

Christ Church CofE Primary School (Purley)

Inspection report

Unique Reference Number	101793
Local Authority	Croydon
Inspection number	376624
Inspection dates	2–3 November 2011
Reporting inspector	Gavin Jones

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 of pupils on the school roll	244
Appropriate authority	The governing body
Chair	David Hunn
Headteacher	Mary Pike
Date of previous school inspection	8–9 September 2008
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Introduction

This inspection was carried out by three additional inspectors. A total of 14 lessons were observed and eight teachers were seen. Meetings were held with pupils, staff and members of the governing body. Inspectors observed the school's work and looked at a range of school documentation, including policies, safeguarding arrangements and the school improvement plan. They looked at assessment data showing pupils' attainment and the progress they have made over the recent past. They also looked at pupils' current work. Inspectors spoke with a small number of parents and carers and analysed 149 parent and carer questionnaires, as well as questionnaires completed by 114 pupils and 25 staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The team ascertained whether middle leaders and governors were taking a full part in driving the school forward and monitoring its progress.
- It evaluated the effect the good provision made by the school, in its care, guidance and support, has on pupils' personal development.
- It clarified attainment on entry and the progress made by pupils in all parts of the school.
- It examined the extent to which pupils have an understanding of their place in a multicultural United Kingdom.

Information about the school

The school is of average size, with a growing proportion of pupils with special education needs and/or disabilities, currently slightly above average. The proportion of pupils eligible for free school meals is below the national average, while the proportion of pupils from minority ethnic groups is high. A higher-than-average number of pupils enter the school at times other than is customary and over the recent past there have been a number of staff changes. When children enter the school in the Early Years Foundation Stage, they are put into one of two parallel Reception classes. The school has a range of awards including ICT Mark and Basic Skills Award.

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?

2

The school's capacity for sustained improvement

2

Main findings

Christ Church is a good school, providing a good education for its pupils. Pupils are making good progress in response to good teaching and their personal development is good overall. They are exceptionally well cared for, achieve well and thoroughly enjoy lessons. The school is improving because leaders, managers and other staff are working together well towards clear goals.

The school has made good progress since the last inspection and has addressed all of the issues noted at that time. The school now has a number of strengths. Pupils' attendance is high compared to the national average and their spiritual, moral, social and cultural development is excellent. The school has developed the curriculum with a number of innovations, for example the use made of the home-learning platform linking parents more closely with the school curriculum. Well-chosen topics make it very interesting and memorable for pupils. The care with which the school treats all of its pupils, especially those identified as vulnerable, is outstanding and accounts for much of the improvement in pupils' personal development. Notwithstanding recent issues of increasing the size of the school, which polarised the parent and carer group into two distinct view points, relationships with parents and carers are excellent. This has helped attendance to be high.

Although attainment is above average by the end of Year 6, writing still remains the weakest aspect of pupils' work in English. In previous years attainment has been significantly above the national average, although last year it was much more of an average picture. This was, in the main, due to higher proportions of pupils with special educational needs. As there is only one class in each year group, differences in ability and progress are sometimes quite extreme based on pupils' levels of skills, knowledge and understanding on entry to the school.

Teaching is good overall, with a small minority of satisfactory teaching and learning seen during the inspection. Relationships are excellent and all teachers make good use of technology such as the interactive whiteboards, while pupils make good use of netbooks.

The newly built Early Years Foundation Stage block is managed well by the practitioners who provide well for all children and ensure that progress is good. This is especially the case in personal, social, problem solving, reasoning and numeracy development. Improvements made since the last inspection in many aspects of the leadership and management of the school, the school's good self-evaluation work

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and the clear plans for further developments, ensure that the successful senior leadership team has good capacity to make further improvements. The staff questionnaires show that staff are very supportive of leadership and understand the importance of their part in school improvement.

What does the school need to do to improve further?

- Improve attainment in writing by:
 - identifying and supporting children in the Reception class who have weak fine motor skills
 - building on home-school links to promote writing for a purpose through, for example, the extended use of home-school journals and the further use of the home-school learning platform
 - ensuring that class teachers explain activities very clearly so that pupils can begin their work promptly and often independently.
- Improve the small amount of satisfactory teaching by raising it to the standards of the best, so that by July 2012 all teaching is good or better by:
 - better use of additional adults in supporting a range of groups within the class
 - teachers making their expectations for different ability groups more explicit in planning and to the pupils
 - school leaders focusing very specifically, in their monitoring, on how individual teachers might be helped to improve further and checking how improvements are being made.

Outcomes for individuals and groups of pupils

2

Pupils, when interviewed, all say that they enjoy school. This supports the good progress they make and their high levels of attendance. From average starting points, pupils, including minority ethnic groups, together with pupils who have special educational needs and /or disabilities, make the same good progress in their learning. All groups of pupils achieve well. A small minority of pupils make outstanding progress and attain at above-average levels by Year 6. Writing still remains weaker than reading and mathematics. Children's writing skills on entry to school are poor and the school is now planning to support children's fine motor skills more rigorously. In a small number of lessons, while objectives and activities were appropriate, pupils did not always understand what they had to do so that the impetus of wanting to write was sometimes lost. In an outstanding mathematics lesson in Year 5, pupils were enthused by the teacher using a wide range of teaching styles and strategies to involve them. Support staff were well deployed and very effective, resulting in pupils learning well. Questioning allowed the class teacher to probe understanding and clarify what pupils needed to do next. Again in a reading workshop in Year 5, a wide range of activities attracted pupils to want to learn and

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many were working well independently.

Behaviour in lessons is always good and sometimes exemplary, as in a Year 6 lesson putting forward arguments for keeping the Elgin Marbles. This is also the case at playtime and in assembly. Pupils are proud of their school and say they feel safe and always have someone to turn to for advice. This is confirmed in the parents’ and carers’ questionnaire. Pupils have a good understanding of what it means to be healthy. The links with the sports partnership have supported the school in obtaining a Healthy School Award. Many pupils, especially older ones, take on responsibilities around the school and in the school council. During the inspection, Year 6 pupils helped at a meeting for prospective parents by taking them on a tour of the school in small groups. Pupils have good levels of basic skills, justifying the school’s Basic Skills Award, and, through such events as the Healthy Café project, are responsible for costing, production and budgeting connected to the menu, helping them gain good economic awareness. Pupils show respect for each other, understand the difference between right and wrong and make excellent use of opportunities to reflect on their own lives and those of others. Cultural development is supported by the growing number of pupils from minority ethnic groups and the developing links to a school in Africa. Pupils thoroughly enjoy arts subjects and reach high standards in singing and music. The school supports children’s spiritual development exceptionally well. Following staff training in school, a teacher collated the work and wrote, ‘Spiritual development is a continuing journey of discovery about yourself, others and the world around you.’ The school certainly plays its part very well in helping pupils on this journey.

These are the grades for pupils’ outcomes

Pupils’ achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils’ attainment ¹	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
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	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils’ attendance ¹	1
The extent of pupils’ spiritual, moral, social and cultural development	1

¹ 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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How effective is the provision?

Outstanding care, guidance and support are at the heart of the school's ethos and provision and have a very positive effect on learning and personal development. The school has very well-developed strategies and interventions for pupils with special education needs and/or disabilities, along with those for more vulnerable pupils. Very well-targeted support for all pupils enables them to make the best of the opportunities provided by the school. Links established with outside agencies are strong and not only support children but also their families. Transition is excellent and safeguarding is good.

Overall, teaching is good and on occasions outstanding. In the small minority of satisfactory lessons seen, best use was not always made of additional adults and teachers' plans did not show explicitly enough their expectations for different ability groups; neither were they communicated clearly enough to pupils. School leaders carry out a wide range of lesson observations, but better use of time could be made in focusing more clearly on teachers who need support. Relationships between staff and pupils are excellent, allowing behaviour management to be of a light touch but effective in making behaviour good. Teachers have established an ethos in which pupils want to do well and enjoy what they are learning, from exciting music lessons taken by a specialist teacher to regular work in literacy and numeracy. As a result of these positive attitudes learning is good. Learning objectives are shared and in most, but not all lessons, pupils are helped to understand how they will know they have been successful. To this end, marking is helpful in providing pupils information on how they might improve their work. Targets are set for individual pupils and many know and understand them well. Additional adults give valuable support to pupils with special educational needs and/or disabilities so that they make the same good progress as their classmates. Teachers make regular checks on progress. These are discussed regularly with school leaders, so that any pupils at risk of underachieving are spotted early and supported.

The curriculum has been adapted well to support learning for all groups of pupils. It provides a broad range of exciting experiences which contribute well to pupils' academic and personal development. The use of information and communication technology is good, with a specialist teaching assistant providing a good quality curriculum for pupils' development, rewarded with the ICT Mark. In the same way a music specialist ensures high quality teaching of music and supports a wide range of instruments being learned in school. Enrichment is excellent with a wide range of visits made by pupils. Such things as young children reading to a real dog regularly and the wide-ranging use of the home learning platform are innovations which support the outstanding curriculum.

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These are the grades for the quality of provision

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

How effective are leadership and management?

Under the strong leadership of the headteacher, well supported by senior leaders and managers, good gains have been made since the last inspection in a wide range of key areas, for example progress, attendance, aspects of personal development, the curriculum and care, guidance and support.

Teaching and learning have improved because monitoring is effective, although files do not clearly show where support needs to be focused. In the same way the school improvement plan does not provide the governing body with specific evidence for it to monitor the impact of such support. The governing body has a good understanding of the school's strengths and areas for development and has good systems in place for challenging and supporting the school's leaders, for example using its understanding of assessment data. It involves pupils in presenting their own views and tries to act on their suggestions, for example in funding the purchase of netbooks. Systems for monitoring the effectiveness of changes and their impact on raising attainment further are not yet sufficiently developed. At the time of the inspection, safeguarding procedures were thorough. They are reviewed regularly and updated where appropriate. Child protection procedures are of good quality and well managed. Staff are well trained and health and safety procedures are firmly in place.

Partnerships with outside agencies to support pupils with special educational needs and/or disabilities are excellent. Links with other local schools, primary, secondary and special, have good impact on pupils' personal development and in supporting sport, information and communication technology (ICT) and mathematics, for example. A mathematics specialist from a local secondary school works with a small group of gifted pupils on a regular basis, supporting their progress. The school rigorously implements strategies to tackle any discrimination and offers pupils an inclusive learning environment. Not only pupils with special educational needs and/or disabilities, but also more-able pupils have additional support in order to challenge them at their levels.

The school has made strong provision for community cohesion within the school and in the local community. It knows well the cultural, ethnic and religious mix of its families and regularly involves its pupils in a range of cultural activities. Links with schools nationally and on a more global scale are not as well developed. Parents are helped to understand how their children are educated through

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workshops and events. The cultural backgrounds of parents are often utilised, through storytelling, to support pupils’ multicultural development. The school website and learning platform enable parents to support their children and follow their progress in school.

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	1
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children settle quickly into school because of the extensive efforts the school makes through home visits, links with the local nursery and a range of school visits to ensure smooth transition to school. The newly built Early Years Foundation Stage building is bright, airy and has easy access to the partly covered outside classroom. Many activities are inspired by children’s own interests, while others are carefully directed by experienced staff, in order to develop a range of skills. Routines are familiar to children and they become confident and eager learners, so that by the time they enter Year 1, they have made good progress, especially in their social, personal and mathematical development. Last year, however they made less progress in writing, which was at lower levels than in other areas on entry.

Although children are not allocated to individual adults, they still receive individual support for their needs. Teaching is good and the curriculum is developed well to support independent learning. Children’s progress is regularly checked so that staff have a clear picture of what to plan next. Relationships with parents and carers are strong, with many taking advantage of the ‘start of the day’ procedures at which time many of them stay with their children, letting children explain what they have been learning. The leader of the setting is newly appointed, but the existing practitioners have formed, with her, a good leadership team, clearly focused on improvements.

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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

The above-average response by over half of the parents and carers showed that they were overwhelmingly positive in over half of the questions, especially those relating to enjoyment, safety, information about progress, teaching and staying healthy. A small minority of parents and carers felt that their children were not well prepared for the next stage of their education, that the school did not take their suggestions into account and that unacceptable behaviour was not dealt with effectively. Inspection evidence showed that pupils' attainment was above average, that transition arrangements between schools were excellent and pupils were well prepared for their next move. Behaviour seen in classes and around the school during the inspection was never less than good. A small minority of parents and carers expressed concerns about the school not taking their views into account, related mainly to the issue of the school planning for an additional class next year. Some confusion arose about whether this was a single class or changing the school to a regular three-form-entry school. Information was sent to parents and carers, their views were gathered, the school responded to their views and the governing body made the decision to go ahead with the additional class.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Christ Church C of E 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 149 completed questionnaires by the end of the on-site inspection. In total, there are 244 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	97	65	48	32	2	1	1	1
The school keeps my child safe	86	58	60	40	2	1	0	0
The school informs me about my child’s progress	63	42	77	52	6	4	0	0
My child is making enough progress at this school	47	33	79	53	19	13	3	2
The teaching is good at this school	56	38	82	56	5	3	0	0
The school helps me to support my child’s learning	54	36	80	54	10	7	1	1
The school helps my child to have a healthy lifestyle	57	38	84	56	4	3	1	1
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)	37	25	81	54	13	9	2	1
The school meets my child’s particular needs	50	34	76	51	12	8	2	2
The school deals effectively with unacceptable behaviour	40	27	78	52	19	13	3	2
The school takes account of my suggestions and concerns	34	23	80	54	21	14	5	3
The school is led and managed effectively	54	36	73	49	16	11	2	1
Overall, I am happy with my child’s experience at this school	71	48	65	44	8	5	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 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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.



4 November 2011

Dear Pupils

Inspection of Christ Church CofE Primary School, Purley CR8 2QE

It was good to talk to so many of you when we visited your school. Thank you for your help during our visit. We judged that your school is good. You leave the school with standards that are often better than those of most other children of your age, having made good progress during your time at school. This is mainly because of good teaching.

You feel safe because you receive excellent care and support from all staff at the school. You respond by attending very regularly making your attendance higher than that of most schools nationally.

The school has made many improvements since the last inspection and most of your parents and carers recognise this and know that you enjoy school.

To help improvements to continue and standards rise further, we have asked the school to do two things.

- We want the school to improve the small amount of satisfactory teaching to help you gain even higher standards and make even more rapid progress towards your targets. We have asked teachers to make tasks clearer so that you know what you are expected to do and how other adults can help you. We have also asked senior members of staff to check on this to help those teachers make improvements.
- We want writing to improve right across the school. This could be helped by making sure that the youngest children have better control of their pencils for example, that all pupils are able to get on with their writing activities more quickly and that you can use the home-learning website to carry out different writing activities out of school time.

You can help by continuing to keep up your high levels of attendance and doing your best at all times.

Yours sincerely

Gavin Jones
Lead inspector

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