

Christ Church Church of England Primary School

Inspection report

Unique Reference Number	100165
Local Authority	
Inspection number	331587
Inspection dates	14–15 October 2009
Reporting inspector	Grahame Sherfield HMI

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

Type of school	Nursery
School category	Community
Age range of pupils	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	140
Appropriate authority	The governing body
Chair	Judith Eastaugh
Headteacher	Andrew Redman
Date of previous school inspection	9 July 2008
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and one additional inspector. The inspectors visited eight lessons, held meetings with governors, staff and groups of pupils and looked at key school documents, such as the development plan and the minutes of meetings of the governing body, and 19 parents questionnaires.

The inspection team reviewed many aspects of the schools work. It looked in detail at the following:

the progress made by different groups of pupils

how well provision in the Early Years Foundation Stage meets childrens needs

improvements in teaching since 2008 and how effectively pupils learning is promoted

the effectiveness of leaders and managers at all levels in driving school improvement.

Information about the school

This small school serves a diverse community in part of this east London borough. The proportion of pupils from minority ethnic backgrounds is well above average. The largest groups are those of Black Caribbean, African and other Black background. Above-average proportions of pupils are eligible for free school meals and speak English as an additional language, although no pupils are at an early stage in learning the language. The proportion of pupils with special educational needs and/or disabilities, including those with a statement of special educational needs, is above average. Provision is currently made for children in the Early Years Foundation Stage in a class with Year 1 pupils; a separate class will be established when more children join Reception in January. A breakfast club and an after-school club on the premises are managed by the local authority.

Arrangements for the leadership and management of the school are temporary due to illness. The deputy headteacher has been absent since the summer term and the executive headteacher has also been ill since the start of this term. The school is currently led by an acting headteacher.

When the school was last inspected it was given a notice to improve as it was judged to be performing significantly less well than in all the circumstances it could reasonably be expected to.

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: how good is the school?

3

The school's capacity for sustained improvement

2

Main findings

Christ Church has improved rapidly and it is now a satisfactory school. Pupils progress is satisfactory as a result of better teaching, and provision in the Early Years Foundation Stage is now good. In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

Pupils enjoy school and value their helpful teachers. They report that they feel safe, and they behave well within a friendly and caring environment where their personal development is generally promoted well. Parents and carers are supportive of the school. One noted that the school is focused strongly on monitoring pupils progress and acting to meet their needs while another reported that her child is very happy at Christ Church. These views are representative of most parents and carers and are supported by inspection evidence.

Children now make good progress in the Early Years Foundation Stage, and since 2007 the school has successfully improved pupils progress in English and mathematics by the end of Year 6. It is now satisfactory and accelerating as a result of rigorous monitoring of progress and better teaching, although overall attainment remained low in 2009, despite particular improvement in science.

Pupils generally work well in lessons and say that lessons can be fun. Much of the teaching observed by inspectors was good. However, although it has improved significantly, teaching is not yet consistently good enough to result in pupils making good progress by the time they leave the school. In the weaker lessons, pupils pace of learning is slow and assessment information is not used well enough to ensure that lesson activities challenge all the different ability groups to make good progress. The curriculum meets pupils needs satisfactorily. A new topic-based approach has been introduced to provide more opportunities for pupils to consolidate their skills in literacy and numeracy in different subjects, but it has not yet had an impact on pupils progress.

Significant and rapid improvements have been guided by a comprehensive school development plan based on a clear and accurate view of what needed to be done. Real ambition to sustain and accelerate the pace of improvement is shared by staff and governors and supported well by the local authority and the diocese. Parents are pleased with the improvements made. Pupils progress is rigorously checked to assist in meeting the schools expectations of accelerated progress and in ensuring that no groups of pupils achieve less well than the rest. Senior leadership has been strengthened and subject leaders carry out their role well. The effectiveness of the governing body is now good. Although the executive headteacher has been absent through illness this term, systems work well and leadership is firmly established at all levels. The pace of improvement in the progress pupils make is accelerating and challenging targets have been set for improving

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progress in English and mathematics further by the summer of 2010. The acting headteacher is providing good leadership and ensuring that the pace of the schools improvement is being maintained. Consequently, the capacity to improve further is good.

What does the school need to do to improve further?

- 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.
 - About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils

3

Lessons observed during the inspection confirmed the schools own view: the pace of improvement across the school is accelerating and the progress pupils are making in English and mathematics by Year 6 is now satisfactory. Pupils generally work hard in the classrooms. Relationships are good and pupils are interested in most of the activities they undertake in lessons. Rigorous monitoring of pupils progress, the provision of additional support where needed and better teaching are paying dividends. Those with special educational needs and/or disabilities, those who speak English as an additional language and those from minority ethnic backgrounds are all making similar progress to their peers as their needs are clearly identified and appropriate support is provided. The progress made by boys is satisfactory overall except in writing, where, despite the schools efforts, it remains slower. Gifted and talented pupils are making good progress as a result of the better teaching.

This years results in Year 2 improved in reading, writing and mathematics and more pupils reached the higher Level 3. Standards were average overall and pupils are on track to maintain this level of performance in 2010. In Year 6, more pupils reached the level expected nationally in science and more reached the higher Level 5 in English, but there has been insufficient time to address fully the legacy of gaps in pupils understanding. Challenging targets have been set for 2010 and the schools data show that more pupils are on track to reach these in English than in mathematics, where staff continue to work hard to improve pupils skills.

Pupils have a good understanding of the importance of a healthy diet and of taking plenty of exercise. They make a sound contribution to the school community and contribute ideas through the school council. The local authoritys target for attendance has been exceeded and attendance is now average. Pupils have developed good skills in working collaboratively and in using information and communication technology. These, taken with

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their basic skills in literacy and numeracy, equip them soundly for their future economic well-being.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	3

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Pupils work is marked well with frequent guidance on ways of improving it. Teaching assistants make a good contribution to pupils learning. Good teaching observed was characterised by teachers enthusiasm, a brisk pace and good use of the interactive whiteboards to support pupils learning. Lessons were well planned and work was generally well matched to the needs of the pupils. Teachers used effective techniques to check pupils understanding, for example asking well-targeted questions and requiring pupils to show their answers to a problem on small whiteboards. Where teaching was satisfactory, the pace of learning was slower and too much time was given to some activities by the teacher. Work was not as well matched to pupils needs and sometimes more challenge could have been provided. Pupils are generally very clear on what they need to do to raise their standards in English and mathematics and appreciate how teachers marking contributes to this.

Provision for developing literacy and numeracy skills is satisfactory. Approaches used to improve pupils writing have had some success, although the school recognises that there is more to do, particularly in improving boys skills. The school has rightly identified the need to plan carefully so that pupils in the mixed-age classes that have been established

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this year do not repeat learning. The curriculum promotes pupils personal development well, for example through opportunities to take part in a residential visit. There is good provision for developing skills in information and communication technology and for groups of pupils with particular requirements, for example those who speak English as an additional language.

Pupils are well cared for in the welcoming and supportive atmosphere in the school. Support for vulnerable pupils is good and the learning mentor provides valuable additional help when needed. Effective action has been taken to improve attendance and reduce the number of persistent absentees.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The governors and senior staff have effective systems for monitoring and evaluating the schools work and are ambitious for further improvement. Subject leaders for English, mathematics and science play an important role in identifying areas of strength and those in need of improvement. The governing body, significantly strengthened through the appointment of several new governors, readily and appropriately challenges the leadership on approaches taken and their impact on pupils progress.

The schools work to engage boys more in their learning and to ensure that no other groups of pupils are disadvantaged shows its effectiveness in promoting equal opportunities for all pupils to achieve as well as they can. It also ensures that discrimination against any group is avoided at all times.

The school makes a satisfactory contribution to community cohesion. There is a strong sense of community within the school, and it has strengthening links with the local community. It provides opportunities for pupils to appreciate the contribution of minority ethnic groups, for example through activities linked with Black History Month, but recognises that more could be done to value other groups in Britain and to help pupils understand aspects of the global community.

The school has good partnerships with a range of external organisations which help to extend the opportunities for pupils, both academically and in their personal development. Good examples of these are the effective partnership with the church and the multi-agency approaches used to support individual pupils when required. The schools safeguarding arrangements meet requirements satisfactorily. Checks have been made on all adults who work within the school and a single central record is maintained and updated when needed.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

When children start school their skills are generally below expected levels, but they now make good progress in all areas of learning. The children currently in Reception have already made a good start. They benefit from good teaching which includes a good range of adult-led and child-selected activities and promotes children's independence well. This is underpinned by effective planning to develop academic and social skills, and a recently refurbished classroom with good resources and an excellent outdoor area which provides rich opportunities for learning. A covered area to support outdoor learning in wet weather has just been completed. Relationships and behaviour are good. Children are happy and feel secure in a caring environment where all welfare requirements are met.

Leadership and management of the Early Years Foundation Stage are now good and a good staff team has been created. There is a real sense of purpose and a keenness to secure further improvement, supported by a clear view of the provisions strengths and areas for development. A good plan guided the development of the impressive outdoor area, although there is no current document setting out further plans for the future progress of the Early Years Foundation Stage. There are good arrangements for assessing children's progress and careful records are kept by the teacher and the teaching assistants which include examples of children's work. Currently, parents and carers do not contribute information to the records of progress, nor are these accessible to the children.

Arrangements for children's entry into Reception have improved and the partnership with parents and carers is developing well. They welcome the improvements in provision and are confident that their children are happy learners.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Fewer questionnaires were returned than might have been expected. Analysis showed that all respondents were happy with childrens experience at this school. All believe that their child enjoys school and that the school keeps children safe. Inspection evidence indicates that these positive views are justified. The concerns of a few parents about leadership and management and the way the school takes account of parents suggestions are not supported by the evidence found during the inspection.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Christ Church Church of England Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 19 completed questionnaires by the end of the on-site inspection. In total, there are 120 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	11	58	8	42	0	0	0	0
The school keeps my child safe	6	32	13	68	0	0	0	0
My school informs me about my child's progress	5	26	12	63	1	5	0	0
My child is making enough progress at this school	7	37	10	53	0	0	0	0
The teaching is good at this school	7	37	11	58	1	5	0	0
The school helps me to support my child's learning	7	37	11	58	1	5	0	0
The school helps my child to have a healthy lifestyle	5	26	13	68	1	5	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	5	26	12	63	0	0	1	5
The school meets my child's particular needs	4	21	15	79	0	0	0	0
The school deals effectively with unacceptable behaviour	6	32	10	53	1	5	0	0
The school takes account of my suggestions and concerns	4	21	12	63	2	11	0	0
The school is led and managed effectively	4	21	13	68	2	11	0	0
Overall, I am happy with my child's experience at this school	6	32	13	68	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in the Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.

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.



16 October 2009

Dear Pupils

Inspection of Christ Church Church of England Primary School, Greenwich, SE10 0DZ

Thank you for your involvement in the recent inspection, particularly for the friendly and open way in which you talked to us. We enjoyed visiting your school very much.

Some of you might remember that when inspectors visited your school in July 2008 they found that the school was not providing you with a satisfactory standard of education. I am pleased to report that there have been some big improvements and that the education provided for you is now satisfactory. Here are some of the important things we found out about your school:

You make satisfactory progress in your work, supported by sound teaching and a satisfactory curriculum. Your progress is speeding up.

The youngest children get off to a good start in Reception.

Your behaviour is good.

The school cares for you well and you feel safe.

The governors, the executive headteacher and the other staff have been successful in making improvements and are determined to make the school even better.

We have requested that the school does several things to keep improving:

We have asked the school to help you to make faster progress in English and mathematics by ensuring that all the teaching in the school is as good as the best. You can help by doing your best in your work.

The school has started to introduce topics where you have opportunities to improve your literacy and numeracy skills in other subjects. We have asked for this approach to be developed further. You can help by making the most of new opportunities to improve your skills.

Thank you again for your involvement in the inspection and we wish you every success for the future.

Yours faithfully

Grahame Sherfield

Her Majestys Inspector

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