

Central Church of England Junior School

Inspection report

Unique Reference Number	126023
Local Authority	West Sussex
Inspection number	340897
Inspection dates	25–26 November 2009
Reporting inspector	David Marshall

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

Type of school	Junior
School category	Voluntary aided
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	309
Appropriate authority	The governing body
Chair	Howard Bottomley
Headteacher	Andrew Goff
Date of previous school inspection	2 September 2006
School address	Orchard Street Chichester West Sussex PO19 1DQ
Telephone number	01243 783709
Fax number	01243 530643
Email address	office@central.w-sussex.sch.uk

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

T: 08456 404045
Textphone: 0161 618 8524
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 17 lessons, and held meetings with the headteacher, teaching and support staff, governors, parents and pupils. They observed the school's work and looked at documentation, including the school improvement plan, the tracking of pupils' progress, provision for those pupils identified as more able or having special educational needs and/or disabilities, minutes of governors' meetings and 117 parental questionnaires.

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

- the standards and level of achievement of the current pupils, especially in writing, and the school's assessment and tracking procedures
- the impact of the school's provision for pupils' personal development and their safeguarding procedures
- the effectiveness of the curriculum, and extra-curricular activities, in contributing to overall outcomes for pupils
- how successfully the leaders and managers at all levels, including the governors, monitor the school and enable continuity and improvement to take place.

Information about the school

Central Church of England Junior School is a larger than average, three-form entry school. Pupils mainly come from two main feeder infant schools. The school is situated close to the centre of Chichester serving an area of mixed housing, both rented and privately owned. Since the last inspection, there have been significant staff changes. A new deputy headteacher has been appointed and the leadership team has been amended significantly.

The school roll is made up of predominantly White British pupils, with a small percentage from other ethnic groups. There are 11 pupils who speak English as an additional language; none is at an early stage of learning English. An above average number of pupils have special educational needs and/or disabilities. These mostly relate to language, literacy and communication, and emotional difficulties. In addition, some pupils have statements of specific special educational need and there are a number of pupils with Autistic Spectrum Disorder. The school has the Artsmark Gold and the Autism Awareness Award.

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

Central Church of England Junior School is a good school. It has a considerable number of strengths. In the last three years, the headteacher, with the deputy headteacher appointed during that time, has initiated many changes and steered the school forward very effectively. The wide range of systems and strategies put into place to address the school's well-identified priorities has been successful and the school's overall effectiveness has risen from satisfactory at the time of the last inspection, to good. The school's view of itself is accurate and the track record of raising achievement and implementing change shows it is very well placed to build on its strengths and has a good capacity to improve. One parent summed up the views of many by writing, 'I have been particularly pleased with this school since Mr Goff took over, both my children have achieved well and enjoyed their time here.'

Pupils' standards have been significantly above average at the end of Year 6 for a number of years. Due to the effective organisation and careful early assessments, pupils begin to make good progress immediately. National test results in Year 6 in 2009 were similar to those in 2008, and were in line with the school's own carefully formulated targets. Achievement is good throughout the school due to the rigorous systems to track the progress of each pupil and to identify where additional teaching will be most beneficial. There is, however, as the school recognises, a difference in pupils' achievement in writing when compared to those in other areas. There are now good programmes to address this, and early assessments show that these are beginning to be effective. Pupils achieve well across a wide range of subjects.

School evidence shows that there has been a considerable change of staff in the last three years. Most teachers now talk of a revitalisation of their role and renewed vigour in their approach. The senior staff have had to work hard to achieve it, but now the quality of teaching throughout the school is good. Lessons are planned to make sure that all pupils enjoy learning. Teachers' planning is thorough and is based on the use of careful assessments to ensure tasks are pitched at the right level for all pupils. In most lessons, pupils are given the maximum opportunities to practise and reinforce their skills and learning in English and mathematics, and there are exciting and relevant activities that are linked across subject areas. However, there are some missed opportunities in other subjects for pupils to address their individual targets for improvement, especially in writing. Although some teachers mark and provide feedback to pupils well, the practice is inconsistent. There are occasions when pupils are not sufficiently aware of the next steps they need to make based on feedback or teachers' reviews of learning in lessons.

The pastoral support, guidance and care provided are very good, and as a result, by the

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time pupils leave the school, they are mature and thoughtful young adults, who make an effective contribution to the school and the local community. One particularly notable aspect of the school's care for individual pupils is the work of the special educational needs team led by the outstanding deputy headteacher with the learning support assistants. There has had to be many amendments due to staff changes and a different perspective on special needs provision. While some of the necessary changes have taken time to implement, the zeal, patience and understanding the whole team has shown to pupils with statements of special educational need or with Autistic Spectrum Disorder result in them achieving exceptionally well, and is an inspiration to others in the school.

The school does much to promote their place in the local community, has very good links with their feeder Infant schools, and works effectively with many local churches and local businesses. Its recent audit of community cohesion clearly illustrates that there is a considerable amount still to achieve in other aspects of this provision. While links with the local community are good, pupils' awareness of, and preparation for, living and working in a culturally diverse Great Britain, and a wider global environment, are not developed sufficiently well.

What does the school need to do to improve further?

- Ensure by July 2010, that pupils' achievement and standards in writing are as high as those in other subjects, with teachers:
 - consistently using pupils' writing targets in other areas of the curriculum
 - giving pupils clear guidance during lessons and through marking of their work so they know how to improve.
- Enhance pupils' understanding of their place both in a culturally diverse Great Britain and beyond, and extend the school's provision for community cohesion by:
 - instigating the findings of their recent analysis
 - implementing their plans to link with schools in other localities.

Outcomes for individuals and groups of pupils

2

Throughout the school, pupils achieve well and enjoy their learning. Evidence from lesson observations show that all groups of pupils, including the most able and those whose circumstances have made them most vulnerable, make good progress. Pupils enter the school with skills and understanding that vary but are usually above average. Initiatives to assess and track pupils' progress are leading to improved progress. Although the most able pupils achieve well in lessons because of rigorous assessment systems, the use of targets in writing is not always used effectively, and their work does not always challenge them sufficiently. Pupils with special educational needs and/or disabilities make good progress. This is linked to the high priority the school gives to meeting their needs and the very effective support provided for them.

The school's monitoring confirms inspection findings that although there are many

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strengths, outcomes are good rather than outstanding. There are still aspects of learning which have still to become embedded in some year groups in order to reach higher outcomes. When implemented with enthusiasm the curriculum provides outstanding opportunities for pupils' all-round development. This was clear in the 'Egyptian Day' observed in the Year 3 classes during the inspection. The variety of activities, across the curriculum, were planned, and carried out, so well that it became a memorable and motivating experience that pulled together all that the pupils had learned this term.

Pupils are proud of their school and are enthusiastic about many aspects of its life. They thoroughly enjoy lessons and the extra-curricular activities, trips and visits that contribute well to their learning. Behaviour is good in lessons and around the school. Attendance is good because pupils really want to come to school. Pupils' contribution to the local community is good, particularly in their support for a range of charities and local activities. The school council has been responsible for important initiatives, such as the promotion of better sporting activities. These efforts, and the healthy schools initiative, have ensured that pupils have a sound understanding of healthy lifestyles. Pupils assert that the rare incidents of bullying or poor behaviour are dealt with very well and they feel very safe in school. They say that there is always someone who will listen to them.

The standards reached by pupils in English, mathematics, science and information and communication technology, combined with their keen appetite for teamwork and their zest for learning, prepare them well for their transition to the next stage of their education.

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
The extent to which pupils adopt healthy lifestyles	3
The extent to which pupils contribute to the school and wider community	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 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?

Teaching and learning are good. In many lessons, there are strong elements that help pupils of all abilities to make good progress. Teachers are a keen and enthusiastic team who encourage pupils in their learning. They use a range of techniques to make lessons enjoyable based on careful assessment to plan the next steps they need to take. Pupils know that their ideas are valued and the outstanding displays in the classrooms and around the school celebrate their achievements. Most teachers keep up a brisk pace and help pupils to meet their high expectations by asking questions that encourage them to think hard. In an outstanding mathematics lesson in Year 6, the teacher gave high quality feedback to test pupils' understanding, introduced extra challenges and used praise effectively to raise pupils' expectations of what they were capable of achieving. This was further reinforced with opportunities for pupils to mark each other's work by awarding their classmates a 'star and a wish'.

The challenging targets reflect the staff's higher expectations of pupils' progress. In the most effective lessons, the careful planning and focus on pupils' targets are implemented with enthusiasm and care. This was clear in a good English lesson in Year 5. The pupils were enthusiastic as they set about writing their persuasive letters. The teacher's good use of praise reflected the way the school constantly encourages good behaviour, attentiveness and hard work.

The range of opportunities given through the innovative, creative curriculum is good. At all times, pupils are encouraged to be independent and are highly motivated. Pupils know they have to work hard to be given this independence, and they do. Pupils are also given increasing opportunities to reach high standards in different subjects. The excellent displays are testament to the consistently good progress being achieved in art and design, and has led to the school's Artsmark Gold award. Music is also a strength of the school and pupils are given many opportunities to develop their musical talents. The standard of singing witnessed during the inspection was impressive, and reflected the enthusiasm and skill demonstrated by the music teacher in an extra-curricular choir practice.

The school has a very strong commitment to caring and support, which is reflected in the comprehensive arrangements for safeguarding the welfare of pupils. Every pupil is known and treated as an individual. Pupils say they feel safe and confident to approach an adult if they have a problem. Vulnerable pupils, including those with special educational needs and/or disabilities, are extremely well supported and the school works very effectively in partnership with a wide range of agencies to meet their needs. In particular, the school has a very strong commitment to pupils with emotional and

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behavioural difficulties and enables them to make the best of their education. Good provision is also made for the gifted and talented pupils and consequently they achieve well. Guidance for pupils' academic support is very strong. The detailed tracking of pupils' progress ensures that any potential underachievement is identified early.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	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?

The headteacher provides a clear educational direction for the school and works closely with a wide range of other agencies and partners to achieve success and enhance provision. Teamwork is developing well and the deputy headteacher and most colleagues share the headteacher's vision for improvement, and are excited by the changes of the last three years and the possibilities that the new curriculum offers to pupils.

The administrative team and site manager play a central role within the school. Their work is acknowledged and much appreciated. The headteacher and deputy headteacher have worked hard to develop a corporate understanding of the school's strengths and areas for development. There is an effective plan for further development and the senior leaders show an urgency to make sure their vision is appreciated and shared so all staff are willing to make further improvements. The governing body is fully involved in all developments. It supports the school effectively and brings a wide range of experience and skills to bear to act as critical friend and requesting explanations where this is judged to be necessary.

The school takes its duty to promote equal opportunities seriously and is effective in this. It values the opinions of parents and pupils and acts upon these. Procedures to safeguard pupils' well-being, safety and health are rigorous and all members of staff are well trained. The contribution the school makes to community cohesion is satisfactory. A plan and clear actions are in place for promoting pupils' understanding from a local perspective. Links with other local schools and agencies are harnessed well. The need to expand its links to provide a national perspective is well understood by the school.

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

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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	3
The effectiveness with which the school deploys resources to achieve value for money	2

Views of parents and carers

The overwhelming majority of parents and carers who returned questionnaires or who spoke to the inspection team are happy with the school. They consider that the school has a dedicated team of staff and that the headteacher leads and manages the school very well. They agree that the school has a supportive and friendly atmosphere and that their children make good progress. Inspectors fully endorse these views. A number of criticisms were offered and these were discussed in full with the headteacher and governors. There were no particular trends in the very few negative comments received by inspectors.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Central 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 309 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	58	50	57	49	2	2	0	0
The school keeps my child safe	60	51	51	44	4	3	0	0
The school informs me about my child's progress	45	38	70	60	1	1	0	0
My child is making enough progress at this school	42	36	63	54	7	6	0	0
The teaching is good at this school	48	41	60	51	3	3	0	0
The school helps me to support my child's learning	39	33	64	55	8	7	0	0
The school helps my child to have a healthy lifestyle	31	26	68	58	10	9	0	0
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)	33	28	69	59	4	3	1	1
The school meets my child's particular needs	36	31	67	57	6	5	0	0
The school deals effectively with unacceptable behaviour	27	23	62	53	15	13	5	4
The school takes account of my suggestions and concerns	24	21	70	60	13	11	2	2
The school is led and managed effectively	34	29	64	55	11	9	5	4
Overall, I am happy with my child's experience at this school	42	36	66	56	7	6	0	0

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 inspected between September 2007 and July 2008

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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.



26 November 2009

Dear Pupils

Inspection of Central Church of England Junior School, Chichester, PO19 1DQ

I am writing to thank you all for making us so welcome when we came to the school recently. We did enjoy our visit. Yours is a good school with many strengths, and we agree with what you told us ' it is a really fun place to learn. Here is a list of some of the things that we think are really good.

- The school looks after you extremely well and you all make good progress in your learning.
- You behave very well, get along with each other and feel safe in school.
- You all have very good ideas on how to make things better and the teachers always listen to what you want.
- You find lessons interesting and really enjoy school.
- There are plenty of exciting things for you to do both in school and on visits and in clubs.
- The headteacher and staff manage the school very well.

We have agreed with your school that there are a number of things that will help it to become better. The staff spend lots of time checking on how well you are making progress, and they are making sure that your writing is as good as all the other things you learn. We have asked them to make sure that the targets you are given to improve your writing are always used in your lessons. We also want them to make sure that when they talk to you when you have finished your work, or they mark it, you all understand what you have to do to improve. We have also asked your headteacher and the staff to make sure you are given the chance to look at and understand about how children and adults live in places that are different from where you live. You can help by continuing to listen carefully and take note of what they say.

Yours sincerely

David Marshall

Lead Inspector

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