

Christ Church Infants' School

Inspection report

Unique Reference Number	124034
Local Authority	Staffordshire
Inspection number	380778
Inspection dates	22–23 September 2011
Reporting inspector	John Horwood

Type of school	Infant
School category	Community
Age range of pupils	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	160
Appropriate authority	The governing body
Chair	Sue Marbrow
Headteacher	Victoria Anderson
Date of previous school inspection	5 February 2009
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Introduction

This inspection was carried out by three additional inspectors. They observed nine lessons taught by six teachers. Meetings were held with groups of staff and members of the governing body, and discussions were held with several groups of pupils. Inspectors observed the school's work and looked at documentation including pupils' work, minutes of meetings, progress monitoring records and school policies. The responses to 61 questionnaires from parents and carers and 18 questionnaires from staff were scrutinised.

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

- Do the school's tracking data and the provisional Year 2 national test results for 2010/11 show improved progress and higher attainment than in previous years?
- What is the quality of pupils' personal development?

Information about the school

This is a smaller than average school in an urban area. The majority of pupils are from Pakistani and White British backgrounds. The proportion from minority ethnic groups is well above that found in most schools as is the proportion of pupils who speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is below that found in most schools as is the proportion with statements of special educational needs. The proportion known to be eligible for free school meals is well above average. The school has recently achieved the Dyslexia Friendly School status at level 1 and Healthy Schools status. The headteacher joined the school in September 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?

2

The school's capacity for sustained improvement

2

Main findings

Christ Church Infants' School provides a good quality education with outstanding outcomes for pupils. The care, guidance and support provided by the school are outstanding and this is exemplified by the provision of a bi-lingual teaching assistant, a family support worker and a teacher trained to welcome new arrivals. The support given is also reflected in the school achieving the Dyslexia Friendly School level 1 status. The school maintains a strong focus on supporting the well-being of every pupil. It is also increasingly effective in improving the progress made by pupils in their academic work and as a result their achievement is good. By the time pupils reach the end of Year 2, their attainment levels in national tests are similar to that in most schools in reading and writing but slightly lower in mathematics. Both the school tracking data and the Key Stage 1 national test results show improvement on previous years.

All the lessons seen were good or better and teachers use assessment systems well so that the work they set is usually well matched to pupils' differing attainment levels. However, in some lessons teachers' expectations of what progress groups of pupils could make were not high enough so that opportunities to extend their learning were missed. Although the pace of learning was good overall in the lessons observed, some were less effective than others because too much time was spent on particular activities, such as sitting on the carpet listening to the teacher.

Behaviour is outstanding, reflecting the outstanding spiritual, moral, social and cultural development of pupils. All the pupils get on exceptionally well with each other and with adults. The curriculum supports their personal development well. The procedures for promoting improved attendance are good and have made the school's expectations clear to staff, pupils and parents. However, there are still too many families who do not enable their children to attend as regularly as they should because of extended and term-time holidays. Questionnaires show that parents and carers are overwhelmingly of the view that their children are safe in school and this is confirmed by pupils' comments. Pupils say they feel safe because there is no bullying in the school and everyone gets on well together. Pupils have an excellent understanding of healthy living and make healthy choices of food. They enthusiastically join in sports both in and out of school. They greatly enjoy the daily exercise sessions provided by the school and confidently talk about how they keep fit and healthy.

The effectiveness with which the school promotes community cohesion is

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outstanding. There are excellent opportunities for pupils to meet children from different backgrounds and faiths both within school and within the wider community. The school has developed many strong links locally, nationally and globally which are very effective at developing pupils' cultural understanding. These links, as well as many excellent ones with agencies to support pupils' academic and social needs, contribute to an outstanding range of partnerships which support pupils' learning and well-being.

The headteacher provides good leadership and management and all staff share a determination to provide the best for the pupils. There has been a strong focus on raising the quality of teaching and learning, which are now good. The school's self-evaluation clearly identifies the strengths and areas which need to improve. The improvements that have already taken place confirm that the school has a good capacity for sustained improvement.

What does the school need to do to improve further?

- Raise attainment, especially in mathematics, by:
 - ensuring that teachers' expectations of what progress pupils can make are consistently high
 - ensuring that all phases of lessons maintain the good pace characteristic of most.
- Work with parents and carers to improve pupils' attendance.

Outcomes for individuals and groups of pupils**1**

Pupils make good progress from below average starting points. Pupils say they enjoy lessons and this was very evident in a Year 2/1 phonics lesson where one boy exclaimed 'I like phonics, it helps me with my reading'. In most lessons there is a good pace of learning, with the pupils' enthusiasm clearly evident. This was seen, for example, in a Year 2 science lesson on the effects of exercise on our hearts and bodies, where every pupil participated fully and showed good understanding of the principles involved. In this same lesson pupils made good use of their literacy skills to write evaluative sentences. In all lessons the outstanding behaviour of pupils and their positive attitudes result in a happy and productive learning environment. Overall, pupils' achievement is good. Pupils with special educational needs and/or disabilities make good progress. Pupils with English as an additional language make good progress in developing their English language skills in the Early Years Foundation Stage and well-targeted support sustains their progress in Key Stage 1. Pupils' behaviour is also outstanding outside of the classroom and the school is a very harmonious place. Pupils have good opportunities to take on responsibilities, such as membership of the school council or providing support for younger children. However, more could be done to ensure that younger pupils begin to take over responsibilities as they move towards Year 2. Pupils make a good contribution to the local community and raise funds for a range of projects. Pupils' spiritual, moral, social

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and cultural development is outstanding. They have outstanding social skills resulting in excellent relationships, and an excellent and respectful understanding of those from different backgrounds, faiths and cultures. Pupils increasingly develop the capacity to reflect on moral issues and all are very considerate to others. Pupils talk freely about what they need to do to keep fit and healthy and, for example, regularly drink water during the day. Their outstanding understanding of how to stay healthy is reflected in the school obtaining the Healthy Schools award.

Attendance is within the expected range for pupils in similar schools. There are clear signs of improvement in attendance, reflecting policy and procedures to make stronger partnerships with parents, but overall figures remain average as a consequence of occasional or long-term absence for term-time holidays.

These are the grades for pupils' outcomes

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

How effective is the provision?

Teachers plan their lessons well and have good subject knowledge. They have excellent relationships with the pupils and readily offer them help. However, they do not always have sufficiently high expectations of the progress pupils can make and so do not take opportunities to extend their learning. Teachers make good use of information and communication technology (ICT) to support teaching and learning and they involve pupils in using the interactive whiteboards during the lessons. Teaching assistants make a good contribution to the teaching and are well trained to support pupils. They work closely with pupils who need extra help, including those with special educational needs and/or disabilities and those with English as an

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

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additional language, to make sure they understand the tasks and learn effectively.

The curriculum is adapted regularly to meet the needs of the pupils in the mixed-age classes. It provides broad and balanced experiences for all groups of pupils. Sensible links are made between subjects to develop pupils’ understanding of topics or themes. Good use is made of ICT resources although this is an area currently being further developed by the school. There is a good enrichment programme including a wide range of visitors and visits, for example, to Tamworth Castle and local museums.

Pupils, parents and carers overwhelmingly agree that pupils are safe and well cared for in school. All aspects of health and safety are very well addressed. All the staff are friendly and welcoming to pupils and visitors and this contributes to the outstanding welfare provision. The outstanding partnerships with external agencies facilitate additional support for pupils’ academic and social needs. School records show that there are extremely effective links to support those pupils whose circumstances may make them vulnerable. There are excellent links with the junior and secondary schools to extend opportunities for the pupils and to ensure a smooth transition to the next phase of their education. The procedures for encouraging good behaviour are very effective and measures to improve attendance are having a demonstrable impact.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher provides good, clear leadership. The staff survey shows that the staff are united in their support for the headteacher’s vision for the school. The school development plan is sharply focused on raising attainment by developing leadership and management to help further improve teaching and learning. Raising attendance is also a priority. Governance is good. The governing body is well led and members have a good range of skills and experience. Several come into school regularly and most are becoming more involved in monitoring the quality of provision. The governing body fully supports the headteacher’s drive for improvement but also provides challenge by asking questions about results. Statutory requirements are fully met.

The school is effective in promoting equality of opportunity. There is no evidence of any discrimination and pupils say that they are all treated fairly. Performance data

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are analysed to look for and remedy any variations in performance between groups of pupils. The leaders are aware that pupils do less well in mathematics than in English and are currently addressing this matter. All pupils have the same opportunities as they move through the school, for example joining in school visits. Safeguarding arrangements are good, with staff training of a very high quality to ensure safety and to support the pupils. Risk assessments are thorough, although the evaluation of outcomes could be more rigorous. Records are secure but not fully consistent in format. Safeguarding is central to the school ethos and there are excellent collaborative working arrangements with external agencies. Child protection procedures are all in place.

The headteacher and Chair of the Governing Body carried out an 'audit' of the school's community and produced an action plan for community cohesion together with a community cohesion policy. Within this multi-cultural and multi-faith school there is outstanding cohesion with everyone enjoying learning and playing together. Actions taken by the school ensure this is enhanced through the curriculum and through the direct contact that pupils have with those in different schools and regions. For example, they met pupils from a wide range of schools when they took part in the East Staffordshire Gardening Olympics. They also visit a range of local churches and visit the Derby Faith Trail. Many pupils travel to visit extended families overseas and the school encourages them to do some project work to share when they return.

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	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

High quality leadership by an experienced, knowledgeable practitioner ensures children make good progress from their generally very low starting points. Good links

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are made with parents and carers by home visits before children start nursery. Parents of children in the Early Years Foundation Stage are invited to join the children for reading mornings and to attend meetings to learn about the curriculum. There has also been a very well attended 'Dad's evening' where children bring their fathers to school.

In the Nursery and in Reception, children's abilities are assessed within the first two weeks to establish a baseline. This enables a swift start to learning by planning the appropriate provision. The schemes of work are well established and adapted as necessary to meet the needs of individual children. To make learning enjoyable, a theme is selected each half-term based on children's identified interests. Teaching is consistently good and both the indoor and outdoor areas are well used to support learning. There is a good range of activities available to children although they could be given more opportunity to make their own choices of what to do. Although some children are in a class with Year 1 pupils, much of their learning takes place as a separate group, ensuring that they have the same experiences as other children in the Reception Year. There has been a strong focus on use of data to ensure that staff have an accurate understanding of how well each child is doing. Every half term, data is used to make comparisons within school and then with two other primary schools.

Children's behaviour is very good and there are good relationships between children and with adults. They are eager and keen to learn and quickly develop the skills to explore and to share. Children with different home languages learn together in harmony as they improve their confidence and competence in English. Children's welfare is given the highest priority and policies and practices are agreed and followed by all.

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

Parents and carers are extremely pleased with the school. There was an above average return of questionnaires and these revealed a higher level of satisfaction than in most schools. There were no areas of significant concern amongst parents and carers, as shown by the very few responses showing any disagreement. The number of 'don't know' responses was much higher than normal but this was because a significant number of children in the Early Years Foundation Stage had

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only been in school for a few days. A few parents and carers made written comments. Typical of these was: 'I am very happy with the school, it exceeds my expectations. The staff are fantastic and help and support children through their learning.' The inspection findings confirm parents' and carers' favourable views.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Christ Church Infants' School 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 61 completed questionnaires by the end of the on-site inspection. In total, there are 160 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	42	69	18	30	1	2	0	0
The school keeps my child safe	38	62	22	36	1	2	0	0
The school informs me about my child’s progress	26	43	34	56	0	0	0	0
My child is making enough progress at this school	22	36	34	56	2	3	0	0
The teaching is good at this school	34	56	26	43	0	0	0	0
The school helps me to support my child’s learning	35	57	25	41	0	0	0	0
The school helps my child to have a healthy lifestyle	26	43	33	54	1	2	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)	22	36	30	49	1	2	0	0
The school meets my child’s particular needs	26	43	32	52	0	0	0	0
The school deals effectively with unacceptable behaviour	25	41	33	54	0	0	0	0
The school takes account of my suggestions and concerns	22	36	36	59	1	2	0	0
The school is led and managed effectively	27	44	29	48	0	0	0	0
Overall, I am happy with my child’s experience at this school	37	61	23	38	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 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 2010/11 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.



26 September 2011

Dear Pupils

Inspection of Christ Church Infants' School, Burton-on-Trent, DE14 3TE

Thank you for making us so welcome when we visited your school. We really enjoyed talking with you in your lessons and when some of you came to talk to us. We also enjoyed the cakes that some of you made and thank you for sharing them with us. Your school is giving you a good education.

Here are some of the things your school does well.

- You enjoy school and tell us that everyone behaves very well.
- You told us that you feel safe in the school and that adults look after you very well.
- It was good to see you enjoying your phonics lessons which you say help you with your reading.
- You make good progress as a result of good teaching.
- Everyone in the school gets on well together.
- There are close links to other schools, such as the junior school, which makes sure you know all about it when you move there.
- You are able to meet pupils with different backgrounds from your own and learn about other communities.
- You develop excellent skills which will help you as you grow older.

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

- ensure that teachers expect even more of you in lessons
- ensure that lessons are always interesting all the way through
- to work with your families to make sure that you come to school as much as you possibly can.

All of you can help the school move forward by continuing to work hard. We wish you every success in the future.

Yours sincerely

John Horwood
Lead inspector

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