



# Christ Church, Church of England Junior School, Downend

## Inspection Report

**Unique Reference Number** 109165  
**LEA** South Gloucestershire  
**Inspection number** 278144  
**Inspection dates** 6 March 2006 to 7 March 2006  
**Reporting inspector** Lorna Brackstone AI

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

<b>Type of school</b>	Junior	<b>School address</b>	Pendennis Road
<b>School category</b>	Voluntary controlled		Downend
<b>Age range of pupils</b>	7 to 11		Bristol BS16 5JJ
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01454 866516
<b>Number on roll</b>	295	<b>Fax number</b>	01454 866518
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr Norman Low
<b>Date of previous inspection</b>	17 January 2000	<b>Headteacher</b>	Mr Alex Wilkinson

<b>Age group</b> 7 to 11	<b>Inspection dates</b> 6 March 2006 - 7 March 2006	<b>Inspection number</b> 278144
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## **Introduction**

The inspection was carried out by three Additional Inspectors.

## **Description of the school**

This is a large junior school on the outskirts of Bristol serving both private and social housing on either side of the south Gloucestershire and Bristol City boundary. Most pupils are of White British heritage, but there are a few who are of Asian or mixed backgrounds. The proportion of pupils with learning difficulties and disabilities is low, as is that for whom English is an additional language. There were several staff changes at the start of the current academic year.

## **Key for inspection grades**

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

The effectiveness of the school is satisfactory. It provides satisfactory value for money. Pupils start school with average levels of attainment in the basic skills of literacy and numeracy and achieve satisfactorily. After a significant dip in standards in English and science in 2005, the school is now back on track to attain average standards. This is because there have been recent staff changes and key subject leaders have re-focused the emphasis on developing writing and science skills. As yet, pupils' literacy skills are not promoted sufficiently well across the curriculum.

Teaching is satisfactory overall, as is the curriculum. Teachers use resources well to make learning interesting. Although they track pupil progress, teacher expectations are not always high enough. The senior leadership team have an accurate overview of standards, which they use to provide challenging targets for improvement.

Personal development is good and, as a result, the pupils enjoy school and behave well. They are well cared for but guidance for pupils on how they can improve their work is not consistent. Not all pupils understand what levels they are working towards and how they can improve. Links with the infant school are good and the school is well supported by the church.

Leadership and management are satisfactory. The headteacher makes secure judgements on the strengths and weaknesses of the provision and in conjunction with the governors has appointed a number of skilful teachers. However, the school sees itself as more effective than currently it is. It has a good capacity to improve because of the improvements in the quality of teaching and the focused leadership from senior staff.

### What the school should do to improve further

- Help teachers to plan activities that provide the right challenge for all groups of pupils and involve them in their learning
- Plan lessons that encourage pupils to use their writing skills in other subjects
- Ensure that pupils and their parents understand how well they are doing and what they need to do to improve their work and reach a higher standard.

## Achievement and standards

### Grade: 3

In relation to their average starting points in Year 3, pupils achieve satisfactorily. Those for whom English is an additional language make the same progress as their peers. Pupils who are gifted and talented are tracked and their achievement is satisfactory. Consequently, most pupils attain average standards by the end of Year 6. This is an improving situation because in the national tests of 2005, standards were below average in English and science. In relation to their average attainment on entry to the school, this represented inadequate achievement. As a direct response to this, the headteacher and governors have improved the consistency of teaching and the effectiveness of

subject leadership by appointing new staff. This has ensured that most pupils in the current Year 6 are now working at the expected level in English and science. Standards in mathematics have been maintained at an average level. Both staff and pupils are working very hard to meet the challenging targets set for the national tests in 2006. However, as yet, pupils' literacy skills are not promoted sufficiently well across the curriculum.

## **Personal development and well-being**

### **Grade: 2**

Personal development is good. Pupils' good attitudes, behaviour and relationships contribute to their well-being and enjoyment of learning. They adopt safe practices and healthy lifestyles. Through membership of the school council, pupils have opportunities to develop responsibility, express their opinions and influence school policy. Attendance is slightly below the national average, but the school has effective procedures in place to improve this.

Pupils take an active part in school and community events and are suitably prepared for citizenship. They are encouraged to make informed choices, preparing them for further study and future life. Older pupils take a lead in organising events in support of local and national charities. They attend practical sessions on keeping safe and dealing with emergencies at the Lifeskills Centre and sessions organised by the Fire Service.

Pupils' spiritual, moral, social and cultural development is good. The strong links with the church, worship and opportunities for reflection ensure that spiritual development is fostered well. Pupils have a good understanding of right and wrong and demonstrate care and concern for others. Their social development is enhanced through community links, visits and visitors. The school has strong cultural links with Poland and Germany. Pupils have a developing understanding of the major world faiths and this helps to prepare them for the diversities of modern-day life.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Learners make satisfactory progress. This is as a result of satisfactory teaching. Teachers' subject knowledge is secure and, where teaching is most effective, the learning styles are varied and used well to interest the learners. Learners are encouraged to work independently, good use is made of their discussion skills and teachers tailor their questions appropriately. Learning is less effective when teachers spend too much time talking and pupils become disinterested. At times the pace of learning is too slow because of low teacher expectations. This means that the more capable pupils are not fully challenged and consequently, this hampers their progress.

Teaching assistants and student teachers are deployed well to support learning and good use is made of a range of resources to keep pupils interested. Teachers use a

thorough range of assessment systems to provide information that can help them to check progress and match the work to the needs of all the pupils. There are also good opportunities for the pupils to check how much they have learnt at the end of each session. Parents and carers support their children well by helping them with homework on a regular basis.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum provides satisfactorily for all learners, including those with learning difficulties and disabilities. Provision for literacy, numeracy and ICT is satisfactory. There is a good range of extra-curricular activities that support and extend the pupils' learning well. The teaching of French helps them to develop skills for later life and the opportunities to play in the orchestra and represent their school team playing sports develop their confidence well. Education for safety and health are good. The strong links with the secondary schools, particularly when the pupils transfer at the end of Year 6, ensure that the pupils are well prepared for their future learning opportunities.

## **Care, guidance and support**

### **Grade: 2**

Care, guidance and support are good and contribute to pupils' well-being, progress and enjoyment of learning. Good pastoral arrangements support pupils as they move into the junior school and when they transfer to secondary schools. The arrangements to promote good behaviour and improve attendance are good and lead to an orderly and safe community in which pupils feel secure. Pupils' progress is assessed regularly and individual targets are set, but pupils are not always given sufficient guidance on what they need to do to achieve a higher standard of work. The learning support team provides good quality help for pupils with learning difficulties or disabilities and pupils who lack social skills. This ensures that they are kept on task and make progress. Arrangements for supporting pupils at risk and looked after children are good. Child protection procedures are thorough and understood by all staff. There are effective links with a range of external agencies that support pupils' health, safety and welfare. Regular health and safety checks are carried out and are effective in safeguarding pupils.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory. The leaders of the school skilfully promote the personal development and well-being of the pupils. Managers have a satisfactory understanding of the school's strengths and weaknesses and have dealt effectively with any issues from the last inspection. Self-evaluation is satisfactory and takes into account the views of the whole-school community. All pupils are included in the life of the school and a particular strength is the way in which pupils with learning

disabilities are fully involved. In response to the decline in the national tests in 2005, the headteacher and governors appointed and reorganised a number of key staff who have clear direction and are committed to improving standards. They have successfully implemented a range of good strategies that have clearly improved the quality of teaching and raised standards in English and science during the current academic year. Resources are well deployed within the very cramped teaching areas and the carry forward in the budget is being used to supplement funding for a new build. Governors are supportive of the school and after the decline in recent test results, now fully understand the need to challenge the decisions and actions made by the leadership team.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

Thank you very much for the way you helped us when we came to look at the work of your school. We enjoyed visiting your classrooms and talking to you about your work and all the interesting things you do at school.

These are some of the things we think are good:

- You enjoy school and behave well
- You develop respect for others, understand the difference between right and wrong, share views and opinions sensibly and are open to new ideas
- You are looked after well and all staff care about your welfare
- Teachers use learning resources such as the interactive whiteboards to make lessons interesting and teaching assistants support you well.

We have asked the school to work on three areas:

- To make sure that teachers always give you work that makes you think hard and involve you more in lessons
- To help you use your writing skills more in subjects other than English
- To make sure that you and your parents understand what levels you are working at and how they compare with what is expected of you.

Keep on working hard, behaving well and enjoying school life.