

# Christ Church CofE Primary School

Albert Street, Oldbury, B69 4DE

**Inspection dates** 25–26 September 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Since the last inspection, the headteacher and senior leaders have successfully improved teaching, learning and pupils' achievement, so that progress for all groups is good.
- The clear and purposeful leadership of the headteacher provides a sense of direction for all staff and has motivated them to focus on the correct priorities to drive the school forward.
- Good teaching, high expectations of what pupils can achieve, and careful checking on how well they are doing have resulted in pupils' attainment in English and mathematics rising to average levels at the end of Key Stage 2.
- Pupils are proud of their new school building and enjoy lessons. Behaviour is good and the school is a harmonious community. Attendance has improved and is now average.
- Pupils feel safe because they understand ways of keeping safe and know they can talk to an adult if they have any concerns.
- The governing body contributes to the success of the school. Governors have an accurate view of the school's strengths and areas for development. They are not afraid to ask challenging questions and hold the senior leaders to account.

### It is not yet an outstanding school because

- The quality of teaching is not yet outstanding, because sometimes teachers do not question pupils to think deeply in order to extend their learning.
- Occasionally, teachers do not move pupils' learning on quickly enough and do not enable them to learn at their own level.
- In a minority of lessons, activities provided for pupils are not precisely matched to their needs and their attention wanders.

## Information about this inspection

- The inspectors observed 24 lessons or parts of lessons. Two of these lessons were observed jointly with the headteacher. In addition, the inspectors made some short visits to small groups being taught by teaching assistants, heard pupils read and looked at their work.
- Meetings were held with pupils, governors and the school’s staff. The inspector also had a telephone conversation about the school with a representative from the local authority.
- Discussions with parents took place at the start and end of the school day. Not enough parents responded to the online questionnaire (Parent View) for these to be taken into account. The inspectors also received and considered 22 staff questionnaires.
- The inspectors observed the school’s work and looked at a number of documents, including those relating to the school’s self-evaluation and planning for improvement, the information the school keeps on pupils’ current progress and achievement, records relating to behaviour and attendance and the school’s safeguarding information.
- The inspectors observed pupils’ behaviour during morning playtime and at lunchtime, and they attended two assemblies.

## Inspection team

Sarah Somers, Lead inspector

Additional Inspector

Roisin Chambers

Additional Inspector

Michael Appleby

Additional Inspector

## Full report

### Information about this school

- The school is an average-sized primary school.
- The proportion of pupils supported by the pupil premium (which provides additional funding for children in local authority care, those known to be eligible for free school meals and other groups) is above average.
- The proportion of pupils from minority ethnic heritages is well above average, as is the proportion at an early stage of learning English.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average. The proportion supported at school action plus or with a statement of special educational needs is below average.
- The school meets the government's current floor standards, which set the minimum expectations for attainment and progress.

### What does the school need to do to improve further?

- Increase the amount of outstanding teaching in order to raise pupils' achievement further by ensuring that:
  - teachers ask pupils more challenging questions to check their understanding and to extend their learning and thinking skills
  - activities fully match the needs of all pupils, in all parts of the lesson, so that they are challenged at all times
  - teachers check regularly in lessons that all pupils are fully absorbed in their learning.

## Inspection judgements

### The achievement of pupils is good

- The progress pupils make and the standards they reach across the school have improved since the last inspection.
- Most children start school with skills that are well below those expected for their age. Children quickly settle into the school's routines. They make good progress in the Nursery and Reception because staff plan an exciting range of activities that are matched to their needs.
- Good teaching and additional assistance in all classes have brought pupils' attainment in English and mathematics by the end of Year 6 to average overall. From typically well-below-expected starting points in Reception, this reflects good achievement. In 2013, more pupils in Year 6 than in previous years reached or exceeded the nationally expected standards in tests. The school's tracking also shows that the proportion of pupils across the school making expected and better-than-expected progress is increasing rapidly.
- The school's information about pupils' progress, observations of learning during lessons and the quality of work in books show that pupils make good and, in some cases, rapid progress. An increasing proportion of pupils are now on course to attain above-average skills by the time they leave school.
- Raised expectations are reflected in the way that pupils complete and present their work. Pupils take pride in their work because they know that their efforts will be recognised and valued by their teachers.
- The school has had a strong focus on improving pupils' reading skills. As a result, attainment in reading is improving throughout the school. Support given to pupils in the classroom, in small-group activities or in one-to-one sessions is effective. The 'Reading Corner' in each of the classrooms promotes pupils' enjoyment of reading.
- Pupils, including those from minority ethnic groups and those who speak English as an additional language, make good progress from their starting points because leaders check on how well every pupil is doing and take swift action if progress is slowing.
- Pupils in receipt of the pupil premium make good progress. The school has used this additional funding to teach pupils in smaller groups and to enable them to enjoy a full range of activities with other pupils. Their attainment was similar to that of their classmates in reading and about a term behind in mathematics and writing. Good teaching is continuing to quickly narrow the gap across the school.
- While all groups of pupils make good progress overall from their starting points, some pupils make slower progress when activities are not closely matched to their needs in all parts of the lesson, which leads to a loss of sustained concentration.

### The quality of teaching is good

- The quality of teaching has improved considerably since the last inspection and contributes greatly to pupils' better learning, progress and achievement. Teaching is predominantly good leading to good progress and achievement. Examples of outstanding teaching were also seen

during the inspection.

- The regular assessment and careful tracking of pupils' progress have made all teachers much more aware of their accountability for the progress of pupils in their class and of the levels which their pupils are expected to achieve.
- Relationships between adults and pupils are extremely positive. Adults are strong role models and encourage pupils to work together, be patient and respect what others say.
- Teachers and teaching assistants develop pupils' speaking and listening skills very well, including for those in the early stages of learning English, through discussion in small groups and with their 'talk partners'. Pupils listen attentively and collaborate well when working with a partner or a small group.
- Marking in books is of a high quality. Pupils can see what they have done well, where they can improve and how to do it. Most pupils know their targets for learning and their levels well. Pupils enjoy assessing their own work and that of other pupils, and they do this with tact and sensitivity.
- In a small number of lessons, teaching requires improvement. Teaching in these lessons is not always sharply matched to the needs of pupils and, occasionally, some pupils' attention drifts. In these lessons, pupils are not challenged and moved forward quickly enough in their learning. On a few occasions, teachers do not extend pupils' thinking by asking challenging and probing questions.
- The use of homework is effective and supports learning away from the school. Pupils in Years 5 and 6 are provided with netbooks to use at home and pupils talk about these with enthusiasm.
- The many colourful displays of pupils' work in classrooms and throughout the school reflect a broad curriculum and the genuine pride that adults and pupils clearly take in their new school building.

### **The behaviour and safety of pupils are good**

- The school has an effective system to manage behaviour. Pupils behave well around the school, in assembly and at break times. The school is a very friendly, orderly and harmonious learning community. Pupils are polite and courteous towards each other and adults.
- Pupils' behaviour in lessons is good. They are keen learners and usually show high levels of concentration. In a very small number of lessons where the pace of learning dips and activities are not matched sufficiently well to pupils' needs, individuals let their attention wander.
- Pupils are very positive about the way the school looks after them and helps them feel and stay safe. They say that behaviour is good. Parents and carers who spoke to the inspectors feel that their children are safe and, along with staff and governors, agree that behaviour is good.
- Pupils say they feel very safe at school. Pupils and parents say that they are happy to talk to teachers because they listen and respond well to the issues they raise. Pupils identify possible hazards and make a contribution to a safe, positive learning environment. They have a good understanding of how to keep themselves safe on the internet and have a good awareness of possible dangers around them.

- Pupils are enthusiastic about their learning and cooperate exceptionally well with each other in group or paired activities in lessons, at playtime and at lunchtime. They respond quickly to requests from teachers and other adults, and this makes a big contribution to the friendly and calm atmosphere in the school.
- Pupils enjoy coming to school and they arrive on time. Attendance has improved and is broadly average compared to other schools nationally.

### **The leadership and management are good**

- The headteacher, senior leaders and governors have worked effectively together and with staff to raise standards and accelerate pupils' progress since the last inspection so that pupils now achieve well.
- The leadership of the headteacher and senior leaders has motivated the staff team to work together to make improvements that are firmly focused on successfully improving teaching and learning and pupils' achievement. Teachers are reflective about their own practice and committed to improving the quality of teaching even further.
- Senior leaders make astute and accurate evaluations of what is working well in lessons and of what teachers can do to make the teaching even better. As a result, teachers receive clear and consistent messages about what they need to do to improve their practice and are supported by well-focused training. As a result, the quality of teaching has improved substantially and pupils' progress has accelerated in all year groups.
- The introduction of robust and reliable systems for tracking and checking pupils' progress has been a key element in increasing teachers' accountability, raising expectations and maximising pupils' achievement.
- The curriculum provides a broad and balanced foundation for learning and contributes well to pupils' spiritual, moral, social and cultural development. Pupils are interested in learning about people from a wide range of cultures and are respectful of others when discussing their beliefs. They are understanding of each other's differing needs, and have a keen sense of right and wrong.
- Informal discussions with parents show that parents and carers have a largely positive view of the school. The school's close and supportive work with parents of children whose circumstances make them vulnerable has enhanced children's well-being.
- The school promotes equal opportunities well and has ensured that there is no difference in achievement between the different groups in the school. The school encourages good relationships through its ethos and high expectations, and tackles any discrimination seriously.
- The school has close links with a range of partners, including the local cluster of schools, and works effectively to share ideas and training.
- School leaders and governors are using the new sports funding provided by the government to improve opportunities for pupils to develop their sports skills. The school is employing specialist physical education teachers and qualified sports coaches to work with pupils and to provide training opportunities for staff. It is too early to judge the impact on pupils.
- The local authority has provided highly effective support for this good school which has included

training on improving teaching and learning, tracking and the use of data.

■ **The governance of the school:**

- The governing body consists of committed and experienced members who have had the training needed for their role. Governors have a good understanding of the school's data and the quality of teaching throughout the school. They regularly visit the school and meet with the senior leaders, and report back to the full governing body. They provide the right balance of support and challenge, and are effective in holding leaders to account. They participate fully in the decision-making process in the allocation of the pupil premium and monitor the effectiveness of the use of the funding. They know how teachers' performance is managed and ensure that teachers' salaries are linked to their effectiveness in improving pupils' achievement. They ensure that safeguarding procedures meet requirements so that pupils are kept safe at all times.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	103997
<b>Local authority</b>	Sandwell
<b>Inspection number</b>	426947

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	260
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jane Rogers
<b>Headteacher</b>	Michaela Long
<b>Date of previous school inspection</b>	15 September 2011
<b>Telephone number</b>	0121 552 3625
<b>Fax number</b>	0121 552 0891
<b>Email address</b>	headteacher@christchurch.sandwell.sch.uk

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