

Christ Church (Church of England) Junior School

Inspection report

Unique Reference Number	104366
Local Authority	Wolverhampton
Inspection number	336293
Inspection dates	25–26 May 2010
Reporting inspector	Gerald Griffin

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

Type of school	Junior
School category	Voluntary controlled
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	244
Appropriate authority	The governing body
Chair	David Sedgley
Headteacher	Sarah Blower
Date of previous school inspection	6 February 2007
School address	Woodcote Road Tettenhall Wood Wolverhampton
Telephone number	01902 558700
Fax number	01902 558702
Email address	christchurchjuniorschool@wolverhampton.gov.uk

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Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 15 lessons taught by nine teachers. They observed break times, and held meetings with governors, staff and groups of pupils. Inspectors scrutinised pupils' work, progress records, teachers' lesson plans, school improvement plans, policies and reports. They analysed 96 pupils' questionnaires, 10 staff questionnaires and 117 parents' and carers' questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the progress made by pupils in science.
- the quality of the challenge that teachers provide to secure good progress for pupils with special educational needs and/or disabilities.
- the effectiveness of improvement planning to accelerate progress in all subjects and for all pupils.

Information about the school

Christ Church is an average size primary school. Two thirds of the pupils are White British and one fifth are of Indian heritage. The remainder come from a wide range of minority ethnic backgrounds. One fifth of all pupils speak languages other than English at home. None of them are at the early stages of learning the language. The proportion of pupils with special educational needs and/or disabilities is average. Most of these have moderate learning difficulties. The school has recently gained a number of awards including Activemark and Healthy Schools status. The Playkidz breakfast club on the site is managed privately and inspected separately.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Christ Church is a good school in which pupils grow into articulate and mature young people. Parents and carers are extremely pleased with the quality of education the school provides. Typically one wrote, 'I am very pleased with the progress my daughter is making. The school cares for the pupils very well in its friendly learning environment.' Pupils' achievement, the quality of teaching, the curriculum, care guidance and support and leadership have all improved since the last inspection and are good. Above average attainment has been sustained. The school's effective improvement plans have successfully tackled recent slow progress in science and by some pupils with special education needs and/or disabilities. The headteacher's determined drive to improve the school is confidently articulated and enthusiastically embraced by staff. Leaders' rigorous monitoring of the school's performance provides them with secure and accurate information for self-evaluation. This leadership record shows the school has a good capacity to improve further.

Pupils are very well cared for and feel very safe in school. They enjoy all that the school offers and this is reflected in their above average attendance. They behave well. Pupils' thoughtful reflection on their own feelings and those of others is one example of their good spiritual, moral, social and cultural education. Pupils have positive attitudes towards learning but are not always sure what they need to do next to make their work better because the quality of marking and other feedback is inconsistent.

In lessons relationships are positive. Teachers used resources imaginatively to engage and develop learning. Pupils worked hard and made good progress because their work was challenging. Sometimes progress slowed when a rapid pace of learning was not sustained throughout the lesson. Typically, this was when introductions lasted too long or when instructions were not clear enough to enable pupils to make a quick start to new work. The lively curriculum provides a good range of sports and other clubs and educational visits that raise ambition and broaden pupils' horizons.

What does the school need to do to improve further?

- Secure a consistently good pace to learning so that pupils are fully stretched by:
 - ensuring lesson introductions do not last too long
 - providing pupils with clear instructions so that they can make a prompt start to their work.
 - Sharpen the quality of marking and other feedback to pupils so that they better understand how to improve their work.

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Outcomes for individuals and groups of pupils

2

All groups of pupils, including those with special educational needs and/or disabilities and those that speak languages other than English at home, enjoy learning, and their achievement is good. The learning observed in lessons was good and sometimes outstanding. Pupils' planning and research skills are developing well and many are already proficient as independent learners. In lessons seen, pupils were curious and confidently discussed ideas in small groups and with their class without fear of making a mistake. This promoted pupils' communication skills and understanding well. However, occasionally pupils chattered when the pace of learning slowed. The better progress of pupils with special education needs and/or disabilities has been helped by the school's good use of its robust tracking system, which quickly identifies those who are falling behind. Teachers provide these pupils with extra help which enables them to catch up missed work. Progress in science has accelerated because teachers plan good opportunities for pupils to apply their scientific knowledge in experiments and investigations.

A strong moral code supports pupils' good behaviour. Pupils work productively in teams and have a well developed understanding of the diversity of British culture. Pupils are confident that the rare cases of bullying will be quickly resolved by the school. They know how to keep others and themselves safe, for example on the internet. They do their best to eat a healthy diet and take plenty of exercise, which is reflected in the school's national awards. Pupils are keen to take responsibility. For example, the school council regularly provides feedback to school leaders about how pupils learn best, which is helping the school plan exciting and relevant lesson. Pupils collect generously for charity. Positive attitudes and above average standards in the basic skills mean pupils' preparation for secondary school and future work is good.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being Taking into account: Pupils' attendance ¹	2
	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers provide stimulating classrooms for pupils to work in. They use games and computers well to interest pupils and develop their understanding. Teachers use progress data effectively to plan work that matches the needs of each pupil so that they are well challenged. The school's priorities to improve marking and to ensure learning always proceeds at a lively pace are appropriate. Teaching assistants provide valuable support for learning, especially for pupils with special educational needs and/or disabilities and pupils who do not speak English at home.

The curriculum supports pupils' personal development well. For example, lively assemblies provide many opportunities for them to think about their actions and the behaviour of others. Music is a strength of the school and many pupils enjoy learning an instrument and singing in the choir. Visiting staff from a local secondary school enhance science by providing specialist teaching in Years 5 and 6. Well attended clubs, such as gardening, film and football add to pupils' enjoyment of school.

Pupils readily turn to teachers with a problem, confident in the knowledge that they will quickly resolve their worries. Pupils with special education needs and/or disabilities and those who speak other languages at home, receive sympathetic and effective support. The school's close liaison with local infant and secondary schools ensure pupils' smooth transition from one phase of education to the next. The school's targeted support for pupils whose circumstances have the potential to make them vulnerable is effective.

These are the grades for the quality of provision

The quality of teaching Taking into account: The use of assessment to support learning	2
	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Leaders' challenging targets and plans to improve the school are communicated well to

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stakeholders. Middle leaders are taking responsibility for checking standards and improvements in their areas. In its quest to be even better, the school is correctly working hard to fine tune their use of data to make their judgements on where further improvements can be made even better. Plans to improve teaching are having a positive impact. For example, training has sharpened teachers' skills at planning practical work in science. The governors are very supportive of the school and work hard on its behalf. They challenge the school robustly over its performance.

The school successfully places a high priority on safety and safeguarding. Child protection procedures are robust, regularly updated and fully meet current safeguarding requirements. The checks that the school makes on the suitability of adults to work with children are rigorous. The way the school is tackling previous inequalities for pupils with special education needs and/or disabilities and helping pupils who do not speak English at home to make good progress shows its plans to promote equal opportunities and eliminating discrimination are effective.

The school is a happy and harmonious society in which pupils from all backgrounds integrate well. There are many good examples of how the school promotes cohesion in the wider community. For example, its staff provide valuable support and guidance for vulnerable parents in the community that is bringing routines and stability to their home lives. Links with communities in India and Europe, that reflect its pupils' heritage, are rapidly developing.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Views of parents and carers

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Nearly half of all parents and carers returned a questionnaire. These showed they are very happy with the quality of education the school provides. Many added positive comments about how much their children enjoyed school and how confident they were about their children's safety. Many parents and carers said they felt the headteacher led the school well and that teachers were welcoming and approachable. Inspectors endorse these positive comments. A small number of parents wrote that they would like the school to provide more after school clubs. Inspectors found the school offers a good number and range of clubs, which are very popular.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Christ Church (Church of England) Junior School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 117 completed questionnaires by the end of the on-site inspection. In total, there are 244 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	57	49	53	45	4	3	1	1
The school keeps my child safe	66	56	50	43	1	1	0	0
The school informs me about my child's progress	41	35	70	60	4	3	0	0
My child is making enough progress at this school	39	33	66	56	8	7	1	1
The teaching is good at this school	45	38	66	56	3	3	1	1
The school helps me to support my child's learning	39	33	66	56	7	6	0	0
The school helps my child to have a healthy lifestyle	48	41	59	50	6	5	1	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	37	32	68	58	4	3	0	0
The school meets my child's particular needs	38	32	68	58	8	7	0	0
The school deals effectively with unacceptable behaviour	34	29	74	63	7	6	1	1
The school takes account of my suggestions and concerns	33	28	69	59	6	5	2	2
The school is led and managed effectively	39	33	69	59	4	3	3	3
Overall, I am happy with my child's experience at this school	48	41	61	52	4	3	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



27 May 2010

Dear pupils

Inspection of Christ Church (Church of England) Junior School, Wolverhampton, WV6 8LG

Thank you for being so polite and friendly when we visited your school recently. We enjoyed our visit and having the opportunity to talk to some of you and to see you in lessons and at play. I especially enjoyed joining you for assembly and hearing your hearty singing. You are rightly proud of the school's happy atmosphere in which you all get on so well together. Christ Church is a good school and it is improving. Here are some of the things we found out:

You make good progress in your lessons.

You told us you enjoy school and feel very safe and secure.

You try your very best to eat a healthy diet and take plenty of exercise.

Your behaviour is good.

You attend very regularly.

You have good relationships with your teachers and you try hard for them.

The curriculum provides you with exciting clubs and visits, which you enjoy.

Adults look after you well and are always ready to help you.

The headteacher and staff are working hard to make the school get better.

We have asked the school to do two things to help you do even better in your learning:

Help you to always learn at a fast rate by making sure lesson introductions do not last too long and by giving you clear instruction so that you can make a quick start to your work.

Provide you with more information about how you can improve your work.

All of you can help the school by continuing to try your best in lessons, behaving well and attending regularly. We wish you all the best in the future.

Yours sincerely

Gerald Griffin

Lead inspector

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