

# Parish Church CofE Junior School

## Inspection report

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<b>Unique Reference Number</b>	101790
<b>Local Authority</b>	Croydon
<b>Inspection number</b>	335788
<b>Inspection dates</b>	5–6 May 2010
<b>Reporting inspector</b>	Brian Evans

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

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<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>	367
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Colin Boswell
<b>Headteacher</b>	David Morgan
<b>Date of previous school inspection</b>	22 March 2007
<b>School address</b>	Warrington Road Croydon CR0 4BH
<b>Telephone number</b>	020 86885844
<b>Fax number</b>	020 86817618
<b>Email address</b>	office@parishchurch-jun.croydon.sch.uk

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## Introduction

This inspection was carried out by three additional inspectors. The inspectors observed 12 teachers across 23 lessons and held meetings with governors, parents, teaching and support staff and pupils. They observed the school's work and looked at a range of evidence. This included assessment information, pupils' work, key policies and practices, including those on safeguarding and health and safety, records of the monitoring of teaching, school improvement plans and arrangements to support vulnerable learners. Parents and carers returned 91 questionnaires which were analysed by inspectors.

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

- how effectively the school ensures that pupils of different abilities and backgrounds achieve equally well
- the impact of assessment for learning strategies on pupils' achievement
- the quality of pupils' personal development, to test the school's assertion that it is outstanding.

## Information about the school

Parish Church (CE) Junior School is above average in size. Most Year 3 entrants come from the adjoining infant school. A growing number, over four in every ten pupils, speak a first language other than English. Two thirds of pupils are from minority ethnic backgrounds, mainly Black Caribbean and Black African. An above average proportion has special educational needs and/or disabilities. Among many other accreditations the school was awarded the Inclusion Quality Mark in 2005, one of the first 12 schools in the country to achieve this recognition. It has since been re-awarded in December 2008. The Parish Church Children's Club, which is not managed by the governing body, provides breakfast and after-school clubs on site for both the junior and infant schools.

**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?**

**1**

**The school's capacity for sustained improvement**

**1**

### Main findings

Parish Church (CE) Junior is an outstanding school. Many features of pupils' personal development are excellent, including their behaviour, awareness of safety and how to live healthy lifestyles, and contribution to the school and wider community. The pupils' spiritual, moral, social and cultural development is outstanding, and all groups achieve well academically because the headteacher and all staff work together very successfully to provide equal opportunities for all. The focus this academic year on assessment and meeting the needs of individual pupils underpins pupils' good learning. The school has made excellent progress since the last inspection. A first-rate curriculum equips pupils with the best possible social and academic skills necessary for them to meet the challenges of life later in secondary school. Governance is very impressive. The governors play a full part in the life of the school and provide considerable challenge and support to senior managers and staff. Parents and carers fully support the direction in which the school is moving. A parent wrote, 'My family loves this school.'

Self-evaluation and review of the school improvement plan are very thorough and honest and there is no danger of any complacency setting in. Safeguarding procedures and their impact are outstanding. The school has an excellent capacity for sustained improvement.

The ability profile of pupils on entry to the school is wide but broadly average. The school's assessment and tracking systems monitor individual performance very closely. They show that pupils of all abilities and groupings, those with special educational needs and/or disabilities and all minority ethnic groups are now making good progress and enjoy their learning. By the time they leave, pupils' attainment is above average.

Good teaching, supported well by individual withdrawal sessions and in-class support, has the impact of accelerating pupils' learning significantly. Senior staff are constantly reviewing the effectiveness of these arrangements. The school recognises that teaching is not outstanding overall because in a number of lessons pupils spend too much time listening to the teacher at the beginning of lessons. More importantly, not enough effective use is made of the excellent specialist expertise amongst the staff. A Year 6 art lesson exemplified subject expertise and professionalism, generating exceptional outcomes because pupils were absorbed at all levels and sought to achieve ambitious levels of artwork. However, where teachers are not as confident of their expertise, for example in some information and communication technology and physical education lessons observed, pupils do not learn quite as quickly or show the same high levels of enthusiasm.

Pupils feel very safe and are very cheerful in school. The successful focus on personal development of the individual pupil is a key element in supporting the good achievement

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patterns. Attendance is above average. The school is a strong ambassador for music within the local community and local authority.

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

- Improve the quality of teaching and learning by ensuring that:
  - teachers' lesson planning features consistently good time management, so that pupils are fully engaged and challenged at all stages of every lesson
  - teachers with specialist curriculum expertise are used more flexibly in the school - this should be in place by September 2011.

**Outcomes for individuals and groups of pupils****1**

Attainment peaked in 2007 and in spite of demographic changes in the school's catchment area, the standards seen in lessons and pupils' books show that it has remained above average. Teachers monitor pupils' learning rigorously and challenging targets are set for them, so that no groups of pupils underachieve. Pupils with special educational needs and/or disabilities make good progress because of the effective encouragement and support they receive from teachers and learning support staff. Very effective support ensures that pupils who speak English as an additional language make equally good progress. A younger pupil, when asked to comment in her mathematics book on her learning, wrote with awe, 'I did not know that before.' The typically good quality of pupils' learning was exemplified in a Year 6 information and communication technology (ICT) lesson on the height of Mount Everest. Pupils made three searches on the internet for articles written in 1999, 2003 and 2010, all of which gave slightly different information. The latest article was headlined 'China and Nepal agree the height'. The pupils learnt clearly that they had to be careful when researching facts on the internet, and cross-check different sources. Well-developed skills in literacy, numeracy and ICT prepare them effectively for transition to secondary school.

The junior and infant schools effectively employ a counsellor and learning mentors to address barriers to learning which may affect a pupil's willingness to attend school. Pupils speak very highly of the support they receive. The school council, the Eco Task Force and the sports council all contribute in many ways to the life of the school. They make a substantial contribution to the life of the local and wider communities. For example, Year 4 spent an exciting spring term on a trout project. They hatched brown trout eggs and then helped to restock the River Wandle after a disastrous chemical spill two years ago. Spiritual, moral, social and cultural development is promoted very well by well-planned assemblies at the beginning of the school day. Pupils' participative approach is a real joy to behold and their singing 'the whole school every day of more than 300 voices' is of a very high quality. Pupils know all about the importance of healthy lifestyles, and are offered healthy options which are popular with staff and pupils.

*These are the grades for pupils' outcomes*

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Please turn to the glossary for a description of the grades and inspection terms

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

**How effective is the provision?**

An impressive strength in teaching, given the wide range of abilities and needs in each class, is the teachers' excellent classroom management of behaviour. Assessment information is used well in many lessons to support the needs of all groups of pupils. In an excellent Year 3 numeracy lesson this information was used brilliantly to identify different levels of engagement when working with building bricks at different prices. Learning was briskly reinforced by good use of the interactive whiteboard and was particularly relevant because the lesson was based securely on practical mathematics. The teachers very effectively deployed two adults to support group learning. However, in some lessons too much time is spent introducing the lesson.

The excellent curriculum motivates pupils strongly and engages them well. It is continually evolving to match pupils' aptitudes and interests. It provides well for music, within and beyond the classroom, and for sport, and reflects the cultural backgrounds of pupils. Vulnerable pupils experience success because of carefully matched individual learning programmes. Teachers benefit well from sharing new ideas and outstanding curriculum practice in their links with other local schools. Close contact with the infant school on site and a secondary school across the road enables a smooth transition from one phase to another. Many pupils take advantage of a good range of clubs, and all enjoy numerous visits and visitors that make learning meaningful. These include a residential experience for older children. Learning mentors play a crucial role alongside

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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teachers and support staff in providing good care, guidance and support. They work regularly alongside parents and carers to improve their children's attendance and emotional health. Pupils happily turn to them or another adult when they have a problem. Links with external agencies are good and support the excellent quality of care, support and guidance.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

Pupils view teachers and adults, at all levels of management, as a powerful, motivating force throughout the school. The impact of their leadership can be seen in the high quality education provided by the school, the good progress made by pupils and the creation of a school ethos that is friendly, welcoming and mutually supportive. Close attention is paid to ensuring that statutory duties are reviewed regularly and meet requirements, including the excellent procedures relating to safeguarding. Policies and their impact are updated regularly to ensure that they reflect the best practice and are followed consistently by all staff. Professional support and staff training days are regularly used to raise awareness of child protection and teaching and curriculum issues, although the school is not always flexible enough when deploying subject specialists. Relationships throughout the school are excellent.

Governors carefully examine the impact of policies on the school's work and hold the school accountable. Governing body minutes illustrate very clearly the effectiveness of their input into the development of the school. Foundation governors play a strong and influential part in the management of this church school. Their most recent project in collaboration with the infant and nursery school has been to finance the eco-friendly 'The Nest' building, designed to host training programmes for parents, church, external agencies and community groups. The promotion and impact of community cohesion are excellent, with outstanding features in terms of the local community and the scope of the school's international contacts. Features of the diversity within the United Kingdom are developing well through links with rural schools outside London. The very effective promotion of equal opportunities leads to harmony across all ethnic groups and has improved the performance of pupils who need additional support.

*These are the grades for leadership and management*

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

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<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>1</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## Views of parents and carers

In their responses to the questionnaire, the overwhelming majority of parents and carers were positive about the school and its impact on their children's well-being. They also believe that the school is led and managed well. The quality of pastoral care, the curriculum and opportunities for extra-curricular activities were highly praised. In their comments, a very small minority of parents and carers expressed concern about behaviour, healthy lifestyles and insufficient information for them to support their children's learning. Inspectors found behaviour to be excellent, noted that there was an excellent range of healthy options available in the dining room and after school activities, and found that there were clear procedures for parents and carers to approach the school about their children's work.



## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Parish Church of England Junior 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 91 completed questionnaires by the end of the on-site inspection. In total, there are 367 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	43	47	42	46	5	5	0	0
The school keeps my child safe	47	52	43	47	1	1	0	0
The school informs me about my child's progress	38	42	46	51	3	3	1	1
My child is making enough progress at this school	28	31	54	59	6	7	1	1
The teaching is good at this school	38	42	48	53	4	4	0	0
The school helps me to support my child's learning	30	33	51	56	8	9	0	0
The school helps my child to have a healthy lifestyle	29	32	57	63	3	3	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)	30	33	51	56	6	7	1	1
The school meets my child's particular needs	25	27	53	58	9	10	2	2
The school deals effectively with unacceptable behaviour	24	26	52	57	8	9	4	4
The school takes account of my suggestions and concerns	22	24	61	67	5	5	1	1
The school is led and managed effectively	39	43	48	53	3	3	1	1
Overall, I am happy with my child's experience at this school	45	49	37	41	7	8	1	1

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 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	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



7 May 2010

Dear Pupils

Inspection of Parish Church (CE) Junior School, Croydon CR0 4BH

We are writing to let you know how much we enjoyed our visit to your school. You will be pleased to learn that we judge Parish Church of England Junior to be an outstanding school. We were very impressed with so much of what we saw and heard over the two days.

These are the main findings of our inspection.

- You told us personally and through your questionnaire responses that you enjoy school, and we could see this in your excellent behaviour.
- We really enjoyed the morning assemblies and the happy way you participated in them. Congratulations on your singing, which is among the best we have heard in a junior school.
- All groups of pupils make good progress and most of you reach standards that are above the levels expected nationally for your age.
- We were impressed by the school and sports councils and by the way you contributed to events outside school. Well done to Year 5 on coming second in the Croydon Enterprise Award and winning the school '250. It was also good to read of Year 4 helping to restock the River Wandle with small trout.
- Teaching is good, including some that is outstanding.
- The high levels of care, guidance and support provided by the school allow you to flourish as learners and develop high levels of independence.

The inspection team agrees with the school that you are given high goals and targets to aim at in all years. We have asked senior staff to use the specialist expertise on the staff more widely to support your learning and all staff to ensure that they do not talk for too long in lessons. We know that you will continue to work with your teachers and all adults to maintain the very high standards of the junior school. Once again, thank you for the welcome and we wish you the very best of luck for the future.

Yours sincerely

Brian Evans (On behalf of the inspection team)

Lead inspector

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