

Christ Church CofE Controlled Primary School and Nursery

Address: Claremont Road, Sparkbrook, Birmingham, West Midlands, B11 1LF

Unique reference number (URN): 103397

Inspection report: 23 June 2026

Exceptional	
Strong standard	●
Expected standard	● ● ● ● ● ●
Needs attention	
Urgent improvement	

✓ Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Personal development and wellbeing

Strong standard ●

The school has developed an ambitious, coherent and deliberately chosen programme of personal development. Staff know pupils and the school's context well. They use this understanding to anticipate what individuals or groups might need. Leaders track pupils' participation carefully. They ensure that all pupils, including those with special educational needs and/or disabilities, can take part and benefit from the experiences offered. This means all pupils develop a detailed knowledge of how to be healthy, safe and well prepared for life in modern Britain.

Pupils learn about global and local events and debate these issues, learning to value different opinions and ideas. Boys and girls are respectful towards each other. Pupils are tolerant and treat each other with kindness. They openly welcome new arrivals from different countries. Pupils visit many different places of worship. This helps them to recognise the differences and similarities of world religions. Pupils have an impressively well-developed understanding of the fundamental British values. They can explain how these values ensure that 'everyone is included so that we can all get along together'.

Highly effective pastoral support meets families and pupils' needs. This has made a positive difference to individual pupil's learning and attendance. Pupils understand the importance of keeping mentally healthy, learning to express and manage their emotions, and building resilience. They learn about healthy relationships in an age-appropriate way through the relationships and sex education curriculum.

A wide range of opportunities are available for all pupils. For example, pupils visit London, local farms, museums and the theatre. They can take part in clubs such as multi-sports, tennis, cooking and embroidery. Pupils experience residential trips where they undertake adventurous activities such as rock climbing and zip lines. Pupils explained how this helps them to work as a team with friends and become more independent.

Expected standard ●

Achievement

Expected standard ●

Pupils take pride in their work and talk enthusiastically about their lessons. Their well-presented books show how they use previously learned knowledge to help them understand new things. For example, pupils link their prior knowledge of different civilisations to be able to understand historical themes such as empire clearly.

Pupils practise important basic skills regularly across the curriculum. Typically, pupils secure a solid understanding of phonics, spelling, handwriting and basic number facts. Staff focus on these areas so that gaps in pupils' foundational knowledge close over time.

On the whole, pupils achieve well and are ready for the challenges of secondary school. Outcomes for pupils in national tests are typically in line with national averages. However,

fewer pupils reach the higher standards, particularly in writing.

Disadvantaged pupils, those with SEND, and those who face other barriers to their learning or wellbeing generally make suitable progress from their starting points and achieve better than disadvantaged pupils nationally.

Attendance and behaviour

Expected standard 

The school makes sure parents, carers and pupils know the importance of regular attendance through sharing high expectations. Leaders have developed robust systems to help them check and review absence information carefully. This enables leaders to understand and address barriers that lead to pupils not attending school. As a result, attendance is improving over time. However, while the numbers of pupils who are persistently absent are reducing, there remains a minority of pupils who do not attend school regularly.

Leaders have established a clear and highly effective approach to the management of behaviour. Pupils know what is expected of them and they enjoy meeting these high expectations consistently. Pupils who occasionally struggle to manage their behaviour are supported well.

Pupils learn in calm classrooms from the moment they arrive. They respond well to familiar routines and work happily with other children. Pupils are polite and behave well. They show self-discipline and dedication to learning. Similarly, at break times behaviour is harmonious. Pupils look after each other and make sure no pupils are left on their own. Any rare occurrences of unkindness or bullying are acted on swiftly and in an appropriate manner.

Curriculum and teaching

Expected standard 

Leaders have built a coherent and ambitious curriculum. They have deliberately chosen the content to reflect the needs and experiences of pupils at Christ Church.

The school uses up-to-date research to develop a consistent approach to supporting pupils' learning. Staff receive effective training to apply this approach consistently. This helps them to teach with confidence. Teachers have secure subject knowledge and present information clearly. They know pupils well and choose appropriate activities and resources to engage them in learning. They regularly check what pupils know and remember. This helps pupils to recall important information and make progress. Staff consider the learning needs of pupils with special educational needs and/or disabilities (SEND) and typically adapt lessons well. This enables pupils with SEND to access the curriculum successfully. However, on occasions those pupils who are ready to move on do not always get work that challenges them to deepen their learning.

Right from the start staff focus on teaching children to read, write and use mathematics effectively. Pupils use practical equipment such as mathematical blocks, or colour coded writing frames to help develop these important skills. This helps pupils secure the basic knowledge that they need, and strengthens their foundations for future learning.

Early years

Expected standard 

Leaders have developed an early years curriculum that identifies the essential knowledge and skills that children will need to be ready for year 1. There is a clear emphasis on communication and language. The school identifies children with special educational needs and/or disabilities (SEND) quickly. Staff provide individualised support if needed so that all children are able to learn and play together. Children typically achieve well in the early years and make solid progress from their starting points. They are ready for the next stage of learning. This includes children facing disadvantage and those with SEND.

The school's focus on a love of reading starts in early years. Teachers use well-chosen books and stories to engage pupils and spark their interest. Staff teach early reading and mathematical skills consistently well. This enables children to secure their understanding of phonics and numbers. Children engage enthusiastically in their learning. They are attentive and apply what they have learnt through well-considered activities both indoors and outdoors. They develop their communication and language skills through high-quality interactions with their teachers. Well-trained staff establish clear routines that help children to feel safe. The school ensures that there are appropriate care practices in place.

Inclusion

Expected standard 

All pupils and their families, regardless of their needs or backgrounds, are made to feel welcome at this school. Pupils with special educational needs and/or disabilities, and pupils who are new to the country quickly become part of the Christ Church family.

The school has clear systems in place to identify and assess pupils' needs. Leaders ensure that no time is wasted in putting adaptations into place to reduce pupils' barriers to learning and wellbeing. This means pupils get effective support so they can learn well and enjoy school alongside their peers.

Leaders routinely check the impact of support strategies for individual pupils. They make changes when required to ensure that pupils learn well. However, leaders do not always have oversight of the overall impact of the chosen interventions. This means they do not have the information needed to understand what is working well.

Leaders work with a range of external agencies to seek specialist advice to provide effective training for staff. They use this advice to refine their support for vulnerable pupils. Additional funding, such as the pupil premium, is used thoughtfully. This makes a difference to the learning and personal development of disadvantaged pupils and helps them to thrive.

Leadership and governance

Expected standard 

Leaders and governors are ambitious. They are determined that all pupils, including those with special educational needs and/or disabilities, those who are disadvantaged and those with other barriers, achieve well and love school.

Leaders have an accurate understanding of the school's context. This has enabled them to take purposeful action to bring about positive change in recent years. Leaders have

developed systems to check and review how well they meet individual pupils' needs. However, in some areas of the school's work, this monitoring could be more systematic to provide leaders with broader information about what is working well.

Governors know the school well and fulfil their statutory duties. They check that resources, including additional funding, are used effectively. They provide an appropriate balance of support and challenge to school leaders. Leaders and governors work closely and successfully with external agencies, the local authority and the diocese.

Leaders are positive role models for staff and pupils. They exemplify the school's values. Staff speak highly of the care and support they receive from leaders. Their workload is managed well and their wellbeing is considered. Staff are proud to be part of the Christ Church family. They welcome regular professional learning opportunities which focus on developing the skills required to enable them to support pupils well. This gives them confidence in their roles. Leaders maintain warm, trusting relationships with families. Parents and carers are typically positive about the school. They value the caring teachers and know that their children learn happily and successfully at Christ Church Primary.

What it's like to be a pupil at this school

Pupils arrive happily each morning full of energy and enthusiasm for the day ahead. Pupils are keen to attend school, and most do so regularly. They know they belong at Christ Church Primary where everyone feels welcome.

Relationships between pupils, staff, parents and carers are positive. Staff know pupils as individuals and understand their needs. Pupils are taught to be aware of their uniqueness and to be proud of who they are. They feel well cared for and safe in school.

The school's ethos and values help pupils to love learning. Pupils are excited to talk proudly about their work and achievements. Everyone at Christ Church loves reading. Pupils are very proud of the impressive school library which they visit each week. Regular visits from authors extends their experience of different books.

Across the curriculum, most pupils achieve well. They benefit from a carefully planned curriculum that helps them to develop the skills they need. Barriers to learning for pupils with special educational needs and/or disabilities are carefully reduced. These pupils receive support to help them to catch up and join in with their peers.

Pupils behave consistently well in lessons and in the playground. They understand right and wrong. As a result, bullying is rare and if it happens, staff deal with it swiftly. Pupils know they have the right to speak up and respectfully share their views. Staff listen to pupils. For example, the school council was instrumental in setting up the tuck shop following pupils' suggestions. Pupils have opportunities to develop leadership skills through school council, library monitors and faith leaders. They take these responsibilities seriously.

The highly effective programme for personal development helps pupils to learn about the world around them. Pupils benefit from a wide range of carefully planned enrichment activities that enhance their experiences and builds their confidence.

Next steps

- Leaders should strengthen their monitoring of the school's work, including behaviour incidents and the effectiveness of inclusion strategies, by systematically analysing the impact on different groups to support strategic decision making.
 - Leaders should ensure that pupils who are ready to move on get work that challenges them to deepen their understanding and improve outcomes at greater depth.
 - Leaders should continue their work with families to reduce persistent absence for individual pupils so that attendance continues to improve.
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About this inspection

The chair of the board of governors in this school is Toby Crowe.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMI.

Inspectors spoke with the headteacher and senior leaders, representatives from the board of governors, and representatives from the local authority and the diocese.

The inspectors confirmed the following information about the school:

This school is registered as having a Church of England religious character. It is in the diocese of Birmingham. Its last section 48 inspection was in November 2023.

The school currently uses no alternative provision.

Headteacher: Tracey Adams

Lead inspector:

Corinne Biddell, His Majesty's Inspector

Team inspectors:

Bogusia Matusiak-Varley, Ofsted Inspector

Christian Hamilton, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 23 June 2026

School and pupil context

Total pupils

210

Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

236

Close to average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

56.85%

Well above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

2.38%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

10.00%

Below average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Well above average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	57%	61%	Close to average
2024/25 (final)	63%	62%	Close to average
2023/24 (final)	57%	61%	Close to average
2022/23 (final)	52%	60%	Close to average

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	72%	74%	Close to average
2024/25 (final)	77%	75%	Close to average
2023/24 (final)	73%	74%	Close to average
2022/23 (final)	67%	73%	Close to average

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	71%	72%	Close to average
2024/25 (final)	67%	72%	Close to average
2023/24 (final)	80%	72%	Above
2022/23 (final)	67%	71%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	69%	73%	Close to average
2024/25 (final)	73%	74%	Close to average
2023/24 (final)	70%	73%	Close to average
2022/23 (final)	63%	73%	Below

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	55%	46%	Above
2024/25 (final)	63%	47%	Above
2023/24 (final)	44%	46%	Close to average
2022/23 (final)	58%	44%	Above

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	74%	62%	Above
2024/25 (final)	79%	63%	Above
2023/24 (final)	63%	62%	Close to average
2022/23 (final)	83%	60%	Above

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	70%	59%	Above
2024/25 (final)	68%	59%	Close to average
2023/24 (final)	75%	58%	Above
2022/23 (final)	67%	58%	Close to average

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	68%	60%	Above
2024/25 (final)	74%	61%	Above
2023/24 (final)	63%	59%	Close to average
2022/23 (final)	67%	59%	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	55%	68%	-12 pp
2024/25 (final)	63%	69%	-6 pp
2023/24 (final)	44%	67%	-24 pp
2022/23 (final)	58%	66%	-8 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	74%	80%	-5 pp
2024/25 (final)	79%	81%	-2 pp
2023/24 (final)	63%	80%	-17 pp
2022/23 (final)	83%	78%	5 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	70%	78%	-8 pp
2024/25 (final)	68%	78%	-10 pp
2023/24 (final)	75%	78%	-3 pp
2022/23 (final)	67%	77%	-11 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	68%	80%	-12 pp
2024/25 (final)	74%	81%	-7 pp
2023/24 (final)	63%	79%	-17 pp
2022/23 (final)	67%	79%	-13 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	6.2%	5.2%	Above
2023/24 (3 term)	7.6%	5.5%	Above
2022/23 (3 term)	7.1%	5.9%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	17.9%	13.0%	Above
2023/24 (3 term)	21.3%	14.6%	Above
2022/23 (3 term)	21.1%	16.2%	Above

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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