

# Christ Church CofE Primary School

## Inspection report

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Unique Reference Number	103838
Local Authority	Dudley
Inspection number	323911
Inspection dates	27–28 November 2008
Reporting inspector	Ken Buxton HMI

This inspection was carried out under section 8 of the Education Act 2005 under pilot arrangements; it was also deemed a section 5 inspection under the same Act.

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Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	544
Appropriate authority	The governing body
Chair	Cllr. Susan M. Ridley
Headteacher	Mrs Pat Hazlehurst
Date of previous school inspection	1–2 February 2006
School address	Church Road Bilston West Midlands WV14 8YD
Telephone number	01384 818375
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## Introduction

This pilot inspection was carried out by one of Her Majesty's Inspectors and two Additional Inspectors. The inspectors visited 17 lessons. They held meetings with governors, staff, groups of pupils and a few parents. They observed the school's work and looked at a wide selection of documents, including reports to governors, minutes of meetings, improvement plans, records of pupils' assessments and the school's tracking records. The inspection team also took account of the 162 parents' and 40 staff questionnaires.

The inspection team looked in detail at the following:

- the attainment and progress of pupils, with a specific focus on the performance of individuals and different groups
- how well teaching supports the needs of individual pupils and different groups of learners
- the effectiveness of middle managers
- how the leadership and management monitor the impact of improvement activities.

## Information about the school

Since the last inspection, the school has changed significantly because school numbers have increased by more than a hundred. To accommodate this, the school has taken on extra staff and completed a large building project. The Nursery and Reception learning area is located in the Early Years Foundation Stage (EYFS) building, which is located close by on a separate site. The school works in partnership with several teacher training organisations to provide teaching placements for trainee teachers. In Years 5 and 6, almost 60% of the pupils are boys whereas in the younger year groups there are higher numbers of girls.

The school has the ActiveMark award, the Basic Skills Quality Mark, the information and communication technology (ICT) quality mark and the Financial Management Standard.

## Further information about the school

	School's figures	School's figures compared with other schools
School size	544	Well above average
Free school meals	15.6%	Above average
Proportions of pupils with learning difficulties and/or disabilities	35.5%	Well above average
Proportion of pupils from minority ethnic groups	8.9%	Below average
Proportion of pupils who speak English as an additional language	3.3%	Below average
Proportion of pupils with a statement of special educational needs	1.5%	Average

## Inspection judgements

Grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Overall effectiveness

1

Capacity for sustained improvement

1

### Main findings

This is an outstanding school that is a credit to its community. Its particular strengths include:

- the staff's exceptionally high expectations of the pupils
- the bright, well organised and stimulating classrooms that provide an excellent environment in which pupils can learn
- the good and sometimes outstanding quality of teaching and the exceptional focus and drive of the school's leadership.

As a result of the school's efforts the pupils' behaviour is excellent and they enjoy coming to school. The school's track record demonstrates an excellent capacity to sustain improvement. The school's leadership has managed changes since the last inspection very well, as demonstrated by outstanding improvement to the EYFS and rising standards. The school is right not to be complacent and has set itself challenging targets for pupils to achieve. The leadership is already looking to increase the level of challenge for its pupils by increasing the number of pupils who reach the higher levels in English and, in particular, writing. The school is also determined to improve attendance rates across the school.

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

- Increase the proportion of pupils achieving the higher levels in English to match their achievements in mathematics and science by:
  - improving pupils' writing skills
  - accelerating pupils' progress across the school
  - making better use of marking and feedback so that pupils know how they can improve the quality of their work
  - improving the quality and presentation of pupils' written work.
- Improve pupils' attendance by continuing to work closely with parents to reduce the number of holidays taken in term time.

## How well does the school meet the needs of individuals and different groups of pupils?

1

Overall standards are good and pupils achieve well. In 2008, national test results improved and school targets were exceeded. Nearly half of 11-year-olds reached the high standards of Level 5 but fewer pupils reached this level in English. Changes implemented in the EYFS already show that children make outstanding progress in the Nursery and Reception years. Pupils with learning difficulties and/or disabilities are supported very well, enabling them to make outstanding progress and reach average standards.

Pupils say that they feel safe at school. Inspection evidence strongly supports this view as do the overwhelming majority of parents. Pupils' behaviour is excellent during lessons and around the school. The leadership constantly reviews procedures to ensure that very high expectations are the norm throughout the school. Discussions are already taking place about how the changeover at break times can improve further. Pupils are positive about developing healthy lifestyles through taking exercise. The choice and quality of school meals is so good that pupils are very happy to make decisions to eat healthily.

Pupils make an excellent contribution to the school's community and the local area. They willingly take on responsibilities, for example as active members of the school council, which plays a strong role in helping the school to improve. The work undertaken to prepare pupils for the next stage of their education and the world beyond is good because they are helped to learn, respect and value working together sensibly. For example, the opportunity for older pupils to apply to become school reading mentors was taken very seriously. Applicants made written applications, were invited for interview and, for those appointed, completed a carefully organised induction programme. However, despite the school's concerted efforts to improve rates of attendance, it remains only satisfactory, largely because parents take their children out of school for holidays and other events.

The richness of the experiences provided and the very high quality relationships ensure that pupils' spiritual, moral and social development is very good. The pupils have a very good understanding of the differences between their own and other cultures.

### *These are the grades for pupils' outcomes*

How well do pupils achieve and enjoy their learning?	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with learning difficulties and/or disabilities and their progress	1
Pupils' attainment <sup>1</sup>	2
To what extent do pupils feel safe?	1

<sup>1</sup> Grades for attainment are: 1 is high; 2 is above average; 3 is broadly average; 4 is low

How well do pupils behave?	1
To what extent do pupils adopt healthy lifestyles?	1
To what extent do pupils contribute to the school and wider community?	1
How well do pupils develop skills that will contribute to their future economic well-being?	2
Pupils' attendance and punctuality	3
What is the extent of pupils' spiritual, moral, social and cultural development?	1

## The quality of the school's work

The quality of teaching and learning is good overall, with some that is outstanding. Classrooms are bright, stimulating and fun with good quality displays that aid learning. Pupils respond well to the teachers' high expectations. In the best lessons, pupils make rapid progress because they are excited and inspired by the work set. Teachers use assessment data to plan and organise activities that interest and challenge all pupils. Relationships are excellent and pupils feel confident to try things out without fear of failure. The pace of lessons is fast and pupils have no time to become distracted. Teaching assistants contribute well to the learning environment. They are briefed well and are an integral part of the team. They often work with individuals or groups of pupils, helping them to make good progress.

The organisation and content of the curriculum is good. Teachers are becoming skilled at making links between subjects. For example, a successful Year 4 mathematics lesson about capacity required the pupils to measure quantities of different fruit juices to make a healthy exciting drink that could be enjoyed at the end of the lesson. The curriculum is enhanced well through a good range of after-school clubs, visitors and educational visits.

Every child matters at this school. Pupils' welfare has high priority. The emphasis on treating every child, including vulnerable pupils, as individuals means that they are supported very well and helped to overcome any barriers to learning.

### *These are the grades for the quality of provision*

High quality teaching and purposeful learning	2
Effective assessment and academic guidance	2
An appropriate curriculum which meets pupils' needs, including, where relevant, provision through partnership with other organisations	2
Support, guidance and care	1

## How effective are leadership and management?

Since the previous inspection in 2006, the school's outstanding leadership has managed change very well. The leadership's greatest achievement is the development of an exceptionally committed team that works together extremely well. The headteacher and deputy headteacher receive excellent support from a strong team of middle managers who have risen to the challenge of taking on extra

responsibilities. They received excellent professional development to prepare them for their roles. Staff training is of high quality and very effective at bringing out the very best in people. Performance management systems are used very effectively to ensure that all members of staff understand how they contribute to achieving the school's targets.

Systems to monitor and evaluate the school's work are good and the right priorities are identified. Governors support the school well and are taking a lead role in the local area to promote community cohesion. The community police officers visit the school each week to support lessons. The administrative staff contribute very well to the smooth running of the school, for example by ensuring that all safeguarding procedures are robust and reliable.

*These are the grades for leadership and management*

Monitoring, evaluating and planning for improvement to outcomes for pupils	2
Promoting equality of opportunity and tackling discrimination	1
Ensuring that safeguarding procedures are effective	1
Ensuring that the governing body provides effective challenge and support so that weaknesses are tackled decisively and statutory responsibilities are met	2
Promoting the school's relationship with parents and carers, including their involvement in decision-making about matters relating to learning and well-being	2
Developing partnerships with other providers, organisations and services	1
Ensuring the school contributes to community cohesion	1
Deploying resources to achieve value for money	1

## Early Years Foundation Stage

Most children enter the EYFS with knowledge and skills well below those expected for their age. Thorough induction procedures, good teaching and a stimulating learning environment ensure that children settle quickly and begin to learn. They make outstanding progress and the majority of children start Year 1 with standards that are average, although their language skills are often weaker.

The committed EYFS team have rigorous procedures to ensure that the children are safe and healthy. Children enjoy the many opportunities to learn through first hand experiences. These encourage the children to become independent learners. There is an excellent balance between teacher led and child selected activities. Teachers' assessments are used exceptionally well to plan activities that match the children's needs. The EYFS staff are led well by an enthusiastic and knowledgeable coordinator.

How effective is the provision in meeting the needs of children in the EYFS?*	1
How well do children in the EYFS achieve?	1
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?*	1

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How effectively is the welfare of the children in the EYFS promoted?*	1
How effectively is the provision in the EYFS led and managed?*	1

\* Common judgements made across all inspections of the EYFS

## Views of parents and carers

The vast majority of the 162 parents who responded to the questionnaire are very happy with the school. Many commented on their children's enjoyment of school, which they put down to the 'brilliant team' who look after them. Parents are very pleased with the progress their children make and the care shown for them. A few parents felt that they would like more notice of school events but the majority commented positively about how well the school communicates with them. Inspectors shared a few concerns from parents with the school about payment for swimming and the lack of speech therapist support. The headteacher is considering how best to respond to these individual issues.

## What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs. In 2006-7, 14% of schools were judged to be outstanding.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well. In 2006-7, 46% of schools were judged good.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing for its pupils suitably. In 2006-7, 34% of schools were judged satisfactory.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. In 2006-7, 6% of schools were judged inadequate.

## Common terminology used by inspectors

Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Achievement:	an overall measure of the pupils' success in their academic learning. The term combines attainment and progress. Pupils might make good progress, for example, but if their attainment remains low, inspectors may judge that their achievement is only satisfactory.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.



1 December 2008

Dear Pupils

Inspection of Christ Church CofE Primary School, Bilston, WV14 8YD

Thank you on behalf of the inspection team for your friendly welcome when we visited your school. We enjoyed meeting many of you and talking with you about your school and finding out how well you are doing.

You told us that you think your school is excellent and we agree. This is because you are fortunate to have an exceptional headteacher who leads an excellent team of teachers, and other adults who are determined that you will do very well and achieve your full potential. We could see, from our visits to the classrooms, how much you learn and how you make good progress. You clearly enjoy coming to school and find the lessons fun. Some of this is down to the good teaching, but it is also because you behave so well and work sensibly, with your 'perfect partner', to develop very effective teamwork.

When we left your school, we asked your headteacher and deputy headteacher to do two things. The first is to help you achieve the same high standards in English as you do in mathematics and science. The second is to improve your attendance because some of you are absent for holidays and other events.

Finally, thank you once again for your help. We wish you every success in the future.

Yours sincerely

Ken Buxton  
Her Majesty's Inspector

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