

# Christ Church CofE Primary School

## Inspection report

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<b>Unique Reference Number</b>	100721
<b>Local Authority</b>	Lewisham
<b>Inspection number</b>	354874
<b>Inspection dates</b>	21–22 June 2011
<b>Reporting inspector</b>	Gavin Jones

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>	242
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jill Bray
<b>Headteacher</b>	Geraldine Constable
<b>Date of previous school inspection</b>	10 October 2007
<b>School address</b>	Perry Vale London SE23 2NE
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## Introduction

This inspection was carried out by three additional inspectors. They observed 16 lessons and 10 teachers. Inspectors met with groups of pupils, staff and members of the governing body. They observed the school's work, and attended playtime, lunchtime and collective worship. They looked at planning, evidence of monitoring, assessment data, the school's improvement plan, a range of school policies, details of safeguarding, the minutes of the meetings of the governing body and a range of pupils' books. They analysed 99 questionnaires from parents and carers, 89 from pupils and 21 from members of staff.

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

- How the school is planning to close the gap between pupils' attainment in reading and writing, especially at Key Stage 1.
- What the school is doing to improve the proportion of pupils gaining Level 3 at Key Stage 1.
- How the school is planning to involve leaders with specific responsibilities in the drive for further improvement.
- The extent to which pupils understand ethnic, religious and cultural diversity in the United Kingdom and on a more global scale. The extent to which pupils understand ethnic, religious and cultural diversity in the United Kingdom and on a more global scale.

## Information about the school

Christ Church School is of average size. The proportion of pupils known to be eligible for free school meals is high when compared with the national average. The proportion of pupils with special educational needs and/or disabilities is well above average as is the proportion of pupils with statements of educational needs. A growing proportion of these pupils have autism spectrum disorders or language development needs. Around 90% of pupils are from minority ethnic heritages and the proportion of pupils who speak English as an additional language is above average. The number of pupils who join and leave the school between Years 1 and 6 is high when compared with the national average. Children in the Early Years Foundation Stage are taught in two classes alongside a nursery in which there are currently 14 full-time places available. The school provides a breakfast club. The school has National Healthy Schools status and an Activemark.

**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**

**1**

## Main findings

Christ Church is a good school. Senior leaders' drive for improvement has seen the school move from satisfactory to its current position in little over three years. The school cares for its pupils outstandingly well and supports them and their families, allowing pupils to take full advantage of what the school offers. From their starting points, pupils make outstanding progress so that by the time they leave, their attainment is above average in English and mathematics, in spite of the high levels of mobility in the school. There is still room for improvement in the progress made by pupils in Key Stage 1, especially more-able pupils in attaining the higher Level 3 in literacy and numeracy. The school has closed the gap between pupils' attainment in reading and writing, but the quality of their writing still lags behind that of their reading.

Pupils feel very safe. Their outstanding spiritual, moral, social and cultural development is helped by a good range of curriculum topics, the school's positive ethos and the good example set by all adults in the school. This is recognised by the vast majority of parents and carers and is testament to the school's work in gaining their confidence and support. Attendance is above average. The school has a range of productive partnerships with local schools, the local authority and commercial enterprises, all of which have had a positive impact on pupils' achievement and personal development. The school's strong community spirit is evident in the way that pupils' diverse cultural heritages are accepted and respected by everyone. This understanding of community has not been extended sufficiently to give pupils a clear picture of life in other parts of the United Kingdom and beyond.

Improvements in teaching, now seen across almost all of the school, have supported the rise in pupils' attainment and progress. Lessons are notable for pupils' enthusiasm, enjoyment and good behaviour. In a design and technology lesson, for example, pupils were engaged by the pace and interest level of their tasks. They collaborated well and were spurred on by the excellent subject knowledge of the teacher. Teachers often provide a good range of tasks, but in Key Stage 1 some of these are not suitably planned for the more-able pupils. Teachers do not always check on pupils' progress enough during lessons and although marking often shows pupils what they need to do to improve, it is sometimes not clear enough.

The school's leaders have been able to present and implement initiatives very successfully to the school. The leadership team has established a sense of team work across the school, as revealed in the unanimously positive responses to the staff questionnaire and the successful ways in which the governing body takes on its tasks and meets its obligations. However, subject leaders do not meet class teachers regularly enough, particularly to discuss the setting of targets for their pupils. The school has been very successful in raising pupils' attainment and progress, improving the quality of teaching and

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learning and developing the Early Years Foundation Stage. Its current development plans, based on high-quality and accurate self-evaluation, are already poised to guide the school forward, indicating that the school has excellent capacity for sustained improvement.

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

- Improve pupils' attainment and progress in Key Stage 1, especially the proportion of more-able pupils reaching Level 3 in literacy and numeracy, by:
  - ensuring that marking consistently shows pupils what they need to do next
  - ensuring that additional challenges for higher attainers are more regularly written into teachers' plans
  - checking during the course of lessons that pupils make the progress expected of them (by July 2011).
- Enhance the promotion of community cohesion by giving pupils clearer opportunities to compare their lives with others in other parts of the United Kingdom and the wider world (by January 2012).
- Ensure that leaders with specific responsibilities have termly discussions with class teachers to set targets (by July 2011).

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

**1**

Children start school with knowledge and skills that are well-below expectations for their age. While pupils' progress and achievement are outstanding overall, the progress of those with special educational needs and/or disabilities towards their own targets is slightly less consistent, although some of these pupils reach levels expected of their age group nationally. All pupils show excitement and exuberance when lessons are designed to capture their attention. For example, younger pupils became very animated as they observed ladybirds in a science lesson. Older ones enthusiastically helped each other as they searched out weather forecasts in order to create a spreadsheet in information and communication technology. Pupils enjoy all aspects of their learning, including the all-action physical education lesson seen in Year 3, the experiments with gyrocopters observed in Year 5, the creation of weather tables for Year 6 and the writing of nonsense poems.

Pupils' behaviour is always good and sometimes exemplary. Older pupils enjoy reading to younger ones and helping them at playtimes. They take on responsibilities gladly and are proud of their school council. Many take advantage of the good range of sporting activities in support of their healthy lifestyles. Pupils' attendance is now above average, due to the much better relationships between home and school. This in turn has helped to improve pupils' readiness for their next stage in education and the development of their good basic skills and their ability to work in teams and independently.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>1</b>
Taking into account: Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	1
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>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>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>

<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 are excellent in classes and teachers manage to create a learning ethos where pupils want to do well for themselves and their teachers. The use of a specialist teacher of physical education adds to the good teaching across the school. Although teaching in Key Stage 1 does not always press pupils to fulfil their potential, some outstanding teaching in both the Early Years Foundation Stage and in Key Stage 2 ensures that by the time pupils leave they have made excellent progress from their starting points. Teaching assistants play their role well in supporting individuals and small groups of pupils.

The curriculum is broad and has been adapted well to appeal to the wide range of ethnic and cultural heritages found in the school. Improvements to mathematics have been helped by the introduction of a maths passport where for one day each week all Key Stage 2 pupils are set by ability across the year groups in order to support and improve their mental skills. In English, storytelling has been linked to writing to good effect. A thematic approach means that particular weeks are planned to relate to topics, such as health or art. Partnerships with three local secondary schools provide added input in science, mathematics and creative arts. The school is placing more emphasis on the creative side of its curriculum and, as a result, artwork around the school is often of an impressive quality and poetry, drama and music are taking a higher profile. The school now provides

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pupils with a much wider range of after-school activities than at the time of the previous inspection.

The school shows its determination to remove any barriers to learning by employing exceptional care and support, not least for parents and carers who face difficulties which affect their children. The school's parent support adviser facilitates a whole-family approach. The school's breakfast club offers a good start to the day for up to 20 pupils, during which they are looked after by adults they already know well because they have other jobs in the school. The assessment of pupils whose circumstances make them vulnerable is meticulous in identifying needs and providing support. The impact is clearly seen in the progress these pupils make, their good attendance and their improved personal development.

*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>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The outstanding driving force of the school's senior leaders has been crucial to the excellent progress made since the last inspection. The monitoring of teaching and learning is effective and exceptionally well managed, and good support is given to staff through professional development. The governing body has a firm grasp of the school's strengths and areas for development, is well organised and has systems in place for monitoring the school's progress and asking challenging questions.

The school's good systems ensure that no pupils are discriminated against and all are treated fairly. The school puts much effort and considerable resources into supporting pupils who might be at risk of underachievement. Relationships with parents and carers are excellent and successful partnerships, such as those with the banking world to help create a learning garden, have been used effectively to support pupils' academic and personal development. The school has made good provision for community cohesion within the school and the local community and has plans to extend this to cover other parts of the United Kingdom and the wider world.

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 risk assessments and health and safety procedures are firmly in place.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</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>2</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>2</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>1</b>

## **Early Years Foundation Stage**

Learning and personal development are good across all areas of learning. This is seen in children's growing confidence and independence. Home visits and open evenings are used well to settle children and ensure that they feel safe, secure and ready to learn.

Attainment across areas of learning is now average by the time children leave Reception and in some aspects, such as knowledge of sounds and letters, slightly higher. Children's good progress, from low starting points, has been achieved by consistently good and sometimes outstanding teaching, both in the nursery and in the Reception classes.

All adults are quick to seize on the interests of the children, engage them in conversation and extend their vocabulary and understanding of the world around them. This was exemplified when a child spoke of a family visit to the cinema. Assessment is thorough and used to help plan a rich, themed curriculum based on children's interests. Regular observations also help adults plan what children will learn next. Those children with special educational needs and/or disabilities, or who speak English as an additional language, are supported with great care and success. For example, the school's own nursery rhyme compact disc helps families to support their children's learning at home. All of this represents considerable progress since the last inspection.

The leader of the Early Years Foundation Stage, in conjunction with the senior leaders of the school, has brought about remarkable improvement in a short time, introducing highly effective assessment, a wider range of activities to encompass the very exciting outdoor classroom and much more involvement of parents and carers.



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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:	
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	1

## Views of parents and carers

Although only a minority of parents and carers responded to the questionnaire, their views were overwhelmingly positive. All said that their children are safe in school and enjoy it. They agreed that their children are helped to have a healthy lifestyle and that they are well informed about their children's progress. The inspection team endorses these positive views. Fewer than 10% of parents and carers felt that the school is not well led and managed, does not meet their children's particular needs, or does not take into account their suggestions. The inspection found that the school's progress since the last inspection was due in large measure to the guidance, ambition and vision of the school's leaders. The inspection also found that the care and support given to pupils are excellent and that the school's own questionnaires and the fact that parents and carers were, for example, consulted on what foreign language should be taught, show that the school is very active in the promotion of its partnership with parents and carers.

## 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 99 completed questionnaires by the end of the on-site inspection. In total, there are 242 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	70	71	27	27	2	2	0	0
The school keeps my child safe	62	63	35	35	0	0	0	0
My school informs me about my child's progress	56	57	39	39	4	4	0	0
My child is making enough progress at this school	53	54	37	37	5	5	0	0
The teaching is good at this school	57	58	35	35	4	4	0	0
The school helps me to support my child's learning	49	49	40	40	8	8	1	1
The school helps my child to have a healthy lifestyle	49	43	48	48	1	1	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)	43	43	41	41	4	4	0	0
The school meets my child's particular needs	38	38	45	45	8	8	1	1
The school deals effectively with unacceptable behaviour	40	40	45	45	5	5	3	3
The school takes account of my suggestions and concerns	32	32	49	49	5	5	3	3
The school is led and managed effectively	49	49	32	32	3	3	1	1
Overall, I am happy with my child's experience at this school	56	57	35	35	5	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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 31 December 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 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"><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.**



23 June 2011

Dear Pupils

**Inspection of Christ Church C of E Primary School, London SE23 2NE**

Thank you for your warm welcome when we visited your school and for showing us your work. You are justly proud of your school. Here are the highlights of what we saw on our visit.

- The progress you make is outstanding and you thoroughly enjoy school.
- Adults take exceptional care of you at school and you all feel extremely safe as a result.
- Your respect for each other, and the way in which you all work and play together, are excellent.
- The collective leadership of the school is good.
- The ways in which the school works with your parents and carers and other groups outside of your school are excellent and all help your progress.

The school now needs to:

- help those of you in Key Stage 1 to make more progress, especially those of you who are more able
- help you understand what life is like as a child in other parts of the United Kingdom and in the wider world
- ensure that subject leaders meet class teachers each term in order to set targets for your learning.

I am sure that you will continue to maintain the outstanding progress that you are making and keep attending regularly.

Best wishes for the future.

Yours sincerely

Gavin Jones

Lead inspector

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