



Christ Church CofE (C) Primary School

Inspection Report

Unique Reference Number 124257
LEA Staffordshire
Inspection number 281674
Inspection dates 7 December 2005 to 8 December 2005
Reporting inspector Rajinder Harrison RISP

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

Type of school	Primary	School address	Christ Church Lane
School category	Voluntary controlled		Lichfield
Age range of pupils	4 to 11		Staffordshire WS13 8AY
Gender of pupils	Mixed	Telephone number	01543 510661
Number on roll	325	Fax number	01543 510663
Appropriate authority	The governing body	Chair of governors	Rev'd Ian Williams
Date of previous inspection	15 January 2001	Headteacher	Mrs Sheila Gaffiney

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Christ Church CE (VC) is a large primary school which has grown considerably since the last inspection following the development of new housing in the area. Most pupils are of White British origin but the school has a small proportion of pupils from minority ethnic backgrounds. The number of pupils eligible for free school meals is low but rising. The proportion of pupils with learning difficulties and disabilities is lower than that found nationally but has increased considerably recently. Pupils' attendance is very good. Children's attainment on entry to the reception year is in line with that normally expected at this age except in literacy, where it is below average. There have been a significant number of staff changes over the last two years.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Inspectors agree with the school's own evaluation that it provides its pupils with a satisfactory education. Children get off to a good start in the reception year and make satisfactory progress as they move through the school. The teaching is satisfactory overall and in some classes it is often good. Good assessment procedures ensure that teachers monitor pupils' progress closely but this does not result in all pupils getting challenging work in order to raise achievement. Pupils with learning difficulties and disabilities make good progress because the individual support they get is good. Pupils' personal development is good and they respond positively to the responsibilities placed on them. A warm, welcoming environment makes pupils feel safe and well cared for. They enjoy coming to school and attendance is high. Parents speak highly of all that the school does for their children.

Leadership and management are satisfactory. Staff and governors have a clear picture of the school's strengths and weaknesses. The new leadership teams are beginning to tackle aspects that need improving but some coordinators are not involved as they should be. The school's monitoring of teaching and learning is not effective enough in ensuring consistently good quality teaching throughout the school. Improvement since the last inspection has been satisfactory. The school is capable of making the improvements required to raise standards. It provides satisfactory value for money.

What the school should do to improve further

- Develop the role of coordinators further and involve them more in monitoring the work of the school.
- Monitor teaching and learning rigorously in order to ensure good quality throughout the school.
- Ensure assessment information is used effectively to plan lessons that challenge all pupils fully.

Achievement and standards

Grade: 3

Overall pupils' achievement and standards are satisfactory. Children are provided for well in the Foundation Stage. They make good progress and most exceed expected levels of attainment in all areas except literacy by the end of the reception year. The relative weakness pupils have in literacy when they first join the school impacts on their progress throughout the year groups, particularly in English. The pupils' progress from Years 1 to 6 is satisfactory. Standards at the end of Year 2 are broadly average in reading and writing and mathematics. At the end of Year 6, standards are just above average in English, mathematics and science. The school met most of its targets in 2005, except that fewer pupils than expected reached the higher levels in English. Throughout the school, girls do better than boys and the school is taking action to address this. Pupils with learning difficulties and disabilities make good progress because provision for them is good. The pupils are satisfactorily prepared for the next stage of their education.

Personal development and well-being

Grade: 2

Pupils' personal development is good. They enjoy school and this is reflected in their good attendance. They arrive on time ready to learn. Behaviour is good. Pupils work and play together very well and willingly accept responsibility. For example, pupils in Year 6 help children in the reception classes to use the adventure trail at lunchtimes, and class monitors take pride in carrying out their duties. Pupils are friendly, polite and courteous. Inspectors were continually greeted with a cheery 'hello', and requests to 'come and visit our classroom'. The few pupils who sometimes display challenging behaviour are supported sensitively. Watching how the adults handle such situations helps pupils learn to care for others. In lessons where a slow pace or lack of challenge fail to maintain their interest, pupils become inattentive.

Pupils respond well to the provision for their spiritual, moral, social and cultural development. They gain a balanced view of society both within and outside the school. They learn to respect others and take responsibility for themselves. The various community projects and charity events in which they are involved help them to extend their understanding of the wider world and their role within it. Pupils have a good understanding of how and why they need to lead a healthy lifestyle. Many take part in a wide range of sporting activities and bring healthy snacks to school. Through the school council and questionnaires, they have good opportunities to express their views and ideas to influence what happens in school.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory. The teaching is good in the reception year so that the children get off to a good start. Learning is well planned and resources are attractive and engaging. In Years 1 to 6, teaching and learning are satisfactory, but variable between classes because opportunities for teachers to share good practice are rare. In good lessons, expectations are high and pupils of all abilities are suitably challenged. In these lessons, teachers make pupils think for themselves and lessons run at a lively, productive pace. For example, in a science lesson in Year 6, there was an excited buzz as pupils worked together to design an investigation, and in a Year 1 literacy lesson pupils' imaginations were fired up as they talked together excitedly about their magical stories. Satisfactory lessons often lack pace and teachers do not always use assessment information to challenge everyone fully. Marking is inconsistent in showing pupils how to improve their work. Teaching assistants work well with small groups and pupils with learning difficulties and disabilities are supported well.

Curriculum and other activities

Grade: 2

The curriculum is good and there are effective links between subjects.

Special project weeks make learning interesting. For example, in a recent geography week, pupils increased their knowledge of the customs and culture of countries they had chosen to study. Provision is organised well for pupils with learning difficulties and disabilities and those learning English as a new language. This good provision helps these pupils to do well. Good quality displays of pupils' work celebrate their achievements and remind them of recent learning. A wide range of clubs contribute well to pupils' learning. The waiting lists for these clubs demonstrate their popularity. In these clubs some pupils study Latin, for example, and others play musical instruments. Participation in sports events is a strong feature because of the good emphasis placed on promoting healthy lifestyles. Many visits and a wide variety of visitors enrich pupils' experiences. Pupils speak enthusiastically about their residential visit and pupils from Years 4 to 6 have the opportunity to visit France.

Care, guidance and support

Grade: 3

The school provides a satisfactory level of care and support for all its pupils. The arrangements for ensuring pupils' health, safety and welfare are generally satisfactory, with risk assessments and child protection procedures in place. The pupils feel that the school listens to their views and ideas. They say that bullying is virtually non-existent but know it would be dealt with promptly by the staff if it were to occur. They are confident that they have someone they can turn to if they have a problem or feel unhappy. There are good systems in place for monitoring pupils' personal and academic achievements. Teachers do not always make best use of this information to set pupils individual targets, and opportunities are missed to involve pupils in this process. The marking of pupils' work is inconsistent in showing them how to improve their work. Pupils with special educational needs have individual learning plans that identify clear targets to ensure good progress.

Leadership and management

Grade: 3

Leadership and management are satisfactory. There is a warm, productive ethos in the school. The headteacher has created an attractive learning environment and new leadership teams are ready to take the school forward. The new deputy headteacher has put effective assessment procedures in place to monitor individual pupils' progress and identify early where additional support is needed to raise pupils' achievement. However, not enough is being done to evaluate the school's performance, particularly by monitoring the quality of teaching and learning. Coordinators are not all as fully involved as they should be in checking provision in their subjects.

The headteacher has produced a reasonably accurate assessment of the school's strengths and areas for improvement and there is a will to drive up standards. The school improvement plan identifies suitable priorities and governors are clear about the steps taken to date. They are aware of the issues related to raising standards and quality of provision but are less involved in monitoring the performance of staff and in challenging all managers more. Governors manage the school's finances well. They are involved in training events that help them support school priorities and have worked hard to accommodate the needs of the changing community that the school now serves. Parents feel they are kept well informed and are consulted when necessary. The school has the capacity to improve further.

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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>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	2	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

How well do learners achieve?	3	NA
The standards ¹ 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	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	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	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

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

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	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

The extent to which schools enable learners to be healthy	
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
The extent to which providers ensure that learners stay safe	
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
The extent to which learners make a positive contribution	
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
The extent to which schools enable learners to achieve economic well-being	
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

Christ Church CE (VC) Primary School Christ Church Lane Lichfield Staffordshire WS13 8AY

15 December 2005

Dear Pupils You may remember we came to visit your school to see how good it was and how well you were doing. Thank you for being so friendly and talking to us about all the interesting things you do in your school. I am writing to tell you what we found out about your school

- Your classrooms are very attractive because the good work you do is displayed so beautifully.
- We know you are really well looked after and that you can go to any of the grown ups that work with you if you need to ask for help or tell them anything.
- You go on exciting trips to interesting places like the park and the museums and even to France when you are in Year 4 and Year 6. It is good that you take part in so many clubs as well.
- We think it is very kind that pupils in Year 6 look after reception children so sensibly in the playground. It was lovely to see you helping around the school with various jobs.
- We are really pleased that you think about people in the world who do not have all the things you have and raise money to help others.
- Your behaviour is really good – well done for being so sensible and polite.

To make the school even better, we have asked your teachers to:

- Make sure that you always have work that helps you learn even more.
- Try and make all your lessons more interesting and exciting.

Thank you again for showing us your school and good luck in everything you do. Yours faithfully

Rajinder Harrison (Lead Inspector)