

# Inspection of Christ Church CofE Primary School

Harden Road, Leamore, Walsall, West Midlands WS3 1EN

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Inspection dates: 21 and 22 March 2023

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

## **What is it like to attend this school?**

Staff and pupils love coming to Christ Church. There is a real sense of community at the heart of this school. Leaders and staff take time to get to know and understand pupils very well. This is reflected in the warm welcome that pupils receive at the start of each day. Parents appreciate all that staff do for their children. They are highly supportive and say many positive things about the school.

Leaders and governors have high expectations for all pupils, including those with special educational needs and/or disabilities (SEND). Staff expect pupils to engage in their learning and try their best. Pupils meet these expectations. They enjoy talking about their learning and how staff support them.

Pupils behave well in lessons and around school. They are polite and courteous to each other and visitors. During unstructured times of the school day, pupils require further support to continue this behaviour in the playground.

Relationships between staff and pupils are positive, and are built on trust. Pupils are happy in school. Effective safeguarding arrangements help to keep pupils safe. Pupils say that there are always adults to speak to. If bullying occurs, adults deal with it quickly.

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

The school is led and managed well. Leaders are knowledgeable and speak passionately about their roles and responsibilities. This is also true of governors. Staff commit to providing the very best education and care for their pupils. They routinely go the extra mile to ensure that pupils receive the support that they need. Staff are proud to work at the school and are well supported by leaders in respect of their workload and well-being.

In many subjects, leaders have developed the curriculum to ensure that it meets the needs of all pupils and supports them to achieve the best possible outcomes. Some subjects, such as early reading and mathematics, are further developed than others. Staff receive appropriate training to deliver the curriculum with confidence. In these subjects, the planned curriculum identifies what pupils should know. Pupils learn the intended curriculum. Teachers use assessment strategies well to check pupils' learning and where they may need extra help.

In a minority of subjects, such as art and design and geography, leaders are making deliberate choices to introduce curriculum content that will build on pupils' existing knowledge. There is further work to be done to ensure that the curriculum starts and builds from the early years, supporting the transition from early years foundation stage (EYFS) to key stage 1. In addition, for some pupils, particularly in key stage 2, the curriculum in these subjects is not as precise as it could be. This means that some pupils do not achieve as well as they could.

Reading is prioritised for all pupils. The teaching of phonics starts in Nursery. Pupils are placed in learning groups and receive precise teaching that matches their needs. Pupils practise their reading using books that match their phonic knowledge. They have access to a wide range of books from the library to develop their love of reading. Pupils read widely and often. When pupils need extra support, they receive extra teaching to help them make accelerated progress.

Pupils with SEND are well supported throughout the school. They are included in all aspects of school life. Leaders and staff receive training and guidance from a range of external specialists. This enables staff to identify the needs of pupils with SEND. Pupils with more complex needs receive tailored support from skilled adults. Pupils with SEND achieve well in this school.

Children settle quickly in the early years. They benefit from planned learning activities that support their learning well, including their communication and language skills. The learning environment provides children with opportunities to practise and consolidate new learning.

There is a clear approach to supporting pupils' behaviour. Pastoral support is of a high quality. Pupils have positive attitudes towards learning. That said, in some of the unstructured parts of the day, such as playtimes, some pupils do not always behave as well as they could. Staff do not provide enough opportunities for pupils to engage in purposeful play with their peers.

Pupils are respectful of others. They talk about the school's Christian values such as 'friendship' and 'forgiveness' and how these link with fundamental British values. Pupils learn about different faiths and cultures. They can talk about other religions and their differences with respect.

The school offers a great deal to support pupils' personal development. Pupils can attend several clubs ranging from academic, art, sport and a 'girl power' group. There are opportunities to attend trips, and older pupils can take part in a residential visit. These help pupils to build their confidence and self-esteem. There is varying attendance at these clubs for all groups of pupils.

## **Safeguarding**

The arrangements for safeguarding are effective.

All staff, including governors, receive regular safeguarding training. This includes safer recruitment. Staff understand the importance of safeguarding and that it is everyone's responsibility. They communicate confidently about the safeguarding arrangements in school. There are robust systems in place to record and track concerns. These are actioned quickly and appropriately.

Leaders take every opportunity to teach pupils how to keep themselves safe and where to get help if they need to. Through the curriculum, pupils are taught about

online safety, and they can recall important knowledge such as not sharing passwords.

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

### **(Information for the school and appropriate authority)**

- At times, some pupils do not always behave as well as they could during unstructured times of the school day. This behaviour can be disruptive to others. Leaders should ensure that there is further structure and modelling during these times and that the behaviour policy is implemented consistently.
- In a minority of subjects, leaders have not set out precisely enough the key knowledge and skills that pupils need to learn, starting in the early years. Consequently, teachers plan learning based on activities rather than the key knowledge that pupils need to know and remember. This means that some pupils do not achieve as well as they could. Leaders should define the precise key knowledge and skills that need to be taught in these subjects.

## **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.

## **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

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| <b>Unique reference number</b>             | 104220   |
| <b>Local authority</b>                     | Walsall  |
| <b>Inspection number</b>                   | 10256891   |
| <b>Type of school</b>                      | Primary  |
| <b>School category</b>                     | Voluntary controlled   |
| <b>Age range of pupils</b>                 | 3 to 11  |
| <b>Gender of pupils</b>                    | Mixed  |
| <b>Number of pupils on the school roll</b> | 428  |
| <b>Appropriate authority</b>               | The governing body   |
| <b>Chair of governing body</b>             | Lee Jeavons  |
| <b>Headteacher</b>                         | Sean Davies  |
| <b>Website</b>                             | <a href="http://www.christchurch.walsall.sch.uk/">www.christchurch.walsall.sch.uk/</a> |
| <b>Date of previous inspection</b>         | 20 September 2017, under section 8 of the Education Act 2005                           |

## Information about this school

- The school is part of the Diocese of Lichfield. It was last inspected under Section 48 of the Education Act 2005 in November 2019.
- The school has a breakfast club. This provision is managed by the school.
- The school does not use any alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- During this inspection, inspectors met with the headteacher, other leaders, staff and members of the governing body, including the chair. They also spoke with pupils.
- The lead inspector scrutinised a range of documentation relating to safeguarding. The inspectors checked the single central record and met with the school's

safeguarding leaders. Inspectors spoke to staff about their safeguarding knowledge and checked how well they understood their safeguarding responsibilities.

- The lead inspector reviewed a range of documentation, including the school’s self-evaluation, improvement plans, minutes of governing body meetings, school policies and information on the school’s website.
- The lead inspector reviewed responses to Ofsted Parent View and the pupil and staff surveys.
- Inspectors talked to parents at the school gate.
- Inspectors evaluated safeguarding and pupils’ behaviour during breaktimes, lunchtimes and while in lessons.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, geography and art and design.
- For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils’ work.

### **Inspection team**

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|----------------------------|------------------|
| Gemma Mann, lead inspector | Ofsted Inspector |
| Susan Hughes               | Ofsted Inspector |
| Donna O’Toole              | Ofsted Inspector |

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