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Mr A Redman
Executive Headteacher
Christ Church Church of England Primary School
Commerell Street
Greenwich
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SE10 0DZ

Dear Mr Redman

Ofsted monitoring of Grade 3 schools: monitoring inspection of Christ Church Church of England Primary School

Thank you for the help which you and your staff gave when I inspected your school on 25 March 2011. Please thank your head of school, for the time she gave to our phone discussions and for the information which she provided before and during the inspection. It was a pleasure to meet your pupils; please thank them for being so welcoming.

In September 2010, the governing bodies extended and formalised the partnership between Bishop John Robinson Church of England Primary School (BJR) and Christ Church. This partnership, underpinned by a two-year strategic plan, is supported by the local authority and the Southwark Diocesan Board of Education. You have been in post since June 2008 and, following the retirement of the deputy headteacher, you appointed a substantive head of school in September 2010 who was acting headteacher in the autumn term 2009 while you were absent through ill health.

As a result of the inspection on 14 October 2009, the school was asked to address the most important areas for improvement, which are set out in the annex to this letter.

Having considered all the evidence I am of the opinion that at this time the school has made:

good progress in making improvements

and

outstanding progress in demonstrating a better capacity for sustained improvement.

In 2010, over 90% of pupils had made two levels of progress in English and in mathematics since Year 2, exceeding the improvement target set in the 2009 inspection report. Your assessment of standards was verified by the local authority. Progress has accelerated and pupils are attaining at higher levels, notably in reading. Pupils' notebooks reflect the overall good achievement from Year 1 to Year 6 in English, mathematics and science.

The blend of experienced and newly qualified teachers is serving the pupils well so their learning is good overall. This is because, supported by helpful teaching assistants, teachers prepare work that matches their needs better than in the past so they are making more rapid progress. A few pupils in Key Stage 1 do not behave well and have to be helped to concentrate but, by Years 5 and 6, all pupils enjoy their lessons, concentrate hard and want to do well. In outstanding lessons, teachers inspire pupils by conveying their own enthusiasm for learning and/or use interactive whiteboards imaginatively to make lessons fun.

Topics covering all subjects and themed weeks now feature regularly in the curriculum. Pupils have produced exciting art work and strip cartoons using cameras and portable laptops. Knowing that children do not learn in the same way, several different reading schemes are used effectively. There are good plans to extend computer use for literacy and numeracy. Philosophy for children, now in all years, is developing pupils' ability to discuss big issues, to be sensitive to others' views and to speak clearly and listen attentively. Pupils' contributions to the school's development plan reflect their mature realism about school life and budget constraints. You now employ a music specialist so standards have improved, the choir flourishes and pupils enjoy studying French.

You remain a key player at Christ Church but now, extremely well supported by the head of school, you have more time to focus on strategic plans for the partnership and its growth. You have an excellent working relationship with the head of school and value her contribution in moving Christ Church forward. Her excellent data analysis, based on detailed and accurate termly assessments, highlights the progress made by individuals, groups and/or classes. Where progress is less than expected, actions and interventions are put in place. The effectiveness of interventions is also probed and changes made if the impact is not positive. Particularly successful interventions have been precision teaching for numeracy, one-to-one support for reading and the work of the learning mentor.

The partnership with BJR has contributed significantly to the improved outcomes; its continuation is because both governing bodies are, rightly, convinced that the schools are 'stronger together', a major factor underpinning the school's capacity for sustained improvement in the future. Another is the accurate identification of

essential areas for development, 'pinch points', which all staff focus on improving. Rightly, you are developing pupils' self-esteem and using schemes that successfully motivate them to learn and succeed.

The partnership works because expertise is shared in both directions. Newly qualified teachers, experienced teachers, subject leaders and teaching assistants discuss and share ideas and resources which benefit pupils' learning. Pupils visit each other's schools, for joint school council meetings or to work together, and thus experience their different cultural backgrounds.

Your chair of governors has a realistic insight into the benefits and possible problems of collaboration; she is determined that all pupils will achieve great success. Your chaplain, the local authority, the Southwark Diocesan Board of Education and school improvement partner have all contributed to the school's successful improvement since the last inspection.

I hope that you have found the inspection helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Clare Gillies
Additional Inspector

Annex

The areas for improvement identified during the inspection which took place in October 2009

- Accelerate pupils' progress so that by the Year 6 national tests in 2010, 85% of pupils have made two levels of progress in English since the end of Year 2 and 76% have achieved this in mathematics.
- Improve the quality of all teaching to the level of the best by ensuring that:
 - work is consistently well matched to pupils' differing needs
 - staff enable pupils' learning to progress rapidly at all times.
- Develop the curriculum to exploit fully the potential for links between subjects to create exciting opportunities for learning and for developing pupils' key skills in literacy and numeracy.