statutory requirements. However, leaders' monitoring and analysis of behaviour incidents is not rigorous enough to allow governors to evaluate any emerging trends or patterns.

Inspection findings

- Teachers are adept at teaching mixed-aged classes. They make sure that work is suitably challenging for different groups of pupils given their various starting points. They deploy additional adults well so that most pupils, including those at risk of falling behind, are making at least expected progress.
- According to the school's recent survey of pupils, they were highly positive about the changes introduced in mathematics that enable them to problem-solve and work in greater depth.
- Outcomes at the end of Year 6 for current pupils in reading, writing, mathematics and English grammar, punctuation and spelling all compare favourably with standards nationally. There has been an increase in the proportion of most-able pupils reaching higher standards in reading and working in greater depth in writing. However, there are still no pupils working at greater depth in reading, writing and mathematics combined by the end of Year 6. The proportion of higher-attaining boys working at a greater depth in writing across the school remains low.
- Outcomes for boys in writing across the school have improved since last year's tests and assessments. The school has worked well with Shrewsbury Town Football Club as a means of enthusing more boys in their writing. Almost all pupils have met the phonics standards for the end of Year 1 this year, including all boys in the cohort.
- Outcomes in early years have continued to improve each year from a low base in 2014. This year's outcomes are well above national expectations, including in writing, physical development and personal, social and emotional development. There are too few boys in Reception to evaluate their outcomes in 2017. The outdoors physical environment has been significantly enhanced. Both inside and outside areas have clear learning zones which promote literacy and numeracy. Leaders also provide opportunities for creative development and science, for

example investigating which materials melt in the sun and which do not. The outside area has been designed with a view to engaging the interest of boys more in physical activities and to develop their self-confidence. Opportunities for using computers and technology in the early years are very limited however.

- Most of the very small numbers of disadvantaged pupils and those who have special educational needs and/or disabilities are doing well in their learning, including in writing. Where they are not, leaders have identified the individual pupils who are in danger of falling behind, and have put in place further measures to help them to catch up.
- Pupils enjoy their learning and those spoken to were especially keen on art and physical education. Pupils behave well in and around school. Pupils reported that behaviour was good and they welcomed the role of pupil peer mediators, who help to resolve any arguments or disputes between pupils. The previously high proportion of permanent and fixed-term exclusions has been significantly reduced. Even so, leaders' recording of behaviour incidents is not yet analytical enough to enable governors to know whether any patterns or trends are emerging.
- The rate of pupil attendance has been maintained at above average compared to national figures. The attendance of the very small numbers of disadvantaged pupils and those who have special educational needs and/or disabilities is still below average, and is not improving quickly enough. Strategies adopted to promote better attendance for these pupils have had limited effect. Pupils' understanding and experience of cultural diversity in the United Kingdom is very limited, particularly regarding the major faiths that are represented, other than Christianity.
- The website does not meet the Department for Education (DfE) requirements for information the school should publish on key stage 2 results, curriculum content for each year group, its accessibility plan and governance.

Next steps for the school

Leaders and those responsible for governance should ensure that:

- more pupils in each year group, including boys, from the start of key stage 1 onwards are working at higher standards in reading and mathematics and in greater depth in writing
- the attendance of disadvantaged pupils and those who have special educational needs and/or disabilities is improving more rapidly
- the records of behaviour incidents are analysed with more rigour by senior leaders
- pupils have more experience and understanding of cultural diversity in the United Kingdom
- the website meets the DfE requirements for information the school should publish.

I am copying this letter to the chair of the governing body, the director of education for the Diocese of Hereford and the director of children's services for Shropshire. This letter will be published on the Ofsted website.

Yours sincerely

Mark Sims
Her Majesty's Inspector

Information about the inspection

During the inspection I met the acting headteacher and other members of staff. I also held discussions with five members of the governing body, including the newly appointed chair and the former chair. I also met a representative from the local authority. I visited parts of three lessons, which I observed jointly with the acting headteacher. I also observed pupils as they moved around the school. I met with a group of pupils. I scrutinised the school's self-evaluation, pupil performance information and safeguarding and child protection records. I analysed the 27 responses to the online Ofsted questionnaire, Parent View, and the 27 responses to Parent View free text, and looked at a letter from a parent. There were no responses to pupil and staff surveys.