

Christ Church Church of England Infant School and Nursery Tettenhall Wood

Inspection report

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| Unique Reference Number | 104362 |
| Local Authority | Wolverhampton |
| Inspection number | 286919 |
| Inspection date | 1 March 2007 |
| Reporting inspector | Mary Hamby HMI |

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

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| Type of school | Infant |
| School category | Voluntary controlled |
| Age range of pupils | 3–7 |
| Gender of pupils | Mixed |
| Number on roll | |
| School | 243 |
| Appropriate authority | The governing body |
| Chair | Janette Lewis |
| Headteacher | Wendy Large |
| Date of previous school inspection | 24 April 2002 |
| School address | Shaw Lane Tettenhall Wood Wolverhampton WV6 8EL |
| Telephone number | 01902 558945 |
| Fax number | 01902 558947 |

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Introduction

The inspection was carried out by one of Her Majesty's Inspectors.

Description of the school

This school serves an advantaged area on the outskirts of Wolverhampton. The proportion of children entitled to free school meals is very low as is the proportion of children with learning difficulties and disabilities.

Most of the children come from White British backgrounds, but a third of children are from other ethnic backgrounds. A wide variety of ethnic heritages are represented in the school, with the most significant proportion being Asian. About a quarter of the children are learning to speak English as an additional language (EAL) but only a few of them are at an early stage in this process.

Key for inspection grades

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| Grade 1 | Outstanding |
| Grade 2 | Good |
| Grade 3 | Satisfactory |
| Grade 4 | Inadequate |

Overall effectiveness of the school

Grade: 2

This good school is a safe and happy place where children enjoy their learning and make good progress. Parents are rightly pleased with the school, particularly with the open door approach and friendliness of the staff.

In the Foundation Stage (Nursery and Reception) the children get off to a good start in all areas of learning, and make particularly good progress in personal, social and emotional development. They express their own needs appropriately, learn sensitivity to the needs of others and have good dispositions to learning. Children learning English as an additional language make good strides with this and are included well in the curriculum. In Key Stage 1, the children reach standards that are above the national average and make very rapid progress in reading. Standards in reading are very high because the teaching is very effective and the children are well supported at home. Although standards in mathematics are above average, progress is not as rapid as in reading and writing. The children are not aware of their targets and they have difficulty in applying their knowledge to new problems.

The children are cared for and guided well and this helps them to feel valued, knowing that they will always be listened to. They grow in confidence as a result of the effective procedures to promote their personal development. They are learning how to take responsibility and the importance of a safe and healthy lifestyle through the broad range of activities within the curriculum. Attendance is in line with the national average, with no significant difference in the attendance patterns of children from different ethnic groups. Lessons are lively and interesting and the quality of teaching is good. Relationships are good and the teachers show that they care for the children. Assessment is developing, but is not always used consistently well to set the right level of challenge in mathematics lessons. Marking is regular and accurate, but does not give enough pointers to help children improve their work.

Parents are right to believe that the school is well led and managed and, as one of them wrote, 'the staff are hard working, enthusiastic and very positive'. The headteacher's clear vision for the school underpins its success. The leadership team has a clear view of its own strengths and weaknesses with no sign of complacency and a resolute desire for further improvement. The school has improved over the past few years under the headteacher's careful stewardship and is well placed to continue its successful path.

What the school should do to improve further

- Improve provision in mathematics, so that children make better progress, particularly in their ability to use and apply their knowledge.
- Refine assessment procedures, particularly in mathematics, so that marking relates more closely to children's targets and work is carefully matched to each pupil's ability.

Achievement and standards

Grade: 2

The children make good progress and do well in most aspects of their education. In the Foundation Stage, the children make rapid progress in personal, social and emotional development and progress in other areas of learning is good. They start school with good skills and knowledge, and this is built on consistently well so that they start Year 1 ahead of the expected level. In Years 1 and 2, progress in reading is outstandingly good, and so standards

are significantly higher than average by the time they leave school. Achievement in writing is good. Girls do slightly better than boys in English, but the gap between their performances is narrowing as a result of the school's successful initiatives. Achievement in mathematics is satisfactory, but progress is not as good as it should be, particularly in how children use and apply their knowledge to new problems.

There is no significant difference in the achievement of children from different ethnic backgrounds, and the good provision for children with English as an additional language is instrumental in helping them to make good progress. The small proportion of children with learning difficulties and disabilities make good progress towards their targets because of the quality of the support they receive. More able children get on well, particularly with reading, but a few of them are not doing as well as they might in mathematics.

Personal development and well-being

Grade: 2

Children's spiritual, moral, social and cultural development is good. The strong Christian ethos of the school, together with its positive inclusion and celebration of other faiths, helps children to acquire an open and tolerant attitude. There are no recorded incidents of racism and the children play together harmoniously and show concern for each other's feelings. The children's behaviour is good at all times and it is clear that the children feel free from any forms of harassment. The children are proud of their achievements to raise money for good causes. They contribute to the community in many ways, such as helping at playtimes and singing in church. The recent initiative in environmental education is already helping the children to be aware of their responsibilities as citizens of the future. The children in the Foundation Stage settle well and show confidence and independence in their learning. They have good dispositions to both work and play and clearly enjoy school. In Key Stage 1, the children develop an understanding of how to keep safe, and know some of the features of a healthy lifestyle. They are involved in setting their own rules and have a good understanding of right and wrong. The older children know their learning targets for reading and writing and have sensible ideas about what they should do to achieve them. They are less certain about targets in mathematics and some of them do not enjoy the subject as much as other aspects of school life.

Quality of provision

Teaching and learning

Grade: 2

The teaching is good and helps the children to make good progress. The teachers have a very engaging approach and this motivational style encourages the children to contribute in lessons. Lessons are interesting and the special care given to children with learning difficulties and disabilities helps them to participate and have confidence in themselves. The specialist teaching for children with speech difficulties is effective and so these children they are included well and make good progress.

The teachers make regular assessments of the children's work and are starting to use these more effectively to set the right level of work. However, they are more successful with this in English than in mathematics, where some of the work is not challenging enough for the more able children. Marking is improving, but children are not yet given specific enough information about how they can improve their work.

Curriculum and other activities

Grade: 2

The curriculum includes a broad range of subjects and the strong emphasis on reading helps the children to become independent learners with a clear love of books. The focus on speaking and listening in the early years helps children to acquire and strengthen their understanding of English and this in turn helps them to become good writers. The curriculum helps children to acquire competency in the number system, but there is too little emphasis on incorporating the use and application of mathematics.

The curriculum is organised through topics and so links between subjects are strengthened and the work is presented in an interesting and meaningful way to the children. In the Foundation Stage there is a good balance between work alongside an adult and activities that children can choose for themselves. This fosters their independence and also helps them to develop good concentration skills. The activities chosen to supplement the curriculum throughout the school are well thought out to make learning enjoyable and effective

Care, guidance and support

Grade: 2

The school takes good care of the children and has effective arrangements for their guidance and support. Arrangements to protect children from harm are suitable and the school ensures that the children they are regularly reminded about issues such as 'stranger danger'. There is a good level of supervision and children know that they can approach any member of staff for assistance. These procedures help the children to feel safe, and contribute well to the progress that they make.

The children's views are respected and they are encouraged to take part in the assessment of their own work. The school has effective arrangements for transfer from one class to the next so that children settle quickly and their academic progress is uninterrupted. The monitoring of children's academic performance is satisfactory. There are now more rigorous procedures for identifying attainment and tracking progress but subject leaders are only just starting to use it effectively.

Leadership and management

Grade: 2

The headteacher and governors share their vision of the school well and delegate responsibilities effectively. There are clear lines of accountability and staff are aware of their individual contributions to whole-school improvement. This team approach has been successful in moving the school on and demonstrates that it has good capacity for further improvement. The regular checks made on teaching and standards in children's books enables staff to share good practice and give support where necessary. Efficient use is made of expertise within the school and resources are carefully used and maintained. The school gives good value for money.

The school knows its strengths and weaknesses well and has identified appropriate issues for its further improvement. The school is cautious in its self-evaluation because, despite its good outcomes, it has high aspirations and is not complacent. A strong feature of the provision is the way that equality of opportunity is promoted so that the children make good progress regardless of their race, ability or background.

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Annex A

Inspection judgements

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| <i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i> | School Overall |
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Overall effectiveness

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| How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners? | 2 |
| How well does the school work in partnership with others to promote learners' well-being? | 2 |
| The quality and standards in the Foundation Stage | 2 |
| The effectiveness of the school's self-evaluation | 2 |
| The capacity to make any necessary improvements | 2 |
| Effective steps have been taken to promote improvement since the last inspection | Yes |

Achievement and standards

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| How well do learners achieve? | 2 |
| The standards ¹ reached by learners | 2 |
| How well learners make progress, taking account of any significant variations between groups of learners | 2 |
| How well learners with learning difficulties and disabilities make progress | 2 |

Personal development and well-being

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| How good is the overall personal development and well-being of the learners? | 2 |
| The extent of learners' spiritual, moral, social and cultural development | 2 |
| The behaviour of learners | 2 |
| The attendance of learners | 3 |
| How well learners enjoy their education | 2 |
| The extent to which learners adopt safe practices | 2 |
| The extent to which learners adopt healthy lifestyles | 2 |
| The extent to which learners make a positive contribution to the community | 2 |
| How well learners develop workplace and other skills that will contribute to their future economic well-being | 2 |

The quality of provision

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|---|---|
| How effective are teaching and learning in meeting the full range of the learners' needs? | 2 |
| How well do the curriculum and other activities meet the range of needs and interests of learners? | 2 |
| How well are learners cared for, guided and supported? | 2 |

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

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| How effective are leadership and management in raising achievement and supporting all learners? | 2 |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 2 |
| How effectively performance is monitored, evaluated and improved to meet challenging targets | 2 |
| How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can | 2 |
| How effectively and efficiently resources, including staff, are deployed to achieve value for money | 2 |
| The extent to which governors and other supervisory boards discharge their responsibilities | 2 |
| Do procedures for safeguarding learners meet current government requirements? | Yes |
| Does this school require special measures? | No |
| Does this school require a notice to improve? | No |

Annex B

Text from letter to pupils explaining the findings of the inspection

Thank you for the warm welcome I received when I came to visit your school. I really enjoyed talking to you and reading what your parents had to say in the questionnaires they filled in. They think that your school is good and so do I.

One of the really good things about your school is that you learn to read quickly and so you can enjoy all the wonderful books that are available. You get on well with writing, but the progress you make with mathematics could be better. Although you like working with numbers you need to learn more about how to use your knowledge to solve little problems, like shopping sums. You could help with this by practising at home or setting a challenge for your friends at playtime.

All the adults at school take care of you well and this helps you to feel safe. You learn important things like road safety and not talking to strangers – always remember these things. The school is also good at helping you to understand how to keep fit and stay healthy and become responsible young people. I noticed how much you enjoy school and that you behave well and are kind to each other. The teachers are kind and they teach you all well. They make good use of the whiteboards to make learning interesting. I have asked them to give you more problems to solve in numeracy lessons to really make you think hard. I have also asked them to give you more help when they mark your work so that you are clear about what you need to do to improve.

Your headteacher is good at her job and helps the school to run smoothly. The people who help her with this are also very skilled and together they make a good team.

I hope you all make the most of the time you have in your lovely school. Try your best and aim high!