

Inspection of a good school: Christ Church Church of England Junior School, Ramsgate

London Road, Ramsgate, Kent CT11 0ZZ

Inspection dates:

9 and 10 November 2021

Outcome

Christ Church Church of England Junior School, Ramsgate continues to be a good school.

What is it like to attend this school?

Pupils show genuine compassion for one another in this school. They uphold the school's Christian values of care, share, love and learn.

Pupils enjoy coming to school and form strong friendships with one another. They see themselves as part of the school family. Staff and parents and carers say that pupils feel safe. Pupils say that they trust the adults to resolve any worries they have. Pupils say that, although bullying sometimes happens, adults work quickly to put things right. Pupils behave well in lessons and around the school. They show pride in taking on roles of responsibility, such as online safety ambassadors and school librarians.

Pupils show a keen interest in their learning. They develop a love of reading and enjoy their time in the school library. Pupils use their reading and mathematical skills across a wide range of subjects, helping them to build their understanding. They enjoy the variety of the school's curriculum. Displays around the school map out what pupils learn. These maps help pupils to see the important knowledge and skills they need to remember. This builds excitement in the pupils about what they are learning.

What does the school do well and what does it need to do better?

Leaders have built a meaningful curriculum. Subject leaders plan links between subjects, which helps pupils to connect what they have learned with new learning. The school's 'learning journey' displays around school map out what pupils learn in each year group. This fuels the interest and excitement shown by pupils in lessons.

Teachers have a good knowledge of the subjects taught. They encourage pupils to build on what they already know and understand. Pupils then review what they have learned at the end of each topic. This helps them to remember the important skills and knowledge they gain throughout the year. While leaders have thought about the steps in learning in

all subjects, there is a mismatch between the assessment system they are using and the curriculum. Leaders are aware of this and have begun thinking about how to better align the two.

Pupils have a warm relationship with one another and with adults in class. Parents speak positively about the support they have received to help their child learn during the most recent COVID-19 restrictions. That said, leaders have had to adjust the school's curriculum to help pupils to catch up with learning lost during remote learning.

Pupils build good reading skills and develop a love of reading as they move through the school. Pupils who are school librarians take pride in their role. Pupils write to authors and vote on awards for non-fiction writers. This creates a real buzz around reading across the school. Some pupils struggle to read. Staff support these pupils through extra phonics lessons. However, the phonics scheme currently in use does not provide the structure needed to help pupils catch up quickly enough. Leaders are choosing an alternative phonics scheme to provide better support for those pupils who need it.

Pupils experience trips to the beach, church and local sites. These trips help to connect pupils with the community and bring purpose to what pupils learn in lessons. Pupils reflect thoughtfully on their own beliefs and are respectful of the beliefs of others. This was seen in the discussions pupils held about life in the First and Second World Wars, and when learning about different cultural approaches to sculpture.

The support for pupils with special educational needs and/or disabilities (SEND) is strong. Teachers identify the needs of pupils with SEND and make sure that lessons are adapted to support their needs. As a result, pupils with SEND make similar progress to other pupils across the curriculum. Pupils with SEND say that they feel well supported in class and are rightly proud of the work they produce.

Staff feel valued and say that leaders help them to manage their workload. Governors make regular visits to the school to meet with leaders to make sure that the plans for improvement are being followed through.

Safeguarding

The arrangements for safeguarding are effective.

School leaders create a culture where pupils feel safe. Staff receive training that helps them to spot pupils who need help. Leaders act immediately, and risks are assessed and acted on quickly. The school has well-established links with outside agencies and when needed, readily engages their support. School staff help pupils and families to work through difficult times.

Pupils take on the role of online safeguarding ambassadors, helping pupils to stay safe when online. Governors check that policies and procedures are up to date and are implemented consistently.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- School leaders have developed a well-sequenced curriculum, but this is not aligned to the assessment system. School leaders need to ensure that the assessment system reflects the sequencing of knowledge and skills across the curriculum, allowing teachers and subject leaders to systematically check pupils' understanding.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good in October 2016.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	139255
Local authority	Kent
Inspection number	10200175
Type of school	Junior
School category	Academy sponsor-led
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	192
Appropriate authority	The Diocese of Canterbury
Chair	Philippa Lim
Headteacher	Neil Tucker
Website	www.christchurchjuniors.com
Date of previous inspection	5 and 6 October 2016, under section 5 of the Education Act 2005

Information about this school

- The school is a Church of England junior school. It is a single-academy trust and opened in 2013 with the Diocese of Canterbury as its sponsor.
- The school's religious character was inspected under section 48 of the Education Act 2005 on 19 May 2017.
- The school is currently below its capacity of 240 pupils.
- The school does not currently use any alternative provision.

Information about this inspection

This was the first routine inspection the school had received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with school leaders, and has taken that into account in his evaluation.

- The inspector met with the headteacher, the special educational needs and/or disabilities coordinator, the deputy headteacher, the phase lead, a representative from the diocese, the chair of governors and three governors.

- The inspector carried out deep dives in these subjects: reading, design technology and history. For each deep dive, the inspector met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector reviewed governance documents, looked at curriculum plans and spoke to leaders about other subjects.
- The inspector met with the safeguarding lead, members of the safeguarding team and a governor responsible for safeguarding. He looked at the school's records for safeguarding and plans for supporting pupils who have been referred to safeguarding services.

Inspection team

Graham Chisnell, lead inspector

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates:
<http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2021