

Christ Church Church of England Primary School

Inspection report

Unique reference number	100610
Local authority	Lambeth
Inspection number	376422
Inspection dates	1–2 February 2012
Lead inspector	Sue Rogers

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	186
Appropriate authority	The governing body
Chair	Rev Tim Jeffreys
Headteacher	Dr Neil Hopkin
Date of previous school inspection	17–18 November 2008
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Age group	3–11
Inspection date(s)	1–2 February 2012
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Introduction

Inspection team

Sue Rogers

Additional inspector

Robin Gaff

Additional inspector

This inspection was carried out with two days' notice. Inspectors observed 12 lessons, taught by eight teachers. They also made shorter visits to all classes to look at displays and observe individual pupils and groups at work. At these times they heard younger pupils read. Inspectors also scrutinised planning, talked to pupils and looked at their work. Meetings were held with groups of pupils, governors and school leaders. Inspectors took account of the responses to the on-line questionnaire (Parent View), as well as documents provided by the school, in planning the inspection. These included safeguarding records, monitoring files and the school development plan. They met with parents and carers at the school gate and analysed survey responses from pupils and staff, as well as 32 questionnaires returned by parents and carers.

Information about the school

This school is federated with Rosendale Primary School. Both are managed by the same executive headteacher. It is a smaller than average school. Over 90% of the pupils represent different ethnic backgrounds, with the largest proportions being of Black African and Black Caribbean heritage. The proportion of pupils who speak English as an additional language when they enter the school is double the national average. The percentage who are known to be eligible for free school meals is three times higher than the national average. The proportion of disabled pupils and those who have special educational needs is also well above average. The most significant of these are the small groups of pupils with moderate learning difficulties and autism. The school meets the current floor standard.

The governors of the school also manage the Liz Atkinson Children's Centre, which is on a separate site, but close by, and the school's Nursery class, which is located in the centre. The children's centre was separately inspected, but the quality of the education in the Nursery class is reported under this section 5 inspection.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	1

Key findings

- This is a good school, where pupils achieve well. Staff work exceptionally successfully together to provide a secure and caring environment, so that pupils feel very safe and behave well. The executive headteacher and his team have very high expectations of staff and pupils and provide outstanding leadership and management. This has led to excellent improvements in pupils' progress since the previous inspection.
- Good teaching has closed the gap in progress made by different groups of pupils. Many of the pupils who are disabled or who have special educational needs make rapid progress through careful attention to providing the right support. Pupils enjoy their lessons because of an innovative and stimulating curriculum that is designed to ensure good progression in literacy and numeracy skills.
- The new methods introduced have led to improved teaching in reading and writing and, consequently, pupils make rapid progress in these areas. Younger pupils are secure in knowing their letter sounds. Pupils are helped to learn by consistently effective feedback on what they need to do to improve when writing.
- New methods are also being well utilised in the teaching of mathematics. Although pupils' progress in this subject is also improving rapidly, the new strategies are not yet fully embedded. Feedback to pupils is not quite as good as it is in English. The proportion of pupils attaining the higher Level 5 at the end of Year 6 is increasing but more able pupils do not always do as well as they should.
- The school's success is underpinned by the fact that it is a cohesive community. Teachers work hard and effectively to engage parents and carers and promote strong spiritual, moral, social and cultural development in the pupils.

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What does the school need to do to improve further?

- Improve teachers' feedback to pupils on how to improve in mathematics, so that it matches the good feedback already being given in English.
- Raise the attainment of the most able pupils and increase the proportion of pupils attaining the higher Level 5 at the end of Year 6 in both English and mathematics.

Main report

Achievement of pupils

Children enter the school in the Nursery and Reception classes working at levels substantially lower than would be expected of typical three and four year olds. Teachers throughout the school work conscientiously and successfully to address the needs of pupils, taking exceptional pains with the relatively high proportion of pupils who have significant learning difficulties. Programmes are especially tailored and teaching assistants deployed effectively to make sure that all pupils are fully involved in lessons. Consequently, pupils were observed enjoying their learning in a calm and purposeful atmosphere. One teacher, for example, was observed using peaceful music successfully to help pupils concentrate as they were writing. Lively instructional methods have been introduced to support good understanding by all and teachers make good use of paired discussion to help pupils develop their thinking skills and understanding of the concept being studied.

The huge effort put into improving teaching by school leaders has paid off. Pupils make good progress overall in English. Pupils in some classes, together with some who are disabled pupils or have special educational needs make rapid progress. They do especially well in reading because of good attention to improving the teaching of communication skills in the Early Years Foundation Stage classes. Attainment in reading at the end of Year 2 is still below average, but it is clear that nearly all pupils have a solid basis in early reading skills. This is due to a strong emphasis on making sure that they know their letter sounds. Results at the end of Year 6 show that the proportion of pupils reaching the expected Level 4 in reading and writing is above average, although not enough pupils yet achieve the higher Level 5.

The vast majority of pupils indicated that they like school and feel that teachers are effective in helping them to learn. The response to parents' and carers' questionnaires returned to inspectors was relatively low. The majority of parents and

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carers who responded agreed with their children. A few were critical of the school's work to ensure continuity in achievement. It is true that progress across the school is not entirely even, as there have been several changes in staff. However, progress is good overall and leaders have ensured that extra support has been put in place to accelerate progress at times where it has slowed. This has been especially relevant in the teaching of mathematics. Although most pupils have made good progress in this subject, results at the end of Year 6 do not yet match those in English, and are broadly average.

One of the big successes of the school has been the closing of the gap for pupils who are known to be eligible for free school meals and for those of Black Caribbean origin. Both of these groups were previously underachieving and now these pupils make progress that is similar to that of their peers. This is due to extra, well-targeted teaching support and because the school has been able to work effectively with groups of parents and carers to help their children make better progress.

Quality of teaching

Leaders have acted swiftly and decisively to improve the quality of teaching, which they monitor regularly and robustly. They have put in support programmes, as necessary. As a result, new staff are brought up to speed as quickly as possible. Teachers often have to manage several support staff in lessons, in order to meet the needs of all the pupils. They do this successfully, planning carefully, so that where possible, those with moderate learning difficulties and autism are utilising the same materials at an appropriate level. They check that those who are at the early stages of learning English understand what is wanted. However, there are occasions when work planned for more able pupils is not sufficiently challenging.

Good relationships with pupils are the key to this school's success. Pupils respond well because they like their teachers and feel valued. This is partly because teachers are consistent and promote pupils' spiritual, moral, social and cultural development well. They are especially good at reinforcing the difference between right and wrong. They help pupils to be more aware of themselves and their capabilities, as well as understanding and respecting the differences in others. Pupils recognise this, as do most parents and carers, who rightly believe that their children are well taught. Teachers are becoming increasingly effective in developing their subject knowledge. They plan the curriculum well, utilising a consistent, systematic approach with effective instructional methods. This builds on previous learning, helping pupils consolidate understanding by using 'my turn', 'your turn' demonstrations. These, combined with effective marking, ensure that pupils remain interested and are clear what they have to do to improve in English. For example, Year 3 pupils were seen enthusiastically grasping the difficult concept of metaphor. One boy demonstrated this by writing, delightfully, 'The tree wore giant dreadlocks'. Pupils have good opportunities to evaluate their own work and engage in discussion about how they might improve.

Similar innovative methods have been introduced in the teaching of mathematics.

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This is already beginning to have an impact on progress, but teachers' marking in mathematics is not yet of the same high standard that it is in English.

Behaviour and safety of pupils

Pupils and most parents and carers feel that typically behaviour is good and continues to improve. The teachers' consistent approach has resulted in pupils who are polite, courteous, and helpful to visitors. They are proud to show them around their school making comments such as, 'We are very happy to be part of this school community.' Pupils relate well to adults and to one another and play harmoniously together. They understand and support the school's high expectations with regard to behaviour. Pupils behave well in class, are attentive to teachers and are prepared to listen to and learn from one another. They persevere with their work and respond well to their teachers' instructions. The school has succeeded in considerably improving the behaviour of the small minority of pupils whose conduct has caused concern, by rigorously enforcing consistent policies and procedures.

Pupils have a good understanding of how to keep safe and say they feel very safe in school. They also have a good awareness of different types of bullying, about which they have few concerns. They know that any incidents will be dealt with quickly and effectively by the school. Pupils' attendance has improved considerably, thanks to the school's hard work, and is now above the national average.

Leadership and management

Leaders, managers and governors are passionate about their school. They communicate their vision effectively to all staff, who work as an excellent team. Staff are well deployed across Rosendale and Christ Church schools to achieve maximum benefit to pupils, both in terms of management of learning and pastoral care. Consequently, leaders have made impressive improvements in teaching, through a concerted programme of professional development. They have succeeded in raising pupils' achievement, especially that of disabled pupils and those with special educational needs, in all areas. Leaders are highly ambitious about improving the quality of provision and outcomes for pupils still further. They have rigorously and accurately evaluated the school's performance, and put in place effective measures to address the weaknesses they have identified, for example, the school's assessment procedures, which they have greatly refined. These now provide leaders and teachers with accurate and up-to-date information. This enables staff to quickly identify any pupils who are at risk of underachieving, and to ensure that they receive the support they require.

The school has successfully improved the curriculum, so that it is now good. It is motivating and progressive as well as promoting strong spiritual, moral, social and cultural development. This has also been influential in raising standards. Leaders have worked extremely effectively with a wide range of partners to promote pupils' well-being, and improve their achievement. For instance, they have worked successfully with a local secondary school in order to provide pupils with additional

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opportunities to develop their musical skills through a lively steel band.

The school has developed successful measures to engage with parents and carers, including those who might traditionally find working with the school difficult, by, for example, providing a wide range of adult learning courses in cooperation with a local university. Leaders have also successfully involved parents and carers in helping to organise extra-curricular activities, including 'outward bound' trips.

Governors are knowledgeable about the school and are fully involved in helping leaders promote equality and tackle discrimination effectively. Arrangements for safeguarding children, including child protection policies and procedures, are robust. The outstanding improvement effected since the last inspection shows that the school is in an excellent position to improve still further.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



3 February 2012

Dear Pupils

Inspection of Christ Church Church of England Primary School, North Brixton, SW9 6HN

I am writing to thank you for making us so welcome when we visited your school recently. Thank you to those of you who filled in questionnaires and special thanks to those who gave up time to speak to us. We enjoyed talking to you. It was lovely to see how much you like your school and to see how hard you try in your lessons.

Here is what we decided about your school:

- It is a good school, and you make good progress in your lessons.
- The headteacher and all staff work well together and have done an excellent job in improving your school.
- Some groups of pupils who were behind in their work have caught up because of good teaching. Disabled pupils and those with special educational needs make outstanding progress.
- Teachers work hard to teach you English and maths in an interesting way. You make very good progress in English, especially reading. Your progress in maths is not quite as good, but you still make good progress.
- The number of pupils who reach a Level 5 at the end of Year 6 is increasing, but it could be higher.
- You all get on together, your behaviour is good and you feel safe because of the hard work of the teachers, who look after you well.

Although your school is a good school we think that you and the teachers could make it even better by:

- teachers marking your maths books as well as they do the English books, so that you know what to do to improve
- all of you continuing to work very hard, with the teachers, so that you increase the number of pupils who reach a Level 5 at the end of Year 6 in both English and mathematics.

With best wishes for your continued success.

Yours sincerely
Sue Rogers
Lead inspector

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