



Christ Church CofE Junior School

Inspection Report

Unique Reference Number 125138
LEA Surrey LEA
Inspection number 281895
Inspection dates 9 May 2006 to 10 May 2006
Reporting inspector Christopher Grove AI

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

Type of school	Junior	School address	Fletcher Road
School category	Voluntary controlled		Ottershaw
Age range of pupils	7 to 11		Chertsey KT16 0JY
Gender of pupils	Mixed	Telephone number	01932 872323
Number on roll	228	Fax number	01932 872400
Appropriate authority	The governing body	Chair of governors	Mr Ash Sen
Date of previous inspection	28 February 2000	Headteacher	Mr Gareth Griffith

Age group	Inspection dates	Inspection number
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

The school is situated in a village and is similar in size to other primary schools. About a quarter of the pupils come from beyond the immediate neighbourhood. The proportion of pupils with learning difficulties and disabilities is well above average. The proportion of pupils from minority ethnic groups is below average and none is at an early stage of learning English. Standards on entry to the school vary considerably, but are slightly above average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

The school rates itself as good overall and inspectors agree. The school provides good value for money. It works in effective partnership with others, particularly the adjoining infant school, and local special schools. Most parents and pupils hold the school in high regard. It provides well for pupils' personal development and well-being. Pupils behave well, and have good relationships with teaching and support staff, and enjoy their time at school. Pupils feel safe and practise healthy lifestyles through exercise and good diet. Achievement is good. Pupils make a good start in Year 3 and progress well from year to year so that most reach good standards by the end of Year 6. Some pupils with learning difficulties and disabilities make slower progress because their work is not always well enough matched to their level of attainment.

Pupils are taught well, and given good care and support. The guidance they receive is satisfactory, but the school does not make sufficient use of assessment information to set pupils targets for improvement. The headteacher and senior management team provide good leadership for all aspects of the school and ensure that all pupils feel included. The governing body is becoming more effective, as governors learn to challenge more as well as support the school. The school has a satisfactory capacity to make further improvements, as is shown by the improvement in pupils' standards in information and communication technology (ICT).

What the school should do to improve further

- Make better use of assessment information about pupils' ongoing progress, including setting targets to support their next stage of development
- Ensure that pupils with learning difficulties receive work which is more closely matched to their prior learning.

Achievement and standards

Grade: 2

Pupils' achievement is good. On entry, their attainment is slightly above average. They make good progress, which leads to overall standards that are above the national average. In the lessons seen, pupils achieved well right across the curriculum. For instance, in design and technology, music and religious education, as well as in English, mathematics and science, most pupils made good progress in their learning. As one young pupil said, 'All lessons are my favourites, because all the work is interesting. I just love it.' Although there is no significant underachievement, on some occasions, pupils with learning difficulties and disabilities made only satisfactory progress because tasks were not sufficiently matched to their previous attainment.

In past years, the attainment of Year 6 pupils in national tests has been significantly above average in English, mathematics and science. In 2005, standards were about average in all subjects. In part, this is explained by the proportion of pupils with special educational needs, and the lack of continuity in staffing was also a significant factor.

The school met most of its challenging targets for more able pupils, but fell short of its overall targets in English and mathematics. Inspection evidence shows that the current Year 6 has achieved well and is on course to reach its challenging targets.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. Pupils speak warmly of their time in school and feel safe. Their good basic skills equip them well for the next stage of their education. Most behave well and enjoy their lessons. A few younger pupils have poor listening skills even when the lesson is stimulating. Attendance is average and the school methodically follows up all unauthorised absences.

Pupils' spiritual, moral, social and cultural development is good. They become confident and express their ideas clearly in many situations. Pupils value the opportunities for taking responsibility. They volunteer for work as mentors, librarians and team captains and carry out general school duties with pride. There is very little bullying and pupils know how to go about settling disagreements and how to keep safe. Pupils enjoy their roles as members of the school council and willingly contribute their views about the school. They are proud to be asked their opinions and to consider others' needs such as supporting a child in school in Ethiopia. They use their initiative well by organising fund raising for charities, such as the RSPCA and Blue Peter. Pupils have good awareness of a healthy lifestyle and praise the changes to school lunches, although a few regret the demise of turkey twizzlers.

Quality of provision

Teaching and learning

Grade: 2

Teaching is good with the result that pupils enjoy their learning and achieve well. In the best lessons, effective planning means that tasks set are well matched to pupils' previous attainment. In one outstanding lesson, the teaching was vibrant, and the tasks were especially well judged, so that pupils of all abilities made excellent progress. Lessons are mostly well paced and time is used effectively so that pupils quickly make good progress. Pupils are effectively engaged in learning because their enthusiasm is aroused through strong encouragement and skilful questioning. Teachers use the interactive whiteboards in classrooms to good effect to capture pupils' interest. There is good use of 'talk partners', whereby individual pupils develop ideas by discussion with another pupil, and then feel confident to share these with the whole class.

Where teaching is not so strong, teachers do not always use their knowledge of pupils' previous learning in planning for what they need to learn next. This is especially so for some pupils with learning difficulties.

Curriculum and other activities

Grade: 3

The curriculum is organised for the most part as separate subjects, and is satisfactory, though it does not always meet the needs of a few pupils with learning disabilities. Good extension is provided by events such as Healthy Week, and by a programme of visitors and day visits which enliven learning in different subjects. Curricular planning for English and mathematics provides a satisfactory basis for teaching but does not sufficiently support learning in other subjects. The school is developing appropriate links between subjects to make learning more relevant and interesting. Lessons in personal, social and health education make a good contribution to pupils' awareness of issues concerned with personal development and well-being. Provision for ICT has improved markedly since the last inspection when it was criticised. The interactive whiteboard technology in all classrooms and the computer suite, which is currently being re-equipped, have greatly improved pupils' access to facilities of good quality. The extra-curricular activities are very good, and include musical and sports clubs and activities such as the chess club, and participation is high.

Care, guidance and support

Grade: 3

The school provides good care, and support for pupils. When they join the school they develop a good sense of belonging through the mentoring of older pupils and the sense of community. There are good procedures for child protection and possible risks to health and safety are carefully assessed. Supervision during lunch and breaks is good and action is quickly taken to tackle any difficulties, or provide first aid. The school's procedures for assessing pupils' progress at the end of each year are effective, except for those pupils with learning difficulties, who do not always receive work that is matched to their needs. The school recognises the need to improve ongoing assessment and tracking of pupils' progress. This is at an early stage, and does not yet offer pupils sufficient guidance about the next target to achieve. Although teachers plan for different levels of ability, this does not always meet the needs of pupils with learning difficulties and disabilities.

Leadership and management

Grade: 2

Inspectors agree with the school that leadership and management are good because of their impact on pupils' achievement. In addition, leaders have clearly identified priorities for improvement and are sharpening up their target setting. The school is mostly accurate in its self evaluation but analysis of data is not always used to full effect. There is full involvement of staff in performance management. The role of subject co-ordinators is developing, and training has been undertaken in preparation for improved subject leadership. The school is keen to share and learn from best practice and has joined the South Runnymede confederation of schools.

The governing body discharges its legal and other responsibilities effectively. Governors have a good awareness of the school's work and make a satisfactory contribution to its development. They have recently become more challenging about the school's practice. Financial strategies are effectively linked to the enhancement of pupils' learning, for example through the introduction of interactive whiteboards in all classrooms. The support and administrative staff are a considerable asset to the school. Accommodation is spacious and learning resources are good. Parents mostly express support for the school, but some would like to see greater consultation. The school gives good support to new and inexperienced teachers. The school has good capacity to improve as shown through its track record of improved teaching, and better provision and attainment in ICT.

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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?	2	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

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	3	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	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	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	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?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	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	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	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

Pupils

Following our visit to your school, Mrs Evans and I would like to thank all of you, and your teachers, for your help during the inspection. We enjoyed seeing you at work in your classrooms and talking to you playtimes and lunchtimes. We think Christ Church CE Junior is a good school.

These are the things we most liked: * The headteacher and deputy headteacher lead your school well. * You behave well, work hard and enjoy your lessons and playtimes. * You have good relationships with your teachers and your teaching assistants. * You feel safe at school, and the adults care for you. * You get a good start in Year 3, and go on to do well year by year. * Most pupils are successful in national tests at the end of Year 6. * The teaching at your school is good, and some is outstanding. * You understand the importance of having lots of exercise and eating the right sorts of things.

We have asked your teachers to: * Use what they know about your individual progress to set you targets for your new learning. * Make sure that they give to those of you who do not always learn quickly work which is not too hard. Thank you again.

Yours sincerely

Chris Grove

Lead Inspector