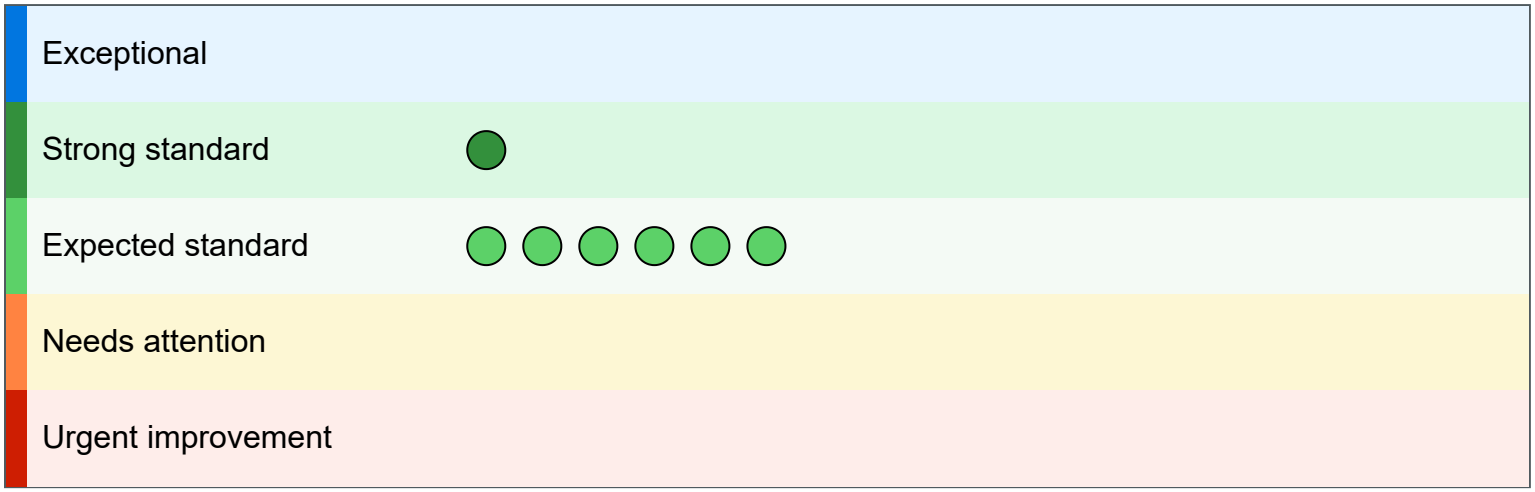
Christ Church Church of England Academy

Address: Wrose Brow Road, Shipley, West Yorkshire, BD18 2NT

Unique reference number (URN): 139201

Inspection report: 9 September 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard

Early years

Strong standard

Leaders have significantly strengthened their approach in the early years. This new approach to teaching develops children's curiosity using real-life resources. Leaders precisely design the curriculum to support children to explore and learn while being well supported by adults. This helps children to develop their communication and language, which is a high priority. The curriculum is carefully mapped from Nursery to the Reception Year with purposeful links to ensure children transition confidently into Year 1.

Children in the early years settle quickly. Children feel secure because of the calm and structured routines in place. Children make independent choices and use good manners. Relationships are warm and respectful. Staff model language clearly, repeat words and use simple questions to deepen children's thinking. This increases children's engagement and encourages them to talk to each other.

Children engage deeply with the areas of provision. They show respect for equipment and resources. They develop increasing independence. Children focus, cooperate well and sustain their concentration through self-directed play and exploration. Children make choices in their learning and are confident to take risks. Children engage in play for long periods as staff extend children's conversations through carefully targeted questions. Where children play independently, staff intervene to move their learning on. By the end of the Reception Year, children achieve well and are ready for the move to Year 1.

Expected standard

Achievement

Expected standard

On the whole, pupils are ready for their next stage of education. There is a clear purpose to lessons that pupils know and understand. In lessons, pupils respond well, work independently and contribute confidently.

Typically, pupils, including disadvantaged pupils, attain well in national assessments. Pupils' attainment is improving over time. Pupils with special educational needs and/or disabilities make suitable progress from their starting points. This includes for children at the end of the Reception Year, pupils in the phonics screening check, the Year 4 multiplication check and in the end of key stage 2 national curriculum tests. Disadvantaged pupils attain in line with national averages over time in reading, writing and mathematics.

In phonics lessons, pupils segment and blend words to read confidently, fluently and accurately. Pupils use clear strategies when they need help. Pupils develop their writing knowledge with carefully planned support once gaps in learning are identified. Leaders have restructured the writing curriculum to improve pupils' basic skills. Gaps in pupils' knowledge are improved through structured lessons and timely interventions. In mathematics, pupils develop the mental strategies they need to solve more complex problems.

Attendance and behaviour

Expected standard

Attendance continues to be a key priority for the school. Attendance is improving. Leaders adapt their approach to check and analyse levels of attendance so that it has a positive impact. Daily attendance procedures ensure pupils are safe. Leaders check attendance daily and analyse patterns each week, acting quickly when pupils are absent. Leaders adopt a supportive, personalised approach, including home visits, regular contact with parents and carers and tailored plans for pupils with anxiety and/or pupils with special educational needs and/or disabilities.

Pupils behave well. Pupils learn how to behave at different times of the school day through a specific behaviour curriculum. Pupils understand the language of behaviour that is used consistently throughout the school, right from Nursery. Staff use clear and consistent language to support pupils. Staff provide personalised support for pupils who find behaviour a challenge. Pupils know that any form of bullying, discrimination or unkindness is not tolerated.

Pupils enter the school calmly and follow routines independently. Social times are purposeful and well supported. Lessons are calm and structured. When behaviour falls short of what is expected, structured conversations help pupils to understand how to improve their behaviour.

Curriculum and teaching

Expected standard

Leaders have a clear vision for the curriculum. Since the last inspection, leaders have continued to develop the curriculum. The curriculum is deliberately designed to give pupils the knowledge and understanding of how they impact positively on the world around them.

Reading is prioritised across the school. Books are well matched to pupils' abilities, including for older pupils. Pupils enjoy reading. They access a wide range of texts and receive support from staff and trained volunteers to help them to catch up when needed. Phonics is taught consistently by well-trained staff. Leaders regularly revisit routines and strategies through coaching sessions for staff. Leaders implement a range of strategies to improve the teaching of handwriting and basic writing knowledge. These strategies develop pupils' basic writing skills. However, while they are starting to have an impact on pupils' writing skill, this is not consistent. There is a whole-school approach to teaching mathematics. Resources are used effectively to ensure pupils access and engage in their learning.

Teachers use consistent approaches in lessons. Teaching is clear and purposeful, and staff show pupils how to learn well. Teachers revisit prior learning to help pupils make links with new learning. Communication and language are key features in most lessons. Teachers teach vocabulary explicitly across a range of subjects. They use targeted questioning to develop pupils' understanding. They check understanding in lessons and address misconceptions quickly.

Inclusion

Expected standard

Inclusion is rooted in leaders and staff having a clear understanding of pupils' needs. Leaders quickly and accurately identify pupils' needs as soon as they start school. They recognise the range of barriers to learning that pupils with special educational needs and/or disabilities (SEND), disadvantaged pupils and those known or previously known to social care may face. Recently, the number of pupils with SEND has increased. Leaders act quickly to provide the support that these pupils need. They adapt teaching when necessary and work in partnership with external agencies to provide tailored support. However, leaders recognise there is more to do to improve how they check interventions so that they can see pupils' progress clearly.

The school provides a calm environment that helps pupils to feel safe and ready to learn. A range of whole-school approaches meets the needs of pupils, starting in Nursery. It helps them to understand routines and positive learning behaviours. Pupils access quiet spaces when needed. Pupils with SEND and those who need emotional support benefit from well-chosen strategies such as adult support and sensory resources in lessons. The nurture provision provides personalised support in dedicated spaces for pupils who face a range of barriers to their learning and/or wellbeing. Pupils are calm and settled and talk about how the provision helps them. Disadvantaged pupils benefit from additional funding that is used to support learning and a range of wider opportunities.

Leadership and governance

Expected standard

Leaders create a caring and supportive culture for staff and pupils. Leaders at all levels work closely together to provide clear direction and support. Trustees and trust leaders know the school well through regular reports, visits and detailed information about pupils. This includes pupils with special educational needs and/or disabilities, disadvantaged pupils and those known or previously known to social care. They check that leaders make decisions that match the school's vision and benefit pupils.

Trustees and trust leaders compare important matters across schools and set trust-wide priorities. Leaders in school adapt these priorities and ensure they impact positively on pupils at this school. Governors know the school well and provide appropriate support and challenge to leaders. Safeguarding, inclusion, attendance and the use of resources are managed carefully. Leaders think carefully about staffing and place teachers where they best meet pupils' needs. The diocese provides valuable support and has oversight of the community and how challenges in the local area impact on pupils and families.

Leaders focus on staff wellbeing and mental health. They design an inviting and welcoming learning environment where pupils learn and take part in interventions calmly. Staff say leaders listen, act on concerns and support workload and wellbeing. Professional learning is well planned, including training on teaching approaches to support pupils with specific needs. Parents and carers are positive about the school and describe it as warm, caring and child-centred. They value the nurturing approach from staff and leaders.

Personal development and wellbeing **Expected standard**

Leaders ensure that personal development is a central part of the school's work. This is underpinned by leaders' clear vision to support pupils to understand who they are, where they come from and how they contribute positively to society.

Personal development and wellbeing are promoted through a wide range of purposeful opportunities. The personal, social, health and economic education curriculum is carefully mapped across the school's curriculum, including for relationships and sex education. They know how important it is to be a good friend. Each year group focuses on a 'big question' that builds pupils' understanding of themselves and others. Pupils learn about teamwork, community and belonging. Careers education starts right from the early years. Younger pupils learn about jobs people do, while older pupils learn about future aspirations.

Pupils know how to stay safe online. Pupils have a secure understanding of equality and diversity and know to treat others with respect. Leaders promote diversity through carefully chosen texts, events such as Black History Month and through teaching the school's 8 Christian values. The school's link with a school in a contrasting setting helps pupils to understand different communities and lifestyles. Pupils understand democracy in an age-appropriate way and develop their understanding of fundamental British values through discussions and assemblies.

Pupils take on leadership roles such as librarians and wellbeing ambassadors. Trained pupil librarians gather views on reading and help to organise the library. Pupils benefit from a range of clubs, including sports, dance and choir. Pupils have opportunities to widen their talents and interests through clubs they have asked for, such as knitting, crochet and reading. They enjoy visits linked to the curriculum and to broaden their experiences, including Wimbledon and Young Voices.

The pastoral offer supports pupils' wellbeing through nurture provision, class-based support and work with families and external agencies. Reflection areas provide calm spaces to support pupils' mental health. These routines support pupils to feel safe and listened to.

What it's like to be a pupil at this school

Pupils enjoy coming to school. They feel proud to be part of the school community. They value the warm, trusting relationships that they have with staff. Pupils feel safe, happy and well cared for. Staff put pupils first. The school is friendly, calm and welcoming. Staff are kind and help pupils to do their best.

The school's nurturing approach helps pupils feel confident and ready to learn. Pupils are greeted warmly by staff when they enter school each morning. Staff know pupils' needs well and understand who needs extra help to settle each morning. The nurture provision supports pupils with special educational needs and/or disabilities (SEND), disadvantaged pupils and those known or previously known to social care. The number of pupils with SEND has increased recently. The school has refined its systems to ensure pupils' needs are met.

Pupils enjoy reading. They read at home and in school. Books are chosen carefully so they link to the wider curriculum. This helps pupils to understand more about the world and supports their learning in other subjects. Pupils achieve well in lessons. They read fluently and accurately and make steady progress over time.

Behaviour around school is positive. Clear values and expectations help pupils to behave well. Pupils are confident that if bullying should happen, staff will deal with it quickly and fairly. The school's Christian values and the 'CCA way' guide pupils to show compassion, community and aspiration. Pupils respond positively to well-established routines that start in Nursery and continue through the school. Lessons are calm and purposeful. Pupils are keen to join in, share their ideas and work independently. Movement around school is orderly. Pupils engage well with each other at playtime. Play is purposeful and supported by staff.

Pupils are proud to take on responsibilities such as eco-leaders. A wide range of clubs are available at lunchtime and after school, including music, sport and wellbeing groups. Many clubs are put in place following pupil requests. Educational visits broaden pupils' experiences.

Next steps

- Leaders should ensure that they have a strategic overview of how interventions are monitored and evaluated so that they impact positively on outcomes for pupils.
- Leaders should continue to implement strategies to improve writing skills, including spelling, grammar, punctuation and handwriting, so pupils write with greater accuracy.
- Leaders should continue to improve attendance by strengthening the relational approach they have implemented when working with families.

About this inspection

This school is part of Bradford Diocesan Academies Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Carol Dewhurst, and overseen by a board of trustees, chaired by Theresa Mason.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

This inspection took place on 9 and 10 September 2026.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, assistant headteachers, the special educational needs coordinator and the school business manager. They spoke with pupils and staff. They also met with the CEO, the primary director from the trust and members of the trust board and local governing body. They also spoke with a representative from the Diocese.

The inspectors confirmed the following information about the school:

This school is registered as having a Church of England religious character. It is in the Diocese of Leeds. Its last section 48 inspection was in July 2024.

The school currently uses no alternative provision.

Headteacher: Philippa Foster

Lead inspector:
Nicola Beaumont, His Majesty's Inspector

Team inspector:
Emma Bellamy, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

The inspector(s) used this data during the full inspection on 9 September 2026

School and pupil context

Total pupils

161
Below average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 268

School capacity

210
Below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

52.67%
Well above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.5%

Pupils with an education, health and care (EHC) plan

5.59%
Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 4.1%

Pupils with special educational needs (SEN) support

41.61%
Well above average

What does this mean?

The proportion of pupils with reported special educational needs support at the school.

National average: 15%

Location deprivation

Well above average

What does this mean?

Based on the English indices of deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	48%	61%	Below
2024/25 (final)	46%	62%	Below
2023/24 (final)	50%	61%	Below
2022/23 (final)	48%	60%	Below

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	64%	74%	Below
2024/25 (final)	73%	75%	Close to average
2023/24 (final)	65%	74%	Below
2022/23 (final)	54%	73%	Below

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	66%	72%	Close to average
2024/25 (final)	65%	72%	Below
2023/24 (final)	65%	72%	Close to average
2022/23 (final)	68%	71%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	63%	73%	Below
2024/25 (final)	73%	74%	Close to average
2023/24 (final)	58%	73%	Below
2022/23 (final)	59%	73%	Below

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	38%	46%	Close to average
2024/25 (final)	35%	47%	Close to average
2023/24 (final)	37%	46%	Close to average
2022/23 (final)	44%	44%	Close to average

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	57%	62%	Close to average
2024/25 (final)	71%	63%	Close to average
2023/24 (final)	53%	62%	Close to average
2022/23 (final)	47%	60%	Below

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	57%	59%	Close to average
2024/25 (final)	59%	59%	Close to average
2023/24 (final)	58%	58%	Close to average
2022/23 (final)	53%	58%	Close to average

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	52%	60%	Close to average
2024/25 (final)	65%	61%	Close to average
2023/24 (final)	42%	59%	Below
2022/23 (final)	50%	59%	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	38%	68%	-29 pp
2024/25 (final)	35%	69%	-34 pp
2023/24 (final)	37%	67%	-31 pp
2022/23 (final)	44%	66%	-23 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	57%	80%	-23 pp
2024/25 (final)	71%	81%	-10 pp
2023/24 (final)	53%	80%	-27 pp
2022/23 (final)	47%	78%	-31 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	57%	78%	-21 pp
2024/25 (final)	59%	78%	-19 pp
2023/24 (final)	58%	78%	-20 pp
2022/23 (final)	53%	77%	-24 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	52%	80%	-28 pp
2024/25 (final)	65%	81%	-16 pp
2023/24 (final)	42%	79%	-37 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	50%	79%	-29 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	6.3%	5.2%	Above
2023/24 (3 term)	6.9%	5.5%	Above
2022/23 (3 term)	8.0%	5.9%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	15.9%	13.0%	Close to average
2023/24 (3 term)	20.9%	14.6%	Above
2022/23 (3 term)	25.6%	16.2%	Above

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention 🟠

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement 🔴

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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