

# Christ Church C of E Primary School

Harden Road, Leamore, Walsall, WS3 1EN

**Inspection dates** 30 April–1 May 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The headteacher, senior leaders and the governing body have a clear vision and drive to improve the quality of teaching and raise pupils' achievement.
- Senior leaders, effectively led by the headteacher, rigorously monitor the quality of teaching and provide good feedback to teachers to help them improve their lessons.
- Consequently, teaching is consistently good, with some outstanding learning in lessons.
- Lessons are carefully planned with activities matching different pupils' abilities.
- As a result, all groups of pupils, including those known to be eligible for the pupil premium, make good progress overall in reading, writing and mathematics.
- Pupils behave well in classes and are friendly and polite to each other and the adults in the school.
- Pupils say they feel safe in school and that bullying is very rare and any instances of poor behaviour are dealt with effectively when necessary.

### It is not yet an outstanding school because

- Teaching is not consistently outstanding because not all teachers ensure pupils respond to the guidance given to them in marking and opportunities are sometimes missed to develop pupils' ability to learn for themselves, especially pupils who are more capable. Also teaching assistants are sometimes not fully used to support pupils' learning at the beginning of lessons.
- Pupils' progress in writing is not as rapid as in reading and mathematics across Key Stage 2.

## Information about this inspection

- Inspectors observed 22 lessons and part lessons, seven part lessons in conjunction with the headteacher, and 12 teachers.
- Meetings were held with the headteacher, senior staff, members of the governing body, and representatives from the local authority and a group of pupils.
- Inspectors heard a number of pupils read.
- Inspectors analysed responses from 11 parents and carers who completed the Parent View questionnaire on the Ofsted website, spoke to a number of parents and carers who were in school during the inspection and took into account the school's survey of parents' and carers' views.
- Inspectors also analysed Ofsted questionnaires completed by teachers and teaching assistants in the school.

## Inspection team

James Henry, Lead inspector

Additional Inspector

Sheila Boyle

Additional Inspector

## Full report

### Information about this school

- Christ Church is an average-sized primary school.
- The proportion of pupils supported through school action is broadly in line with the national average, while the proportion of pupils supported at school action plus or with a statement of special educational needs is below the national average.
- Most pupils are White British, with English as their first language.
- The proportion of pupils known to be eligible for the pupil premium, which provides additional funding for children in local authority care or for pupils known to be eligible for free school meals or for pupils whose parents or carers are in the armed forces, is well above the national average. However, there are no pupils in the school whose parents are in the armed forces.
- The school meets current government floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- There is no alternative provision in the school.

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

- Improve the quality of teaching so that it is consistently outstanding by:
  - ensuring pupils more effectively respond to the marking and guidance given to them by teachers so that they always understand how to further improve their work
  - ensuring teachers consistently provide opportunities to develop pupils' ability to learn for themselves, especially those who are more capable
  - ensuring teachers consistently use the skills and abilities of teaching assistants to support pupils' learning at the beginning of lessons.
- Increase the rate at which pupils, especially those who are more capable, make progress in writing across Key Stage 2 so that it always matches their rapid progress in reading and mathematics, by:
  - increasing the opportunities for pupils to practise their writing skills in other subjects
  - increasing the opportunities for pupils to write in different styles for different purposes.

## Inspection judgements

### The achievement of pupils is good

- Children enter the Early Years Foundation Stage with skills well below those typical for their age. From exceptionally low starting points, all groups of pupils, including those who are in receipt of the pupil premium, make good progress in reading, writing and mathematics across the school.
- Data show that the school is successfully closing the attainment gap between pupils in receipt of the pupil premium and all pupils nationally. For example, school assessments for pupils in receipt of the pupil premium in Year 6 show that their average points score, which is a method for measuring pupils' attainment, in both English and mathematics will be above the 2012 national average for all pupils.
- Disabled pupils or those with special educational needs make good progress because they are supported well by teaching assistants in lessons and in small groups.
- Over time, pupils leave with attainment that is broadly in line with the national average in English, being higher in reading than in writing, and below the national average in mathematics.
- Results at the end of Key Stage 2 in 2012, school assessments, observations in lessons and pupils' work in books show that the school has worked successfully to raise pupils' attainment in mathematics. As a result, pupils in Year 6 are on track to raise attainment, particularly in reading, to above the national average in English and mathematics, especially in the numbers achieving the higher Level 5.
- Progress in writing is not as rapid as that in reading and mathematics across Key Stage 2, especially for some more capable pupils. This is because opportunities are missed for pupils to further extend and practise their writing skills in other subjects and to write in different styles for different purposes.
- Pupils' progress in reading is good because the school has an effective system for teaching pupils early reading skills. This allows them to break down and blend different sounds together to read unfamiliar words. The system for teaching reading is continued in Key Stage 2 to support those who may not have achieved the national standard at the end of Year 2.
- Pupils make consistently good, and sometimes outstanding, progress in lessons. For example, older pupils were making outstanding progress in a mathematics lesson because they were set open-ended challenging tasks matched closely to their abilities and were allowed to investigate and learn for themselves in solving problems using ratios.

### The quality of teaching is good

- Teaching is consistently good because lessons, including activities in the Early Years Foundation Stage, are planned effectively to build on pupils' previous learning with different tasks that are closely linked to pupils' abilities. This is especially effective in mathematics lessons where pupils are making particularly rapid progress.
- Teachers are skilled at questioning pupils during lessons to assess their understanding and challenge their thinking and so help them make good progress. All the parents who either responded to the Parent View survey on the Ofsted website or had conversations with inspectors felt that their child is taught well. This is also the view of pupils and one pupil commented, 'Teachers make our learning enjoyable.'
- Teachers mark pupils' work thoroughly and provide pupils with comments on how to improve. However, there are occasions when teachers do not ensure that pupils fully respond to the advice given and opportunities are missed to help pupils understand what they could do to improve in the next lesson.
- Teachers are effective in developing pupils' personal qualities. Consequently relationships are consistently good, with pupils learning from each other, responding enthusiastically to teachers' questions and showing perseverance in finishing their work.

- However, there are some occasions when teachers miss opportunities to further develop some pupils' confidence to learn for themselves, especially for those who are more capable.
- Disabled pupils or those with special educational needs make good progress because they are supported well by teaching assistants and are fully involved in lessons. This is an example of how the school is effective in ensuring that all groups have an equal opportunity to learn and that none are discriminated against.
- While teaching assistants are used well to support pupils learning during activities, there are a few occasions when their skills and abilities are not fully utilised at the beginning of lessons.

### **The behaviour and safety of pupils** are good

- Pupils enjoy lessons and have good attitudes to all aspects of school. One older pupil said, 'I wish I was younger so I could stay longer.' Consequently, pupils consistently behave well and inappropriate behaviour that disturbs pupils' learning is very rare.
- All the parents who completed the Parent View survey or who had conversations with inspectors felt that the school makes sure pupils behave well and that any instances of bullying are dealt with effectively.
- Pupils say they feel safe in school because bullying is very rare and they have confidence in staff to help them if they are upset or have any worries.
- The school helps pupils to keep themselves safe through a variety of activities, including how to be safe when using the internet. Another example is when representatives from the local bus company provide advice for older pupils on how to stay safe when travelling on public transport to their secondary schools.
- Staff manage pupils' behaviour consistently well, especially those who have emotional or social difficulties, through effectively rewarding good behaviour. However pupils also respond well to correction if necessary. There is a good level of care; for example, specially trained staff run 'Nurture Groups' to support vulnerable pupils.
- Attendance is broadly average over time, with almost all pupils on time for school. This is an improvement since the last inspection, when attendance was judged low. This is partly because the school takes appropriate actions, including legal proceedings, against the few families whose children are persistently absent from school without a valid reason.
- Behaviour and safety are not outstanding because pupils are not consistently given enough opportunities to be responsible for their own behaviour, especially when learning in lessons.

### **The leadership and management** are good

- The headteacher, deputy headteacher and senior staff have a clear vision and ambition to improve the work of the school, especially in continuing to improve the quality of teaching and raise pupils' achievement.
- Senior leaders, led effectively by the headteacher, rigorously monitor the quality of teaching and provide valuable feedback to teachers on how to improve learning in lessons. This has raised expectations and increased the amount of outstanding teaching in the school.
- Senior teachers manage effectively the performance of staff through using an accurate pupil tracking system to hold teachers to account in regular meetings that discuss the progress of pupils in their classes.
- The headteacher and senior leaders have an accurate view of the strengths and weaknesses of the school. This is used to bring about further improvements. For example, teaching pupils according to their ability in mathematics rather than in age groups is very successful in increasing pupils' progress and has raised attainment in mathematics across the school, especially at the end of Year 6. This shows the school has the capacity to improve further.
- All the parents who completed the Parent View survey on the Ofsted website felt that the school was led well. The parents who spoke to inspectors felt that the headteacher had improved

communications with themselves and others in the local community and this has had a positive impact on improving relationships.

- The subjects that pupils are taught are broad and balanced, based on different topics such as 'The Tudors' with different subjects linked together to make learning more meaningful for pupils.
- Pupils' spiritual, moral, social and cultural development is promoted well through religious assemblies, musical and sporting activities, such as the 'Rock It' project, where pupils learn to play musical instruments. The school also has links with schools in Wolverhampton and Kenya to help pupils develop an understanding of other cultures and communities.
- There are appropriate policies and procedures to safeguard pupils. All staff are checked to ensure they are suitable to work in school. Staff receive appropriate child protection training and a member of the governing body has undertaken safer recruitment training.
- The local authority provides appropriate support when asked and has effectively helped the school maintain its performance and improve since the last inspection.

■ **The governance of the school:**

- The governing body provides a good level of challenge and support and knows the strengths and weakness of the school well. This is done through receiving accurate reports from the headteacher and other senior leaders that focus strongly on the quality of teaching and pupil achievement and through independent visits to classrooms. For example, a governor had recently visited every classroom, accompanied by the headteacher, to observe pupils working with their teachers. Governors have a good understanding about the data showing the achievement of pupils compared with all pupils nationally because they have undertaken appropriate training provided by the local authority to develop their understanding of how pupils' progress is measured. They have a clear understanding of the impact of the extra support that the pupil premium funding provides and how this enables this group of pupils to catch up with their peers. The governing body manages effectively the performance of the headteacher through setting appropriate targets and reviewing the progress made towards achieving them. There are systems to ensure any increases in teacher salaries are clearly linked to performance and responsibilities and that any underperformance is rigorously tackled. The governing body ensures that the school's safeguarding policies are reviewed regularly and that all procedures are robust and secure.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	104220
<b>Local authority</b>	Walsall
<b>Inspection number</b>	412983

This inspection of the school was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	226
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Reverend Paul Myers
<b>Headteacher</b>	Sean Davies
<b>Date of previous school inspection</b>	19 November 2009
<b>Telephone number</b>	01922 710080
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