

Christ Church CofE Controlled Primary School and Nursery

Inspection report

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|--------------------------------|----------------|
| Unique Reference Number | 103397 |
| Local Authority | Birmingham |
| Inspection number | 355373 |
| Inspection dates | 7–8 March 2011 |
| Reporting inspector | Ruth Westbrook |

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

| | |
|--|---|
| Type of school | Primary |
| School category | Voluntary controlled |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 224 |
| Appropriate authority | The governing body |
| Chair | Reverend Steve Simcox |
| Headteacher | Sara Pecheur |
| Date of previous school inspection | 20 February 2008 |
| School address | Claremont Road Sparkbrook, Birmingham B11 1LF |
| Telephone number | 0121 6755121 |
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|--------------------------|----------------|
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 19 lessons and observed 10 teachers. Meetings were held with the Chair of the Governing Body, senior and middle managers, and a group of parents and carers. Inspectors spoke to two groups of pupils. They observed the school's work, and looked at improvement plans, key policy documents, assessment information, minutes of the governing body and pupils' books. In addition, 106 responses to the parents and carers' questionnaire were received and analysed, together with questionnaire responses from staff and 104 pupils from Key Stage 2.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How well do teaching and the uses of assessment contribute to meeting the learning needs of the full range of abilities within a class?
- Does the curriculum sufficiently promote personal development and literacy, numeracy and information communication technology skills through the themes which are studied by pupils and children in the Early Years Foundation Stage?
- What is the impact of the strategies introduced to promote good attendance?
- How effectively do subject leaders contribute to the school's capacity to improve?

Information about the school

This is an average-sized primary school. The proportion of pupils with special educational needs and/or disabilities is above average. The majority of pupils come from Pakistani backgrounds. A number of other minority ethnic groups are also represented. Most pupils speak English as an additional language, including a minority who are at an early stage of learning English. The proportion known to be eligible for free school meals is well above average. The school currently holds a Quality Mark for basic skills education and was awarded enhanced Healthy School status in 2010.

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

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

2

Main findings

This is a satisfactory school. It is improving rapidly because the headteacher and senior leaders have developed and shared ambitious plans for development. These have been effectively put into action, and the evidence of improvement is clear. Although achievement is still satisfactory, pupils' progress is accelerating strongly and attainment is now average. The overall effectiveness of the Early Years Foundation Stage has improved to good. Attendance has improved substantially because care, guidance and support are now good. The evaluation of strengths and weaknesses by school leaders is very accurate. They have a clear view of actions which still need to be taken, but the evidence of considerable improvement since the last inspection demonstrates the good capacity to improve further.

The increased involvement of parents and carers in their children's education underpins the improvement in care, guidance and support. This partnership is good. Parents and carers consider the school has an 'open door' policy, and that staff listen to and act upon their concerns about their children. This was observed by inspectors at the start of the day when many parents and carers accompanied children to their classes in all years and were at ease in settling children to work. This led to a positive and purposeful start to the day. This faith school has a clear set of values and promotes a harmonious and cohesive community. Pupils' spiritual development is good. They have a well-developed understanding of other religions and values that is introduced through assemblies and the curriculum. This is a key contributor in fostering good relationships between the different faiths that are represented in the school. A comment by one parent sums up what inspectors found, 'School includes parents, carers and the local community, bringing it all together so that children can learn from the diverse community that we have and enjoy.' All pupils responding to the inspection questionnaire said they felt safe when at school. They show a good understanding of how to keep safe both within and outside of school, and talk knowledgeably about the dangers of using the internet. They feel resoundingly happy when at school and confident that if they need it, adults will be there to support them.

The quality of teaching is satisfactory and improving as a result greater stability in staffing. School leaders recognise that having larger numbers of teachers at the start of their careers than is usual makes particular demands on their support. An effective programme of development and training is in place to meet these needs. Assessment information is not always used well to plan activities which match the range of abilities within classes and sometimes tasks are too difficult for pupils who are trying to work independently. Lessons provide many opportunities for pupils to talk about their work and answers. This supports their development of language, particularly for writing. The quality of discussion is variable because many pupils lack the skills and structure necessary to be able to speak and listen appropriately.

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About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Ensure consistency in the quality of teaching so that at least good progress is secured by:
 - making sure that teachers use information from assessment to plan activities in lessons which are linked to pupils' previous learning, and meet the full range of abilities within the class
 - ensuring that tasks planned for groups working independently are structured appropriately so that pupils can make good progress with minimal adult support.
- Develop pupils' speaking and listening skills to improve their learning by:
 - structuring paired and group discussions so that pupils practise and develop the skills of listening and speaking to each other
 - making sure that the links between discussion and other learning are purposeful, valued and clearly communicated to pupils.

Outcomes for individuals and groups of pupils

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|----------|
| 3 |
|----------|

The attainment of pupils on entry to the school is low. The very large majority of pupils enter the school with little or no understanding of English. The effective school-wide emphasis on developing language skills means those pupils for whom English is an additional language begin to use the language as soon as they enter, so their skills develop quickly. Attainment at the end of Year 6 has improved in both English and mathematics since the last inspection and is now average. Standards in writing have improved throughout the school. Pupils of Pakistani heritage, the school's largest minority ethnic group, attained above average standards in the school's latest validated national tests in 2009. The attainment of most able pupils is rising because of a focused programme to boost the achievement of these pupils in Year 6 in both English and mathematics. Progress is still satisfactory for all groups of pupils, although the evidence from the inspection is that it is improving rapidly. The improved start in the Early Years Foundation Stage, where children make good progress from a low starting point, is being effectively built on in Key Stages 1 and 2. Pupils are responding well to higher expectations from staff. Detailed, regular checking of progress, and full involvement of parents and carers in the process, ensures that pupils with special educational needs and/or disabilities make satisfactory progress. The quality of learning in lessons is satisfactory because there are some inconsistencies. When pupils work on activities, those in adult-led groups often make greater progress than those working independently. However, when independent work has been appropriately planned, pupils relish the opportunity to work by themselves and rise to the challenge. In many lessons pupils' progress accelerates when there are structured opportunities to discuss their learning in a group or with a partner. Staff build on these responses, demonstrating how they extend everyone's learning. In other lessons, these opportunities for using speaking and listening to improve pupils' learning are missed. Pupils are too insistent on giving their answer and do not value the contributions of other pupils.

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In lessons and around school, pupils' behaviour is calm and orderly. They respond well to the reward system, so that incidents of poor behaviour are uncommon. Pupils understand the differences between right and wrong and are responsive to initiatives to develop a problem-solving approach to resolving differences of opinion with their peers. Pupils' understanding of other cultures is satisfactory. Their understanding of those not represented locally is limited. Pupils are keen to make contributions to their school community and take advantage of the opportunities available to them as school council members, reading representatives and peer mediators, for example. Pupils' engagement with the wider community is developing as opportunities increase. A group has worked with the community warden to improve the local environment by litter-picking, for example. Pupils understand how to keep healthy through diet and exercise. Those who participate in extra curricular sport enjoy it very much.

These are the grades for pupils' outcomes

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|---|----------|
| Pupils' achievement and the extent to which they enjoy their learning | 3 |
| Taking into account: Pupils' attainment ¹ | 3 |
| The quality of pupils' learning and their progress | 3 |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress | 3 |
| The extent to which pupils feel safe | 2 |
| Pupils' behaviour | 3 |
| The extent to which pupils adopt healthy lifestyles | 3 |
| The extent to which pupils contribute to the school and wider community | 3 |
| The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being | 3 |
| Taking into account: Pupils' attendance ¹ | 3 |
| The extent of pupils' spiritual, moral, social and cultural development | 3 |

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Teaching is satisfactory and good relationships with pupils and classrooms are managed well so that they are calm and orderly. Many lessons include practical activities and successfully promote good language and literacy skills. Teaching assistants are deployed effectively in supporting the least able pupils. Planning in lessons is frequently very detailed, promoting learning well for pupils of different abilities. For example throughout a Year 5 mathematics lesson, on recognising patterns in number, the teacher used her

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knowledge from assessment of the pupils' previous work to ensure a good match between questions and activities and the range of abilities within the class. This included challenges for individual pupils. The teaching assistant was clear on her role in supporting this. As a result, the pace of learning was fast and pupils of all abilities made good progress with their learning. Although work is assessed and marked regularly the information from this is not used consistently well to adapt work to meet the range of pupils' abilities.

The curriculum has been revised recently to include opportunities to develop personal and basic skills through the study of topics. It is too early to evaluate the impact of this, but there is evidence from pupils' comments that it is contributing to their enjoyment of learning, particularly where they have been involved in deciding on the topics. A good example is Year 4's study of the local community and businesses along the high street to support the development of financial and enterprise skills whilst promoting pupils' understanding of the local community. Information and communication technology skills are developing well in all areas of the curriculum.

Pupils who are potentially vulnerable to underachievement are supported effectively through a well-planned programme of interventions. A successful system of rewards and sanctions has led to a substantial improvement in pupils' attendance. Work with families has reduced considerably the number of pupils who were frequently absent from school or who take extended holidays. Parents and carers value the quality of communication between home and school. The web-site is up to date and used well. Workshops to help parents and carers support their child's education are well received and attended. The Education Action Zone funds a breakfast club which provides a good start to the day for a small number of pupils, including a healthy breakfast.

These are the grades for the quality of provision

| | |
|--|----------|
| The quality of teaching | 3 |
| Taking into account: The use of assessment to support learning | 3 |
| The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships | 3 |
| The effectiveness of care, guidance and support | 2 |

How effective are leadership and management?

All staff and governors are involved in drawing up school improvement plans together. This contributes to a shared commitment about the future direction of the school. Rigorous monitoring activities are systematically carried out so that progress on the implementation of plans can be reviewed. This increasingly involves subject leaders who show a good understanding of the strengths and weaknesses of their particular areas and strategies to bring about improvement. There are clear systems so that leaders can track pupils' progress over time. Regular, focused meetings between class teachers and senior leaders check pupils' achievement and plan for future progress. Through this process, high expectations of achievement are being shared. Senior and subject leaders use this information well to identify underachieving groups. Action is taken to ensure that equal

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opportunities are promoted and discrimination tackled. Pupils with special educational needs and/or disabilities, for example, told inspectors how they feel 'everyone's equal' and how they enjoy working on specific skills in small groups. Staff changes and the need to support teachers new to the profession continue to be a particular challenge for leaders and governors. This responsibility is well met with considerable investment of leadership time in providing a very effective programme of support and training. Newly qualified teachers are developing their skills rapidly to strengthen the quality of teaching as a result of focused coaching and many opportunities to learn from more experienced colleagues.

Members of the governing body support the school's work well, understanding the challenges it faces. A number of parent governors provide a communicative link to the local community and parents and carers. They are using appropriate training to extend their remit of skills so that they can more closely monitor pupils' performance. The effectiveness of the school's safeguarding policy and procedures is monitored closely by governors. There is much good practice, including tight systems and detailed records of action with outside agencies in developing care and support for pupils and families who are potentially vulnerable. Checks on staff and visitors are carried out regularly and efficiently. Members of the governing body and senior leaders have analysed the school's context and developed an action plan to enhance links with communities beyond the school and local area. Staff are taking this into account in their curriculum planning.

These are the grades for leadership and management

| | |
|--|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| Taking into account: The leadership and management of teaching and learning | 2 |
| The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met | 3 |
| The effectiveness of the school's engagement with parents and carers | 2 |
| The effectiveness of partnerships in promoting learning and well-being | 3 |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 3 |
| The effectiveness of safeguarding procedures | 2 |
| The effectiveness with which the school promotes community cohesion | 3 |
| The effectiveness with which the school deploys resources to achieve value for money | 3 |

Early Years Foundation Stage

'We have been very pleased with our child's progress. We are very impressed with the way the classes work together and how we are involved at the start of the day.' This comment from a parent and carer sums up the good quality of provision in the Early Years Foundation Stage. Good induction procedures ensure that children settle quickly, and good

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partnerships are established with parents and carers. The curriculum is well-planned and well-resourced opportunities for children to explore the world around them both indoors and outside. During the inspection, Reception children were excited and motivated to engage in all aspects of learning when discovering the theft of their books from the classroom and a letter from the thief. They enjoyed the subsequent hunt and investigation which promoted good progress in communication, language and literacy. Through this kind of activity make good progress through all areas of learning. In 2010, most children moved into Year 1 with the skills expected for their age. Staff model and reinforce language well; this is particularly beneficial to those children with speech and language difficulties or are at an early stage of learning English. Children's progress is checked regularly to make sure that they are on target to meet the challenging goals set for them. Early assessments identify those children who need additional support effectively. Staff encourage children to make choices for themselves from the wide range of activities available, but encouraging greater independence is an area for further development. The leadership of the Early Years Foundation Stage is good with rigorous self evaluation driving improvements. Safeguarding is well managed and given a high priority.

These are the grades for the Early Years Foundation Stage

| | |
|--|----------|
| Overall effectiveness of the Early Years Foundation Stage | 2 |
| Taking into account: | |
| Outcomes for children in the Early Years Foundation Stage | 2 |
| The quality of provision in the Early Years Foundation Stage | 2 |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 2 |

Views of parents and carers

The returns of inspection questionnaires from parents and carers is higher than is usually received. The responses are overwhelmingly positive and all said they are happy with their child's experience at the school. Particularly noteworthy is that all parents and carers feel the school keeps their child safe. Very few concerns were shared with inspectors. A very minor concern was about inconsistency in the setting of home reading books and communication through the home diaries at Key Stage 2. This concern was shared with the headteacher who agreed to review how this is done.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Christ Church CofE Controlled Primary School and Nursery to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 106 completed questionnaires by the end of the on-site inspection. In total, there are 224 pupils registered at the school.

| Statements | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|---|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 80 | 75 | 26 | 25 | 0 | 0 | 0 | 0 |
| The school keeps my child safe | 76 | 72 | 30 | 28 | 0 | 0 | 0 | 0 |
| My school informs me about my child's progress | 69 | 65 | 34 | 32 | 2 | 2 | 0 | 0 |
| My child is making enough progress at this school | 65 | 61 | 35 | 33 | 1 | 1 | 0 | 0 |
| The teaching is good at this school | 70 | 66 | 34 | 32 | 0 | 0 | 0 | 0 |
| The school helps me to support my child's learning | 65 | 61 | 40 | 38 | 1 | 1 | 0 | 0 |
| The school helps my child to have a healthy lifestyle | 59 | 56 | 44 | 42 | 1 | 1 | 0 | 0 |
| The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment) | 52 | 49 | 48 | 45 | 2 | 2 | 0 | 0 |
| The school meets my child's particular needs | 56 | 53 | 48 | 45 | 2 | 2 | 0 | 0 |
| The school deals effectively with unacceptable behaviour | 56 | 53 | 46 | 43 | 1 | 1 | 0 | 0 |
| The school takes account of my suggestions and concerns | 62 | 58 | 40 | 38 | 2 | 2 | 1 | 1 |
| The school is led and managed effectively | 56 | 53 | 46 | 43 | 2 | 2 | 0 | 0 |
| Overall, I am happy with my child's experience at this school | 67 | 63 | 38 | 36 | 0 | 0 | 0 | 0 |

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

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. |
| Grade 2 | Good | These are very positive features of a school. A school that is good is serving its pupils well. |
| Grade 3 | Satisfactory | These features are of reasonable quality. A satisfactory school is providing adequately for its pupils. |
| 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. |

Overall effectiveness of schools

| Type of school | Overall effectiveness judgement (percentage of schools) | | | |
|----------------------|---|------|--------------|------------|
| | Outstanding | Good | Satisfactory | Inadequate |
| Nursery schools | 59 | 35 | 3 | 3 |
| Primary schools | 9 | 44 | 39 | 7 |
| Secondary schools | 13 | 36 | 41 | 11 |
| Sixth forms | 15 | 39 | 43 | 3 |
| Special schools | 35 | 43 | 17 | 5 |
| Pupil referral units | 21 | 42 | 29 | 9 |
| All schools | 13 | 43 | 37 | 8 |

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

| | |
|----------------------------|---|
| Achievement: | the progress and success of a pupil in their learning, development or training. |
| Attainment: | the standard of the pupils' work shown by test and examination results and in lessons. |
| 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. |
| Learning: | how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners. |
| Overall effectiveness: | <p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support. |
| 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. |

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



9 March 2011

Dear Pupils

**Inspection of Christ Church CofE Controlled Primary School and Nursery,
Birmingham, B11 1LF**

Thank you for giving us such a warm welcome on our recent visit, and for sharing your views about the school in discussions and through questionnaires. These have been very helpful. Now I would like to share with you what we have found out.

Your school provides you with a satisfactory standard of education and it is improving rapidly.

You make satisfactory progress in your work and reach average standards in English and mathematics by the time you leave Year 6. Your attainment in both these areas has improved.

You enjoy lessons, particularly when you are active, using computers or making things.

You have a good understanding of how to keep safe. You showed us how much you know about keeping safe on the internet.

You have a good understanding of your own religion and that of others in school. You clearly enjoy being part of a diverse school community.

The governing body, your headteacher and her staff care for you very well. This helps to make you feel safe when you are in school.

We have asked the school to do two things to make it even better:

- to make sure that activities match your ability so that you are challenged in your work and also able to work independently from time to time without adult support
- to help you to practise speaking and listening to each other so that the sharing of views and ideas makes more of a contribution to your learning.

We hope that you will do your best to help your headteacher and her staff to put these plans in place by working hard and always doing your best.

Yours sincerely

Ruth Westbrook

Lead Inspector

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