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Mr Gerard Loughran
The Executive Headteacher
Christchurch Church of England Primary School
47a Brick Lane
Spitalfields
London E1 6PU

Dear Mr Loughran

Ofsted monitoring of schools with a notice to improve

Thank you for the help which you and your staff gave when I inspected your school on 30 June 2010 and for the information which you provided during my visit. Please pass on my thanks to everyone who gave up their time to meet with me.

As a result of the inspection on 2 and 3 December 2009, the school was asked to:

- improve the quality of teaching to at least good
- raise Key Stage 2 pupils' achievement in mathematics
- raise pupils' achievement in writing
- improve provision and progress for pupils with special educational needs and/or disabilities
- ensure that governors provide sufficient challenge.

Having considered all the evidence I am of the opinion that at this time the school is making good progress in addressing the issues for improvement and in raising the pupils' achievement.

Achievement is now tracked carefully and accurately. The school's judgements about pupils' levels have been moderated rigorously by the local authority to ensure their reliability. The school's tracking data clearly demonstrate that the progress of pupils in all year groups is accelerating. A range of evidence indicates that the attainment of pupils currently in Year 6 is at least average (and possibly above average) for pupils of this age. However, in most year groups a significant legacy of underachievement means that attainment, although improving rapidly, remains low.

Much good work has been done to improve the quality of teaching; there is an increasing proportion of good teaching and learning. Lessons are calm, purposeful and well organised. Teaching increasingly meets the needs of pupils of different abilities, although more-able pupils are not always challenged sufficiently. The way in which teachers mark work and provide pupils with feedback is improving,

although variable across the school. As a result, pupils do not always have a clear and precise understanding of their individual targets and what they need to do to improve their work.

Good work has been done to develop a consistent approach to mathematics teaching across the school. Teachers are also doing more to help pupils to understand and learn key mathematical vocabulary. Staff have analysed the gaps in older pupils' mathematical understanding to enable them to target teaching and support more precisely. A range of useful work has also been undertaken to improve writing, for example the development of pupil discussion as a precursor to higher-quality writing.

Temporary arrangements have been in place to cover the absence of the school's special educational needs coordinator. Although these arrangements have inevitably brought challenges, they have been carefully overseen by the headteacher and his deputy and significant progress has been made, particularly in the last three months. As a result, the achievement of pupils with special educational needs and/or disabilities is improving at a similar rate to that of other pupils. Systems have been strengthened and a range of specific programmes are provided for individual pupils; their impact is evaluated carefully. Teaching assistants are now being employed more fully in lessons and they have a key role in running intervention programmes.

Much is also being done to strengthen the challenge provided by the governing body. Officers from the local authority and diocese attend and support governing body meetings, and governors are being provided with additional training. Minutes show that meetings focus on the key issues for the school, and that governors have a realistic understanding of the school's effectiveness and increasingly ask challenging questions.

The headteacher and his deputy are providing the school with good, clear direction. They have a thorough, accurate and realistic understanding of the school's strengths and weaknesses. The headteacher manages his responsibilities across two schools very well. Morale is good and staffing is now more stable. The school is receiving high-quality support and challenge from the local authority and the diocesan board. The statement of action and plan produced by the local authority meet all requirements. A range of carefully-targeted support is being provided. Links with the headteacher's other school also provide useful help. Close monitoring by local authority and diocesan officers provides very sharp accountability for senior leaders.

I hope that you have found the visit helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Christopher Russell
Her Majesty's Inspector