

Inspection of a good school: Christ Church (Church of England) Junior School

Woodcote Road, Tettenhall Wood, Wolverhampton, West Midlands WV6 8LG

Inspection dates:

13 and 14 June 2023

Outcome

Christ Church (Church of England) Junior School continues to be a good school. There is enough evidence of improved performance to suggest that the school could be judged outstanding if we were to carry out a graded (section 5) inspection now. The school's next inspection will be a graded inspection.

What is it like to attend this school?

Pupils thrive in this welcoming, inclusive school where all staff always put them first. The school's Christian values of respect, kindness, honesty, love, friendship and perseverance are evident in all aspects of school life. Staff are excellent role models for these values. Pupils follow their example with maturity and sincerity. Pupils feel safe in school because they know that staff genuinely care for them. Pupils said, 'Teachers here make everyone feel included and special.'

Leaders have high expectations and expect pupils to work hard and achieve their best. Pupils understand this and rise to the challenge very well. They behave exceptionally well during lessons, when moving around the school and at playtimes. They are friendly, polite and well mannered. Older pupils support younger ones in many ways. They act as 'buddies' on the playground, but they also help with their learning in reading and mathematics. This mentor model works very well.

Leaders ensure pupils gain a wide range of experiences outside of the classroom. The wide variety of after-school clubs ensure there is something for everyone to enjoy. Visitors inspire pupils with their learning and they help to deepen their understanding. The wide variety of trips offered to all pupils help to do the same.

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

Leaders have made many changes to the curriculum. As a result, the curriculum is now highly effective and ambitious. Leaders make sure that learning builds on what pupils already know and what they need to know. Subject leaders are experts in setting out what they want pupils to learn and when they want them to learn it. Teachers have

excellent subject knowledge. They plan interesting lessons that engage and motivate pupils. Teachers check pupils' understanding in lessons and over time. A range of carefully designed tasks ensure that pupils are able to remember what they have learned. This makes them very well prepared for the next stage of their education.

Leaders and teachers support pupils with special educational needs and/or disabilities (SEND) with skilful expertise. They identify their needs quickly and ensure that any barriers they might have are overcome. Leaders make regular checks to ensure pupils' support plans are well implemented. Staff expertly adapt the curriculum in different ways to meet the needs of individual pupils. As a result, pupils with SEND achieve exceptionally well.

Leaders prioritise early reading. For pupils at the early stage of learning to read, targeted support enables them to catch up. Books that carefully match the sounds they are learning and revisiting help pupils to gain confidence and read with fluency. Leaders' actions to promote a love of reading are wide and varied. Regular visits to the well-stocked library allow pupils to develop an appreciation of authors and a love of literature. Pupils have benefited from a variety of different author visits. These inspire pupils to write. Pupils enter competitions to have stories published and are successful in doing so. The outdoor library enables pupils to read for enjoyment during breaktimes.

Leaders provide an exceptional personal development offer for all pupils. Pupils learn not to discriminate against others, such as by race or gender. They have a very deep understanding of tolerance and respect. Pupils said, 'Some people have invisible disabilities, so we have to make sure we treat everyone well.' They learn about different religions and celebrations. Pupils take the lead in teaching their peers about different faiths. For example, Sikh pupils shared and celebrated with other pupils aspects of their own faith and culture. Links with a school in Kenya broaden pupils' understanding of the world they live in. Leaders support pupils to think about others. Their charity work is impressive. Staff, parents and pupils recently took part in a local charity event as a whole community to raise funds for a charity that is close to the hearts of them all.

Leadership at all levels is exceptional. Staff and parents hold leaders in high regard. Leaders prioritise workload and staff well-being. Staff feel extremely well supported. Governors understand their role and carry this out highly effectively. They ensure that they support leaders, but they also challenge them when needed.

Safeguarding

The arrangements for safeguarding are effective.

Leaders take their safeguarding roles and responsibilities very seriously. There are clear policies and procedures in place for all staff and visitors to follow. Staff know these policies and adhere to them. Leaders ensure training is up to date. They know all pupils very well. They are well placed to identify and act on any concerns they have, however small. Leaders work well with external agencies to support pupils where necessary. They keep detailed records and share information in a timely way with the right people.

Leaders ensure that thorough checks are completed on staff. These checks satisfy leaders that staff and volunteers are suitable to work with pupils.

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 an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in December 2017.

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

Unique reference number	104366
Local authority	Wolverhampton
Inspection number	10257008
Type of school	Junior
School category	Voluntary controlled
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	241
Appropriate authority	The governing body
Chair of governing body	Clive Vickers
Headteacher	Sarah Blower
Website	https://www.christchurchfederation.co.uk
Dates of previous inspection	5 and 6 December 2017, under section 5 of the Education Act 2005

Information about this school

- In September 2018, Christ Church (Church of England) Junior School joined together with Christ Church (Church of England) Infant School and Nursery to form Christ Church federation. The headteacher of the junior school was appointed as executive headteacher for both schools.
- A diocesan inspection to evaluate the distinctiveness and effectiveness of the school as a Church of England school took place in January 2023. Such inspections take place approximately every five years.
- The school does not use alternative provision.
- The school has a breakfast club on site that is managed by an external provider.
- The school has an after-school club that is managed by the school.

Information about this inspection

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

- The inspector held meetings with the executive headteacher, the head of school, subject leaders and the special educational needs and disabilities coordinator.
- The inspector spoke on the telephone with a representative of the local authority.
- The inspector carried out deep dives in these subjects: early reading, mathematics and physical education. For each deep dive, the inspector 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.
- The inspector also looked at samples of pupils' work in a range of other subjects, including religious education, history and science.
- The inspector spoke with members of the governing body, including the chair.
- The inspector spoke to parents on the school playground.
- The inspector observed pupils' behaviour in lessons, at different times of the day, and at breaktimes and lunchtimes. The inspector spoke formally with groups of pupils, as well as talking to pupils in lessons and around school.
- The inspector met with leaders to discuss the school's safeguarding procedures. The inspector reviewed policies and records relating to safeguarding and attendance. The inspector also spoke to pupils and staff about pupils' safety.
- The inspector reviewed a wide range of documents, including the school's self-evaluation and improvement plans and information on the school's website.
- The inspector talked informally with pupils and staff to gather general information about school life. In addition, the inspector took account of the responses to Ofsted's surveys of staff's, pupils' and parents' views.

Inspection team

Keri Baylis, lead inspector

His Majesty's Inspector

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