

# Christchurch CofE Primary School

## Inspection report

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<b>Unique Reference Number</b>	100944
<b>Local Authority</b>	Tower Hamlets
<b>Inspection number</b>	354914
<b>Inspection dates</b>	25–26 January 2011
<b>Reporting inspector</b>	Madeleine Gerard

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>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	193
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Philip Bujak
<b>Headteacher</b>	Gerard Loughran
<b>Date of previous school inspection</b>	23 December 2009
<b>School address</b>	47a Brick Lane London E1 6PU
<b>Telephone number</b>	020 7247 0792
<b>Fax number</b>	020 7247 6818
<b>Email address</b>	office@christchurch.towerhamlets.sch.uk

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## Introduction

This inspection was carried out by three additional inspectors. The inspectors observed 20 lessons or parts of lessons, taught by eight teachers and held meetings with groups of pupils, staff and members of the governing body. They observed the schools work, and looked at work in pupilsbooks, tracking data showing pupils attainment and progress and the schools development plans. They considered the 64 responses to the questionnaire received from parents and carers, and the 80 responses to the questionnaire received from pupils in Years 3 to 6.

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

Whether improved rates of learning and progress are consistent for all pupils in reading, writing and mathematics.

How effectively the school assesses and meets the needs of pupils with special educational needs and/or disabilities so that they learn and progress well.

To what extent leaders and managers at all levels are involved in improving the quality of the schools work to secure consistency in teaching and learning.

## Information about the school

This is a smaller-than-average sized primary school with Early Years Foundation Stage provision in Nursery and Reception. The proportion of pupils with special educational needs and/or disabilities is similar to the national average. Most of these pupils have speech, language and communication needs. The proportion of pupils speaking English as an additional language is above average. A minority of these pupils are at an early stage of learning English. The proportion of pupils from minority ethnic backgrounds is above average. The proportion of pupils known to be eligible for free school meals is above average. More pupils than average join and leave the school part way through their education. The school operates a breakfast club. The school has achieved a number of nationally recognised awards including the Healthy School award. Since September 2009, the school has worked with another local primary school in a temporary soft federation partnership. The headteacher of the partner school is the executive headteacher at this school. At the time of the last inspection, the school was given a notice to improve.

**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?**

**3**

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

**3**

## Main findings

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement. Following a period of falling attainment at the end of Year 6, attainment in English and mathematics is improving and is broadly average. The school has successfully enhanced the provision for pupils with special educational needs and/or disabilities. As a result, they now make satisfactory progress in their learning.

Children get off to a good start in the Early Years Foundation Stage. Staff plan a wide range of interesting activities for the children to choose both inside and in the outdoor spaces. Children work and play well together because their social skills are fostered well. Teaching and learning through the rest of the school are satisfactory. Effective enhancements to the curriculum and teaching in mathematics are successfully increasing rates of learning and progress in numeracy. Daily reading sessions at the start of the school day are also helping to improve pupils' reading skills. Although satisfactory, teaching and learning in writing are less consistent and are, therefore, a priority for improvement. This is because teaching does not always focus sharply on key features of good quality writing. The school has good systems to track the progress pupils make. This is helping the school to check closely how well pupils are doing. However, teachers do not consistently use assessment information to match activities to pupils' learning needs so that pupils are suitably challenged in their work. The use of individual targets and the quality of teachers' marking in pupils' books are uneven. This means that pupils are not always clear what they should do in order to improve their work.

The school's strengths are in the promotion of pupils' personal development and in the curriculum. Relationships are warm and friendly. Although attendance is average, all the parents and carers who responded to the questionnaire confirmed that their children enjoy school. Behaviour in lessons and around the school is good. Pupils appreciate the wide variety of enrichment and extra-curricular activities that the school organises including dance, mathematics and art. Pupils know how to keep themselves safe and are in no doubt that adults will help them should any problems occur.

The executive headteacher and the deputy headteacher form a strong team. Through accurate and perceptive self-evaluation, they have a clear understanding of the school's performance and are successfully raising the staff's expectations about what pupils can achieve. Priorities for action are appropriately focused and have effectively led to improvements in key areas since the last inspection. The school's middle and curriculum leaders, and the governing body, are developing their roles in securing consistency in the quality of provision, although their impact is uneven across subjects. The relationship with the partner school is a strength. Leaders and managers from the partner school work closely with the school's staff to support improvement and focus efforts on priorities. Given

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the schools track record since the last inspection, for example in raising attainment, in improving the involvement of additional adults in supporting pupils learning, and in closing the gap in achievement between pupils with special educational needs and/or disabilities and their classmates, the schools capacity for sustained improvement is satisfactory.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Raise attainment and increase rates of learning and progress by:
  - improving the consistency of teaching, particularly of writing, so that all pupils make swift gains in their literacy skills
  - ensuring information from tracking pupils progress, assessments and marking are used to plan work that is consistently well matched to all pupils needs
  - using marking and target setting to ensure that all pupils know how to improve their work.
- Sharpen the skills of middle and curriculum leaders, and the governing body, in taking responsibility for securing sustainable improvements to the quality and consistency of teaching and learning, and pupils achievement.

**Outcomes for individuals and groups of pupils****3**

Pupil overall achievement and enjoyment in their learning are satisfactory. The reason for this was illustrated in a literacy lesson. Pupils were working hard to complete the tasks set, although explanations and models of language and punctuation were not sufficiently clear to ensure that all pupils developed new skills swiftly. In another literacy lesson, progress was only satisfactory because the work was not well matched to the range of pupils abilities in the class and all pupils were expected to do the same tasks. In a numeracy lesson, pupils made good progress because the teacher modelled clearly what the pupils had to do and checked they had understood. The teacher effectively supported pupils speaking English as an additional language by using pictures to make explanations clear. Pupils with special educational needs and/or disabilities working with an additional adult also made good progress because they received further guidance that helped them to understand quickly.

Pupils with special educational needs and/or disabilities make satisfactory progress overall. They receive additional help from adults in lessons and outside the classroom in small groups. This includes additional, personalised support from specialist therapists for pupils with speech, language and communication needs. However, some enhancements to their support are very recently introduced. More-able pupils are sometimes set work that is insufficiently challenging. Pupils who are at an early stage of speaking English as an additional language make good gains in their English speaking skills because they receive additional help to learn new English words and phrases. In their learning across all subjects, these pupils make similar levels of progress to other groups.

Pupils enthusiastically raise funds for national and international charities, collect gifts for the local homeless and participate in cultural events and festivals within the local community. The school council is proud of the buddy bench they have painted and

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installed in the playground. Through learning about a wide range of religious festivals, close links with the local church and projects during Black History month, pupils have a good awareness of a variety of cultures and faiths. Together with pupils caring attitudes towards one another, the extent of their spiritual, social, moral and cultural development is good.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<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

## How effective is the provision?

Relationships between staff and pupils are consistently good. Pupils' good social skills are promoted effectively through opportunities to discuss their learning in pairs and small groups. Teachers manage lessons successfully and there is seldom any disruption. They know pupils well as individuals but the more-able are not always given suitably challenging tasks to do. Occasionally, teachers' questioning does not challenge pupils with special educational needs and/or disabilities to take an active part in whole-class teaching.

Positive attitudes to keeping fit and healthy are fostered through breakfast, lunchtime and after-school sports clubs including volleyball, athletics and tennis. The school's work in promoting healthy lifestyles is recognised by the achievement of the Healthy Schools award. Pupils' self-esteem and self-confidence are boosted through successes in cricket competitions with other local schools. Visits to local places of interest are popular, including a local city farm and residential visits for pupils in Year 4 and Year 6. Themed events, such as book week involving pupils in Years 1 to 6 as well as children in the Early

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Years Foundation Stage, bring the curriculum to life. All pupils in Years 3 to 6 learn Spanish. More-able pupils have opportunities to develop their interests, for example through opportunities to participate in performing arts activities and in the choir at the partner school. Good links are developing between subjects. However, opportunities are sometimes missed for pupils to develop their literacy skills across a range of subjects. Progression in handwriting is not fostered systematically enough through the school to ensure all pupils develop neat writing skills.

The school has worked successfully to improve the coordination of support for pupils with special educational needs and/or disabilities. Staff play a strong role in supporting pupils social and emotional development and provide good additional care and guidance to vulnerable pupils. The breakfast club ensures a calm and healthy start to the day. Here, a variety of board games and sporting activities promote pupils personal skills. Transition arrangements are organised well to support pupils as they move up through the school. Pupils who may find transfer to secondary school difficult receive effective additional help and guidance from staff. The school monitors pupils attendance and is working to promote regular attendance and good punctuality through promptly following up absences, and issuing awards and certificates. The school has had some success in tackling persistent absence through working more closely with parents and carers.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The governing body is very supportive and fulfils its statutory duties. It has a good knowledge of the school and is developing skills in holding the school to account over pupils academic outcomes. The schools work to tackle discrimination and promote equality is satisfactory. Pupils have equal opportunities to make satisfactory progress in their learning and all pupils, whatever their ability or background, have the chance to participate in activities in and out of school. Leaders, managers and the governing body drive improvements and embed ambition satisfactorily. This is because, despite recent enhancements, a few inconsistencies remain in the quality of provision. Some middle and curriculum leaders and managers are developing their involvement in the schools improvement efforts and are working closely with staff from the partner school. Safeguarding arrangements are good. Staff receive regular training to promote the health, safety and welfare of the pupils. The school site is safe and well maintained. Community cohesion is promoted well. Pupils have a good awareness of the school and local community. Links with a school in Durham and in Spain successfully promote pupils awareness of those who live in contrasting communities. Well-established

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partnerships with local businesses benefit the school well. For example, volunteers regularly listen to pupils reading, and charity funding supports breakfast club activities.

Staff, successfully engage the support of parents and carers in the work of the school and with their childrens learning. Sessions explaining how mathematics are taught, healthy cooking lessons, speaking and listening workshops for parents, carers and their children, as well as literacy courses for parents and carers speaking English as an additional language, are strengths.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<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>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## **Early Years Foundation Stage**

The Early Years Foundation Stage is well led and managed. Opportunities for parents and carers to spend time in the Nursery and Reception classes at the start of the day help the children to settle quickly. There is a good balance of adult-led tasks and activities for children to choose for themselves. As a result, they make good progress in all areas of learning and outcomes at the end of the Reception year are good overall. Through helping themselves to fruit and milk, and taking responsibility for dressing warmly when they go outside, children develop independence effectively. They form positive relationships with staff and other children. They share resources readily. For example, children were taking turns to use computers to practise their knowledge of colours. In the outside areas, children were observed enjoying using large building blocks to construct a catwalk together. Adults often extend childrens learning effectively through discussion and questioning. Childrens knowledge of letters and the sounds they make (phonics) is supported well because it is prioritised daily. Detailed records of ongoing observations are kept and these are used to plan further learning experiences. Occasionally, planning does not use information from these ongoing assessments to plan activities tailored to childrens specific needs so that the children make even faster gains in their skills.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	2
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

There was a broadly average return to the Ofsted questionnaire. A very large majority of parents and carers who responded to the questionnaire evaluate all aspects of the schools work positively. In the survey, the overwhelming majority of respondents are happy with their childrens experience of school. Almost all of them are confident that the school keeps their children safe. The inspection evaluated many aspects of the schools work to promote pupilspersonal development to be good. Inspectors found teaching, pupilsacademic outcomes and aspects of leadership and management to be satisfactory.

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

Ofsted invited all the registered parents and carers of pupils registered at Christchurch CoFE 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 64 completed questionnaires by the end of the on-site inspection. In total, there are 193 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	41	64	23	36	0	0	0	0
The school keeps my child safe	38	59	25	39	1	2	0	0
My school informs me about my child's progress	32	50	30	47	2	3	0	0
My child is making enough progress at this school	30	47	30	47	3	5	0	0
The teaching is good at this school	30	47	33	52	0	0	0	0
The school helps me to support my child's learning	30	47	31	48	2	3	0	0
The school helps my child to have a healthy lifestyle	30	47	34	53	0	0	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)	26	41	36	56	0	0	0	0
The school meets my child's particular needs	25	39	34	53	3	5	0	0
The school deals effectively with unacceptable behaviour	30	47	30	47	2	3	0	0
The school takes account of my suggestions and concerns	25	39	32	50	3	5	0	0
The school is led and managed effectively	25	39	32	50	2	3	0	0
Overall, I am happy with my child's experience at this school	35	55	28	44	1	2	0	0

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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 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"><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 pupils' 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.**



27 January 2011

Dear Pupils

**Inspection of Christchurch CofE Primary School, London E1 6PU**

Thank you very much for your friendly welcome and for helping us when we visited your school recently. We enjoyed our visit and were pleased to see how well you all get on together and how well behaved you are in lessons and around the school. I am writing to tell you about the judgements that we reached.

Christchurch CofE Primary has improved since the last inspection and is now a satisfactory school. You told us you like coming and your parents and carers also like the school a lot too. You particularly enjoy the clubs, visits and interesting activities that the school organises for you. As a result, you have a good understanding of how to keep yourselves fit, healthy and safe. All the adults work well together to take good care of you. The youngest children get off to a good start in the Nursery and Reception classes. You make satisfactory progress through the rest of the school, although we would like you to do better, particularly in writing.

To continue to make the school better, we have asked the staff to make sure that all of you are set work that is the right level of difficulty for you. All of you can help by telling your teachers if the work is too easy or too difficult for you. When teachers mark your work, we would like them to give you clearer ideas about what you need to do to move on to the next level. We would also like the teachers to make sure you know your individual learning targets. All of you can help by remembering these targets and checking regularly that you are meeting them. We have also asked the school to make more checks on its work so that it continues to improve. We would like all the lessons to be good ones.

Finally, I would like to thank you again and wish you well in the future.

Yours sincerely

Madeleine Gerard

Lead inspector

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