

# Christ Church (Church of England) Junior School

Woodcote Road, Tettenhall Wood, Wolverhampton, WV6 8LG

**Inspection dates** 16–17 July 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 provides strong leadership, a clear sense of direction. She has worked with staff to focus on the correct priorities for moving the school forward.
- Pupils' achievement is good. By the end of Year 6, they are reaching standards that are above average. This represents good progress in relation to their starting points on entry into the school in Year 3. Reading is a particular strength.
- Good teaching has resulted in pupils' attainment in English and mathematics being above national average at the end of Key Stage 2. The proportion of pupils attaining the higher levels in English and mathematics in 2012 was above the national average.
- The use of pupil premium to support the achievement of eligible pupils has firmly narrowed the gap between their attainment and that of other pupils.
- Behaviour is good. Pupils show consistently positive attitudes towards learning and each other because of the importance placed on this by the headteacher and teachers. Pupils feel safe and work hard. Their enjoyment of school is reflected in their above average attendance.
- The governing body significantly contributes to the success of the school. Governors have an accurate view of the school's strengths and areas for development. They are not afraid to ask challenging questions and hold the senior leaders to account.

### It is not yet an outstanding school because

- Occasionally, lesson introductions continue for too long, limiting pupils' ability to learn more quickly at their own level on activities that are precisely matched to their needs.
- In a minority of lessons, activities provided for pupils do not fully challenge all pupils in every part of the lesson. This means that the pace occasionally slows.
- Teachers' marking does not always give pupils the next steps to help them improve their work and pupils are not given the opportunity to act upon their teachers' advice.
- Although the school has very thorough systems in place to check its own performance, middle leaders do not consistently use the information about how well pupils are doing to ensure that

they make outstanding progress.

## Information about this inspection

- The inspectors observed 16 lessons or parts of lessons. Two of these lessons were observed jointly with the headteacher. In addition, the inspectors made some short visits to small groups being taught by teaching assistants, heard pupils read and looked at their work. Meetings were held with pupils, governors and the school’s staff. The lead inspector also had a conversation about the school with a representative of the local authority.
- Discussions with parents took place at the start and end of the school day. Inspectors considered 18 responses to the online questionnaire (Parent View). The inspectors also received and considered 10 staff questionnaires.
- The inspectors observed the school’s work and looked at a number of documents, including those relating to the school’s self-evaluation and planning for improvement, the information the school keeps on pupils’ current progress and achievement, records relating to behaviour and attendance and the school’s safeguarding information.
- The inspectors observed pupils’ behaviour during morning playtime and at lunchtime and attended an assembly.

## Inspection team

Sarah Somers, Lead inspector

Additional Inspector

Glen Goddard

Additional Inspector

## Full report

### Information about this school

- The school is an average-sized junior school.
- The proportion of pupils supported by the pupil premium (additional funding from the government for children in local authority care, those known to be eligible for free school meals and the children of service families) is below average.
- The proportion of pupils supported through school action is broadly average. The proportion of pupils supported through school action plus or with a statement of special educational needs is below average.
- The proportion of pupils from minority ethnic groups is above average.
- The proportion of pupils with English as an additional language is in line with the national average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics in Year 6.

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

- Increase the proportion of outstanding teaching by:
  - ensuring that activities provided for all pupils fully match their needs in all parts of the lesson so that they are challenged at all times
  - making sure that lesson introductions are succinct so that pupils move quickly into the individual and group learning activities that are specifically matched to their abilities
  - ensuring that pupils are informed through marking of what they need to do to improve and are given time to respond to teachers' advice.
- Raise standards further by ensuring that middle leaders use the school's information on pupils' progress effectively to identify where learning needs to be more rapid.

## Inspection judgements

### The achievement of pupils is good

- By the time they reach the end of Year 6, pupils attain standards above those found nationally in both English and mathematics. In 2012 assessments at the end of Year 6, writing was not quite as strong as reading and mathematics. The school put clear actions in place to further improve standards and progress in writing, and has successfully raised the profile of writing across all areas of the curriculum.
- In writing and mathematics at the end of Year 6 in 2012, more pupils achieved the higher levels than found nationally, and the school's assessments show that this has continued in 2013.
- Reading is a strength of the school. In the 2012 assessments at the end of Year 6, the school's performance was considerably better than the national average and significantly more pupils achieved the higher levels than found nationally. Pupils who read to inspectors were enthusiastic about reading and demonstrated good skills and understanding for their age.
- Staff establish a secure knowledge of pupils' starting points when they join the school in Year 3. Pupils currently in the school are making good progress from the assessments that the school undertakes at the start of Year 3. Learning observed in lessons and work seen in pupils' books also demonstrates good progress. Actions taken this year to improve pupils' writing are quickening the rate at which pupils make progress and, as a result, attainment in this subject is rising.
- Pupils in receipt of the pupil premium make good progress. The school has used this additional funding to enable them to be taught in smaller groups and enjoy a full range of activities with other pupils. In 2012, these pupils attained above the national average for pupils in a similar group. Their attainment was above that of their classmates in English and was similar in mathematics. Good teaching is continuing to quickly narrow the gap across the school.
- Disabled pupils and those who have special educational needs achieve well from their individual starting points. They receive effective help and support from teaching assistants which allows them to learn with confidence with others or by themselves when it is suitable.
- Pupils, including those from minority ethnic groups and those who speak English as an additional language, make good progress from their starting points. The school's focus on speaking and listening supports pupils who have English as an additional language well.
- Pupils' achievement in music is excellent. At least half of the pupils play a musical instrument and pupils have the opportunity to participate in a range of musical activities, including the school orchestra. Many pupils undertake music grade examinations.
- Every opportunity is taken to develop pupils' speaking and listening skills. This ensures that pupils make good gains in their communication skills so that they are confident when speaking in public.

### The quality of teaching is good

- Teaching is good across the school. Examples of outstanding teaching were also seen. Effective monitoring has improved teaching and learning.
- The headteacher ensures that there is a clear focus on promoting high quality teaching, learning and achievement so that all pupils make good progress.
- Relationships between staff and pupils and between pupils themselves are excellent. This makes a real contribution to learning because they listen, share ideas and try their best for their teachers and each other.
- Teachers' use of questioning is generally good, which helps pupils to acquire a deeper understanding and knowledge of what they are studying.
- Pupils enjoy their activities and want to do well. They have positive attitudes to learning and co-operate well with each other when working independently, in pairs or in small groups.
- Teachers usually plan lessons well to meet the needs of all pupils. However, occasionally in a minority of lessons teachers continue discussions for too long and pupils of all abilities are not moved forward in their learning quickly enough. As a result, they do not always make the progress of which they are capable.
- Teaching assistants and other adults are deployed successfully. They are patient and encouraging. They support pupils' learning and play an important part in their good progress. They lead daily groups in the basic skills, as well as intervention and support groups. They discuss aspects of learning effectively with pupils, leading to good progress being made by the pupils in their care.
- Work is usually set at the right level for individual pupils, and lessons run at a good pace and maintain pupils' interest in their learning. However, on a few occasions, teachers do not always make sure that the work is finely tuned to the needs of pupils in all parts of the lesson. As a result, the learning dips for these pupils.
- The many colourful displays of pupils' work in classrooms and throughout the interior of the school reflect the range of the curriculum and the genuine pride that adults and pupils clearly take in their school.
- Teachers mark work regularly and in detail, but pupils are not consistently made aware of the next steps to take in their learning. There is sometimes a lack of opportunities and time for pupils to routinely act upon the teacher's advice and, therefore, the impact of learning is lost.

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

- Pupils behave well in their classes, in assembly, at break times and around the school. The school is a very friendly and orderly learning community. Pupils are polite and courteous towards each other and adults.
- Teaching and support staff make sure that the school is a welcoming, calm and orderly place. Staff are excellent role models, convey high expectations and make sure that no discrimination is tolerated.

- Pupils enjoy their activities and want to do well. They have positive attitudes to learning and co-operate well with each other when working independently in pairs or small groups.
- Pupils' behaviour in lessons is good. They are keen learners and usually show good levels of concentration. Only occasionally do individuals let their attention wander and this is usually where pace of learning dips or pupils need to be moved forward more quickly in their learning.
- Pupils are very positive about the way the school looks after them and helps them feel and stay safe. They say that behaviour is good. Parents and carers who spoke to the inspectors feel that their children are safe and, along with staff and governors, agree that behaviour is good.
- Teaching and support staff make sure that the school is a welcoming, calm and orderly place.
- Pupils say they feel very safe at school. They identify possible hazards and make a contribution to a safe, positive learning environment. They have a good understanding of how to keep themselves safe on the internet and have a good awareness of possible dangers around them.
- Pupils' attendance at school is above average and there is no persistent absence, reflecting pupils' enjoyment of school.

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

- The school is led well by the headteacher, who provides strong leadership. She has created a clear vision in which the academic potential of pupils is a priority, while also promoting their wider needs. Staff and governors support this vision well and are enthusiastic about the leadership of the headteacher. This was seen in the unanimously positive response from staff in their survey.
- Leaders know the school's strengths and areas for improvement because of their accurate assessment of teaching. As a result, they set out thorough plans which contain the right priorities and targets for the school. Improvement work is well timed and leaders know what ought to be done and by when, so that they can regularly check on progress.
- Subject leaders are enthusiastic and have an accurate understanding of priorities in their subject. They have developed their role in monitoring and leading improvement in teaching quality. However, subject leaders' understanding of pupil progress data throughout the school is not as strong and has been identified by the school as an area for further development.
- The headteacher uses her accurate and first-hand view of teaching to support teachers and sets clear targets for the improvement of their performance. Teachers receive good-quality training and also benefit from performance coaching which is well managed by the headteacher. Staff are held to account for the progress of pupils in their class. For example, staff training and opportunities for professional development have been effective in improving the teaching of writing.
- Pupils enjoy their learning because the school offers them a range of interesting subjects and topics. A good example is their creation of animated films on the water cycle, following work studied in science and geography. Assemblies, after-school clubs, trips and visitors to the school are carefully planned so that each activity supports the good development of pupils' spiritual, moral, social and cultural development.
- The local authority has provided effective 'light-touch' support for this good school.

■ Safeguarding requirements are met.

■ **The governance of the school:**

- Governance is strength. Governors are highly committed and offer the school a useful variety of skills and experience. They understand the school very well and can identify the strengths of teaching, as well as explaining the priorities of the school and how well leaders are addressing them. They are well informed and use this information to monitor the performance of the headteacher and the achievement of pupils. As a result, they are able to ask important, searching questions of leaders and teachers. Governors also have a clear understanding about the school's use of the pupil premium and the way in which teachers' pay is matched to their performance.



## 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>	104366
<b>Local authority</b>	Wolverhampton
<b>Inspection number</b>	413119

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

<b>Type of school</b>	Junior
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	243
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	David Sedgley
<b>Headteacher</b>	Sarah Blower
<b>Date of previous school inspection</b>	25 May 2010
<b>Telephone number</b>	01902 558700
<b>Fax number</b>	01902 558702
<b>Email address</b>	christchurchjuniorschool@wolverhampton.gov.uk

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