

# Parish Church (CE) Junior School

Warrington Road, Croydon, Surrey, CR0 4BH

**Inspection dates** 26–27 June 2014

<b>Overall effectiveness</b>	Previous inspection:	Outstanding	1
	This inspection:	<b>Inadequate</b>	<b>4</b>
Achievement of pupils		Inadequate	4
Quality of teaching		Inadequate	4
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Inadequate	4

## Summary of key findings for parents and pupils

### This is a school that requires special measures.

- Achievement is inadequate because too many pupils significantly underachieve, particularly in reading and writing.
- Pupils supported by additional funding do not progress as well as others in the school and the gaps are widening.
- Pupils who were in Year 3 last year made extremely slow progress. Moreover, nearly one third of pupils currently in Years 3 and 4 are failing to make the progress they should in both reading and writing.
- Teachers do not have high enough expectations and do not set challenging tasks. They do not check pupils' progress often enough in lessons.
- There are too few chances for pupils to write at length in different subjects. This hinders severely their progress in writing.
- Teachers' marking does not always show pupils what they need to work on next. Pupils have too few opportunities to act on teachers' comments and bring about improvements in their work.
- Behaviour is not consistently good in all classes, especially where teaching fails to interest pupils.
- Leaders do not track pupils' rates of progress in a systematic way. As a result, leaders are unaware of how well different groups are achieving.
- School improvement plans do not focus clearly enough on the need to accelerate rates of pupils' progress.
- The planning for disabled pupils and those with special educational needs does not show clearly the next intended steps in learning.
- Subject leaders are not effective in raising standards in the areas for which they have responsibility.
- The impact of leaders, managers and governors on the quality of teaching and pupils' achievement is too weak.
- Governors are not rigorous enough in holding leaders to account for the school's performance.

### The school has the following strengths:

- Pupils' spiritual, moral, social and cultural development is well promoted.
- Parents and carers are very supportive of the school and appreciate the strong pastoral care.

## Information about this inspection

- Inspectors observed 18 part-lessons, including five joint observations with the senior leadership team. They examined the work of different groups of pupils in all year groups as shown in their books. In addition, inspectors heard Year 6 pupils read.
- Meetings were held with a group of pupils, the Chair and other members of the governing body, and school staff. A meeting was also held with a representative from the local authority.
- Inspectors took account of 45 responses to the online questionnaire, Parent View. In addition, they held informal discussions with parents and carers who were collecting their children from school.
- Inspectors observed the school's work and analysed a large range of documents and policies, including the school's information on pupils' current progress, and its planning and monitoring documents. They also examined records relating to behaviour, attendance and safeguarding.
- The views of staff were analysed through the 35 responses to the staff questionnaire.

## Inspection team

Liz Bowes, Lead inspector

Additional Inspector

Velia Hartland

Additional Inspector

Michael Elson

Additional Inspector

## Full report

*In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.*

Newly qualified teachers may not be appointed.

### Information about this school

- Parish Church of England Junior School is larger than the average-sized primary school.
- The proportion of pupils known to be eligible for support through the pupil premium is higher than the national average. Pupil premium is additional government funding to support looked after children and pupils known to be eligible for free school meals.
- The proportion of pupils with special educational needs supported through school action is around the national average. The proportion of pupils who are supported at school action plus or with a statement of special educational needs is much higher than the national average.
- Pupils come from a range of different ethnic backgrounds including White British, African and Caribbean. The proportion of pupils who speak English as an additional language is much higher than the national average.
- The school meets the government's floor standards, which are the minimum expectations for pupils' attainment and progress.
- The headteacher was in post at the time of the previous inspection.
- The school is undergoing an extensive building programme to cater for four classes in each year group.

### What does the school need to do to improve further?

- Improve the quality of teaching so that it is at least typically good by ensuring that teachers:
  - have high expectations for all groups of pupils
  - consistently set all groups of pupils challenging tasks
  - give pupils activities which interest them and help them to sustain concentration
  - check pupils' progress regularly in lessons and move them on quickly if they are not progressing rapidly enough
  - mark pupils' work in a way that shows them what to do next
  - give pupils enough chance to act on their comments and so improve their work.
- Raise pupils' achievement so that it is at least good by:
  - improving the rates of progress in Years 3 and 4, in particular
  - ensuring that pupils have enough opportunities to write at length in different subjects and so increase their progress in writing
  - ensuring that the gaps between those pupils who are supported by additional funding and others close quickly.

- Improve the impact of leadership and management by ensuring that:
  - weaknesses in teaching are eliminated rapidly
  - there are efficient and accurate systems by which the school can measure the progress of pupils and groups of pupils
  - school improvement plans clearly focus on the need for pupils to make faster progress
  - planning for disabled pupils and those with special educational needs clearly includes the next intended steps in learning
  - subject leaders make a stronger contribution to raising standards in their areas of responsibility
  - leaders provide accurate and timely information to governors which gives a clearer analysis of the quality of teaching and pupils' achievement
  - governors are robust in holding leaders to account for the school's performance.

An external review of governance to include a specific focus on the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

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**The achievement of pupils****is inadequate**

- Pupils' achievement over time is inadequate because their rates of progress have been much too slow. For example, pupils in the current Year 6 started school with above average attainment. They are leaving at the end of Key Stage 2 having reached standards which are, at best, broadly in line with national averages. This outcome represents inadequate progress.
- In 2013, almost no Year 6 pupils supported by additional funding made good progress in writing and few made good progress in reading and mathematics. In 2013, Year 6 pupils in this group were about four terms behind their peers in writing. They were over four terms behind their peers in mathematics and over three terms behind in reading. This group of pupils also attained much lower results than similar pupils nationally.
- Results from the unvalidated 2014 tests show that Year 6 pupils who are supported through additional funding are faring no better than in the past. Gaps in their attainment are widening when compared to others in the school. For example, in one Year 6 class, eligible pupils are seven terms behind their peers in reading. In other year groups, the gaps are less marked but are still not narrowing quickly enough.
- The school does not systematically track the progress of some groups of pupils, including those who speak English as an additional language, disabled pupils and those with special educational needs and those who are gifted and talented. The progress of pupils in these groups is erratic and most do not achieve as well as they could.
- Progress in writing has declined over time and is now well below the minimum expected rates compared with all pupils nationally. Pupils in all year groups do not have enough chance to write at length in different subjects.
- The school has only recently identified that those who were in Year 3 last year made inadequate progress in reading, writing and mathematics. In reading and writing, roughly a third of pupils in the current Years 3 and 4 are not making the minimum expected progress.
- Progress in mathematics over time is broadly in line with national expectations.
- Progress accelerates in Year 6 due principally to the booster groups. As a result, the proportions reaching the higher levels are greater than the national average in reading and mathematics.

**The quality of teaching****is inadequate**

- Teaching is inadequate because over time it is failing to secure good progress for enough pupils. As a result, standards are declining. Too often teachers do not have high enough expectations of what pupils can do. For example in a Year 6 class, pupils spent most of the lesson either doing a basic sorting activity or shading in a clock face. Many pupils found that this activity failed to maintain their interest.
- Pupils' progress is not checked regularly enough in lessons and tasks are not adjusted by the teacher when needed. As a result, some pupils lose concentration and do not complete enough work because the task is either too easy or confuses them. This is particularly the case in Years 3, 4 and 5. For example, many pupils in a Year 4 lesson found the work given was too simple, as a piece of text had been cut up and pupils had merely to match it back together. Pupils completed the work very quickly and then started to become distracted and misbehave.
- The quality of marking is too variable. In many classes, it fails to identify the next steps for the pupil. The marking for one Year 3 pupil through the year consisted mainly of comments regarding full stops and finger spaces. This hindered her progress in writing.
- Evidence in books from Years 3, 4 and 5 showed that while pupils do some writing in their books, on most days it is often only a few words. Work seen in mathematics showed clearly that pupils of different abilities were not challenged equally.
- In some lessons, pupils find the work confusing. In a Year 5 class, they were asked to return to work that they had done about three months ago. Pupils spent some time trying to remember the activity and this restricted their progress and wasted valuable learning time.

**The behaviour and safety of pupils** require improvement

- The behaviour of pupils requires improvement. Pupils from several classes reported that they were frequently bored, got distracted by others and there was often loud chatting that hindered the progress of everyone.
- Inspectors noted that behaviour was not always good when pupils were given work that was either too easy or hard; this was particularly the case in classes in Years 4 and 5. Analysis of books shows a lack of pride in the presentation of some pupils' work, particularly in Years 4 and 5.
- Pupils' behaviour is much more positive around the school and typically, they are polite and courteous. For example, they routinely hold open doors for visitors.
- Pupils all get on well together and respect each other. For instance, during the auditions for a talent show pupils showed appreciate and respect for those taking part. Pupils displayed good behaviour during an assembly and the need for adult supervision was minimal.
- Parents and carers are supportive of the school as shown by their positive responses to the questions in Parent View. They appreciate the strong pastoral support that is provided for pupils and family.
- The school's work to keep pupils safe and secure is good. Pupils say they feel safe and well cared for. Pupils are keenly aware of the different types of bullying, including cyber bullying. They report that bullying is not a problem. School records show that incidents of bullying or racism are rare and are always followed up and carefully investigated.
- Attendance is monitored regularly and is broadly in line with the national averages. The school is working with some success to stress the importance of regular attendance.
- Staff build good relationships with pupils. They encourage them to eat the healthy school lunch and live active lifestyles.

**The leadership and management** are inadequate

- Since the previous inspection, the school's overall effectiveness has declined drastically. This is primarily because the school is not tracking the progress of its pupils effectively. As a result, leaders do not know when pupils are falling behind and so are not in a position to help them make up ground. Roughly a third of pupils in the current Years 3 and 4 are not making the minimum expected progress.
- School improvement documents do not have clear milestones and are vague about the actions needed to improve standards. Therefore, the school's capacity for sustaining improvement is not evident.
- Leaders have not ensured that the quality of teaching is consistently good enough to enable all pupils to achieve well. The monitoring of teaching is weak. Senior leaders rarely visit lessons and give teachers little direction on how to improve. Procedures for managing teachers' performance are not linked closely to how well pupils are achieving and to salary progression.
- The school is not promoting equality of opportunity because pupils who are eligible for additional funding do markedly less well when compared with others in the school and with similar pupils nationally.
- Subject leaders are not aware of how pupils are progressing and are, therefore, ineffective in improving the progress of pupils in their areas of responsibility.
- The planning for disabled pupils and those with special educational needs does not show the next intended steps in learning and the impact of any additional help that has been provided.
- The local authority has provided some useful support to the school and has visited the school to advise on improving progress in English.
- Primary school sports funding is having a positive impact on developing healthy lifestyles. Staff are well trained and with the addition of specialist equipment this is having a positive impact on

increasing participation rates.

- Spiritual, moral, social and cultural development is promoted well within the subjects the school teaches. There are extensive opportunities which pupils make full use of in developing their creative skills through music, drama and dance.
- The school ensures that all pupils are well looked after. It fosters good relationships between pupils and tackles discrimination effectively. All safeguarding responsibilities meet statutory requirements.
- **The governance of the school:**
  - The governing body has not been able to stem the decline in the school’s effectiveness.
  - The school’s evaluation of its own performance is extremely over-generous. The reports to governors which leaders provide do not give clear enough information about how the school is doing compared to other schools. Consequently, governors, along with leaders, have an unrealistic picture of the school’s effectiveness.
  - The governing body does not hold the school to account for the progress pupils make. Governors are not aware of the proportions of pupils making good progress in the school and have not ensured that the additional funding for eligible pupils is giving best value.
  - Governors have not been given a clear analysis of the quality of teaching. Consequently, they do not challenge leaders effectively and ensure that teachers’ performance is linked to salary progression.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	101790
<b>Local authority</b>	Croydon
<b>Inspection number</b>	444195

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

<b>Type of school</b>	Junior
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	420
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Colin Boswell
<b>Headteacher</b>	David Morgan
<b>Date of previous school inspection</b>	5 May 2010
<b>Telephone number</b>	020 8688 5844
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