

Christ Church Church of England Primary School

Inspection report

Unique Reference Number	100165
Local Authority	Greenwich
Inspection number	307312
Inspection dates	9–10 July 2008
Reporting inspector	David Whatson

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	176
Appropriate authority	The governing body
Chair	Reverend Derek Clacey
Headteacher	Mr Andrew Redman (Executive Headteacher)
Date of previous school inspection	2 February 2004
School address	45 Commerell Street London SE10 0DZ
Telephone number	020 8858 3974
Fax number	020 8293 3038

Age group	4-11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

The population of this one form entry school is ethnically mixed. The largest minority ethnic group comprises those of a Black Caribbean heritage. The proportion of pupils learning English as an additional language is very high, but none are at an early stage of learning English. The percentage of pupils who have learning difficulties and disabilities is higher than the national average. Many have speech, language and communication difficulties. The school received the Healthy Schools Award in the summer of 2007.

The executive headteacher, who is also headteacher of another local school, took up his post in June 2008.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 4

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a Notice to Improve. Significant improvement is required in relation to achievement and standards, teaching and learning, and the Foundation Stage.

In recent years standards in both Years 2 and 6 have fallen. Pupils did not achieve as well as they could and the underlying causes for this have not been fully addressed. Although only a few parents expressed views about the school, the vast majority of them were dissatisfied with the school because of its performance and quality of education. Their views are clearly reflected in the words of one who wrote, 'Sadly the children are the casualties of poor standards. I hope your report is a wake up call for all those concerned.'

The school is not providing an acceptable standard of education and its overall effectiveness is inadequate. This represents unsatisfactory progress since the last inspection.

In 2007, standards in Years 2 and 6 were exceptionally low in English, mathematics and science. Pupils made very poor progress. At the beginning of the current academic year, intervention by the Local Authority and the Diocesan Board began to address this poor state of affairs. The school has worked increasingly well with these two bodies to identify the key areas for improvement and move the school forward.

The measures put into place to improve teaching have made a difference. Lessons now have a clear structure and teachers are increasingly encouraging pupils to assess their own work. However, in spite of these recent improvements and some good teaching, there is not enough good teaching to bring about the rapid progress necessary to overcome past underachievement. Often the pace of learning is too slow and sometimes the work is too easy for some or too difficult for others. Although pupils with learning difficulties and/or disabilities make satisfactory progress this is not enough for them to overcome the underachievement of the past.

Because of these improvements in teaching, pupils in Years 2 and 6 are on track to achieve much better results in English and mathematics than in 2007. Pupils in these year groups have made good progress in these subjects in the last year. However, this is not reflected in all year groups or in other subjects such as science. Standards across the school remain unacceptably low. Pupils are not reaching the standards of which they are capable because, although they have made satisfactory progress recently, it has not been good enough for them to overcome past underachievement. Standards in science remain very low and pupils continue to make poor progress. Progress across the school continues to be inconsistent and in a few year groups, standards are below those expected. Although pupils are making better progress in English and mathematics in Year 6, pupils are not adequately prepared for their future.

During the last year, the pace of school improvement has gained increasing momentum. The school's leadership team has been recently strengthened by the appointment of an executive headteacher. Many of the school's managers and leaders have worked hard at leading their subjects but have, until recently, had limited opportunities to develop the skills and expertise required to fully contribute to school improvement and be accountable for standards and achievement in their areas of responsibility. The school is preparing well for a significant change

in staffing and the re-organisation of its management structure, although parents remain unsure of the school's future direction.

Pupils enjoy school and what it offers. Attendance is broadly average. Behaviour in and around school is satisfactory. Pupils feel safe and secure, and have a good understanding of what it means to be healthy. Pupils' spiritual, moral, social and cultural development is satisfactory.

Effectiveness of the Foundation Stage

Grade: 4

Children enter the Reception year with skills and knowledge broadly appropriate for their age. They are given a warm welcome and often settle quite quickly. Children's needs are regularly assessed and tracked so that adults have a reasonable understanding of most children's needs. However, this information is not used well enough to identify children who may need additional specialist support. The curriculum is appropriately planned to cover all areas of learning, although the lack of a covered area limits children's opportunities to use the outdoor area to extend their learning. Because of inconsistencies in the quality of teaching and disruption caused by staff absence, many children have not made the progress of which they are capable. Children therefore start Year 1 with skills and knowledge lower than expected.

What the school should do to improve further

- Raise standards in English, mathematics and science across the school and make sure each pupil achieves the highest standard of which they are capable.
- Raise the proportion of good or better teaching by increasing the pace of teaching and the expectations of what pupils are capable of so that pupils learn at a faster rate.
- Make leaders and managers at all levels accountable for standards and achievement and strengthen their role in monitoring so that they can become a force for change.
- Improve the outdoor accommodation and the consistency of teaching and learning in the Reception class so that children achieve the standards of which they are capable.

Achievement and standards

Grade: 4

Standards in both Years 2 and 6 in 2007 were exceptionally low and the pupils' achievement was poor in English, mathematics and science. Pupils in the current Years 2 and 6 are on track to reach higher standards in English and mathematics. They have made good progress in the last year. However, they have made satisfactory or less than satisfactory progress over time. The recent good progress has not been enough for them to overcome past underachievement and achieve the higher standards of which they are capable. Standards in science, in both Years 2 and 6 remain exceptionally low and there is still significant underachievement. Progress across the school is inconsistent. It is very slow in writing, but better in mathematics and reading. Pupils in Key Stage 1 have made good progress this year, but in a few older year groups, progress remains inadequate and standards are below the expected levels.

Pupils with learning difficulties and/or disabilities are currently making satisfactory progress. However, like their peers this is insufficient for them to overcome past underachievement. Pupils learning English as an additional language make similar progress to that of their peers. In 2007, Black Caribbean pupils in Year 6 underachieved when compared to similar pupils nationally.

Personal development and well-being

Grade: 3

Pupils enjoy school and many note mathematics and physical education as their favourite lessons. The take up of places in the school's clubs is good. Pupils said they feel safe and secure. Relationships are reasonable, although a few pupils feel uncomfortable with the raised voices often used by adults. Pupils are polite and welcoming and behaviour has improved so that it is now generally satisfactory. Parents and pupils report that it can still be boisterous at playtimes. Attendance has improved and is close to the national average. Pupils have a basic understanding of Britain's diverse society and speak of people with different cultural backgrounds with respect. Pupils speak with enthusiasm about fund-raising for charities and make a satisfactory contribution to the community via the Church. The school council is increasingly involved in shaping the school's direction but this involvement has been limited until recently. Pupils express a good and enthusiastic understanding of how to stay healthy.

Quality of provision

Teaching and learning

Grade: 4

Despite a few recent improvements in the quality of teaching, achievement continues to be variable across the school and is insufficient to make up for pupils' past under-achievement. In the better lessons, a lively pace engages pupils and stimulates their thinking so that they make good progress. However, in other lessons pupils make only satisfactory progress because expectations are too low and activities are not always well matched to pupils' ability and experience. The introduction of 'talk partners' (where pupils discuss their work with a partner) has often led to high levels of participation and enjoyment for many pupils, including those with speech and communication difficulties.

Pupils are unanimous that the 'pink for think and green to go' of the new 'close the gap' marking scheme, through which learners mark their own work focusing on their success and aspects of their work that they need to improve, has helped them improve. However, the quality of teachers' marking is inconsistent. Their comments do not provide sufficient detail to guide pupils' progress and to help them to know what they need to do next to improve their work.

Curriculum and other activities

Grade: 3

The school's focus on the teaching of basic skills, and the adoption of revised approaches to teaching mathematics and English, have had a positive impact on achievement and standards in these subjects. The use of a 'Pirate Day' activity to stimulate pupils' writing was very successful. However, such links between subjects and opportunities for pupils to write at length in subjects other than English are too few and not formally planned. This limits pupils' achievement. There is a satisfactory range of clubs and visits to support pupils' learning. The curriculum adds positively to pupils' personal development. The recent introduction of a programme to support pupils' social and emotional development is having a positive impact on improving behaviour.

Care, guidance and support

Grade: 3

Arrangements to promote pupils' welfare and security are in place. In the last year, the appointment of a member of staff to focus on vulnerable pupils has helped to develop positive relationships with a range of agencies and enhance the pastoral support for all pupils. The school is monitoring pupils' progress with increasing rigour, but this does not include the monitoring of how different ethnic groups perform. Pupils who need help because they have learning difficulties, or are underachieving, receive targeted support but support and challenge for pupils with special gifts and talents is limited. The support for pupils learning English as an additional language, especially in Key Stage 1, has been strengthened in the last year. This partly accounts for their good or better progress.

Leadership and management

Grade: 3

The new executive headteacher is committed to further improvement. He is well on the way to building a strong leadership team and having a full complement of experienced and skilled teachers to underpin future improvement. Leaders at all levels are very keen to see improvement and have clear ideas of what they want to improve. Through support and training, their skills have begun to develop and are having an increasingly positive impact on learning. Staff and governors are realistic about the school's strengths and weaknesses. The school's priorities are correct, but the way in which they are to be achieved are not clearly documented. The governors are increasingly supporting the school well. They fully understand their role and are starting to hold the school to account by focusing on its achievement and standards.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	4
Effective steps have been taken to promote improvement since the last inspection	No
How well does the school work in partnership with others to promote learners' well-being?	3
The effectiveness of the Foundation Stage	4
The capacity to make any necessary improvements	3

Achievement and standards

How well do learners achieve?	4
The standards ¹ reached by learners	4
How well learners make progress, taking account of any significant variations between groups of learners	4
How well learners with learning difficulties and disabilities make progress	4

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3
The extent of learners' spiritual, moral, social and cultural development	3
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	3
How well learners enjoy their education	3
The attendance of learners	3
The behaviour of learners	3
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	4

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	4
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	4
How effectively and efficiently resources, including staff, are deployed to achieve value for money	4
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	Yes

Text from letter to pupils explaining the findings of the inspection

19 September 2008

Dear Pupils

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

Before the summer holidays you may remember that inspectors came to visit your school. Thank you for welcoming us. Talking to you and looking at your work helped us find out more about your school. Although most of you are happy attending your school many of your parents think that it is not as good as it should be.

There are a number of things, however, that both you and your parents should be pleased about.

- Standards in English and mathematics in Year 2 and 6 are higher than in the previous year.
- Your attendance has improved.
- You have a good understanding of how to stay fit and healthy.
- You like attending school clubs.
- You all know that 'Pink for think and green to go' helps you in your learning.

However, in many lessons, the pace of learning is too slow and you are not making fast enough progress. Because of this, standards remain too low. Teaching in the Reception class has not been good enough. Children have not had their needs met and many have made unsatisfactory progress. The school's leaders have been working hard to improve the school, but some of them need more time and training to do this better. Because of this, we think that at the moment your school is not providing you with a satisfactory standard of education, so it is being given a notice to improve. This means that other inspectors will visit to check that your school is making enough improvements.

So when other inspectors visit your school again, they will check to see if lessons are helping you to learn faster and that standards are rising in English, mathematics and science. You can help by working as hard as you can. They will also make sure that improvements have been made in the Reception class and that all leaders have been given the time and the training to help the school improve.

Yours sincerely

David Whatson

Lead Inspector