

# Christ Church, Streatham, CofE Primary School

## Inspection report

---

<b>Unique Reference Number</b>	100611
<b>Local Authority</b>	Lambeth
<b>Inspection number</b>	376423
<b>Inspection dates</b>	28–29 November 2011
<b>Reporting inspector</b>	Gavin Jones

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	208
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Noel Dempster
<b>Headteacher</b>	Nicky Zeronian-Dalley
<b>Date of previous school inspection</b>	20–21 May 2009
<b>School address</b>	Cotherstone Road Streatham London SW2 3NF
<b>Telephone number</b>	0208 674 4308
<b>Fax number</b>	020 8671 6999
<b>Email address</b>	admin@christchurchstreatham.lambeth.sch.uk

---

<b>Age group</b>	4–11
<b>Inspection date(s)</b>	28–29 November 2011
<b>Inspection number</b>	376423

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011



## Introduction

This inspection was carried out by three additional inspectors. A total of 16 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 progress over the recent past. Inspectors also looked at pupils' current work. They spoke with a small number of parents and carers, and analysed 66 parent and carer questionnaires, as well as questionnaires completed by 107 pupils and 15 staff.

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

- The use of assessment information by leaders, teachers and pupils to provide support and challenge for all pupils.
- The effectiveness of leaders at all levels, including governors, in monitoring, evaluating and taking actions to raise standards and improve teaching and learning in mathematics.
- The effect that the good care, guidance and support, noted by the school, is having on pupils' personal development.

## Information about the school

The school is slightly below average size. Children enter the single Reception class from a wide range of settings, with some children not having had any pre-school experiences. The proportion of pupils known to be eligible for free school meals is above average, as is the proportion of pupils who speak English as an additional language. Over 90% of pupils are from minority ethnic backgrounds. The proportion of pupils who have special educational needs and/or disabilities is well above the national average and includes pupils with speech and language, social and behavioural problems. The number of pupils joining the school at times other than in Reception is higher than average. The school has a range of awards, including information and communication technology (ICT) Mark and Advanced Healthy School status.

**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. It has consolidated its previous successes and addressed the issues from the last inspection. Senior leaders have taken the school forward, sharing a vision for improvement. The school's accurate self-evaluation, together with a clear school improvement plan, which accurately reflects the school's strengths and areas for development, indicates good capacity to sustain improvements.

A strong Christian ethos underpins all of the school's actions. It can be seen from the spiritual garden, designed by pupils, at the front door, and continues through all parts and aspects of school life. It encourages and promotes pupils' spiritual development, helping it reach an excellent level.

The school's pastoral care is good and has a positive effect on pupils' personal development from their earliest days in school. Almost all pupils say they feel safe in school. Teaching and learning are good overall, with a very small amount which is satisfactory, balanced alongside examples of outstanding teaching.

The Early Years Foundation Stage is successful in giving children a good start to their education. A firm emphasis is placed on learning through play, with good-quality direct teaching of skills and knowledge complementing this.

The last Year 6 cohort did not reach the same high standards as attained by those in the previous two years, neither did these pupils make such excellent progress. There were a high proportion of pupils with special educational needs and/or disabilities in the group, together with a significant minority of pupils entering the school within Key Stage 2. However, they still achieved broadly average attainment and made good progress from low starting points. Over a four year period, this lower attainment and progress was not typical. Attainment in English is better than that in mathematics, where some pupils struggle to use correct mathematical vocabulary, solve problems and make best use of their mental arithmetic and calculation skills. Meetings to focus on how assessments might be used to accelerate progress in mathematics are only held once a term.

The school has a wide range of productive partnerships, including those with the local authority, universities, schools and businesses. These, together with a wide range of visits, give good support to pupils' learning. Growing links with a school in Sussex have helped both schools to celebrate and understand the multicultural

**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

nature of the United Kingdom. Pupils are justly proud of their school and there is a strong community spirit, seen in the way older pupils take on responsibilities and help younger ones. The school has positive relationships with its parents and carers. A good number take advantage of courses for self-improvement and pupils' attendance is regularly well above the national average, thanks in no small part to this positive relationship.

The school's leaders and governors have been able to present and implement initiatives successfully since the last inspection. The work of subject leaders is developing well, but for new leaders, insufficient emphasis has been placed on them giving more specific support for colleagues whose teaching is satisfactory in order to make improvements. Observations of teaching, feedback and monitoring are not as precise as they might be. Similarly, the governing body has a good understanding of the strengths and areas of development of the school, based on a good range of information, which it analyses in order to support its understanding of school issues and make strategic suggestions. However, it does not yet collect enough information for itself in order to challenge the school further and hold it to account, for example in the outcomes of its school improvement plan.

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

- Improve attainment and progress in mathematics by:
  - improving pupils' ability to solve problems and visualise mental calculations
  - ensuring that mathematical vocabulary is always used correctly
  - increasing the frequency of pupils' progress meetings so that pupils in danger of underachieving in mathematics have their progress assessed more regularly.
- Improve teaching and learning so that all teaching is even more frequently good or better by July 2012 by making sure that:
  - during observations, observers highlight more accurately the small steps for improvement for individual teachers and check how those aspects have improved in subsequent observations
  - governors become part of the process for monitoring the quality of teaching and learning in order that they, too, might more regularly support improvements.

## Outcomes for individuals and groups of pupils

**2**

All pupils thoroughly enjoy school, make good progress regardless of their special educational needs and/or disabilities, from low starting points, and achieve well. The wide range of pupils from minority ethnic groups and those in receipt of free school meals, achieve well, some exceptionally so. Attainment and progress for 2011 was below the previous two years of highly successful attainment. During the inspection,

**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

good progress was seen in most lessons with pupils on track to reach high levels of attainment by the end of the year, as noted in the school's clear tracking systems. Progress in writing and reading are currently better than progress in mathematics due to the school's good range of strategies for improving the former. The school is already considering how it might implement changes in order to improve outcomes for mathematics. In a mathematics lesson, pupils made excellent progress in solving a money problem, working effectively in groups and given time to reflect on their success with a range of carefully posed questions. However, in some lessons, pupils had more difficulty in solving problems as they were unable to visualise the calculations they had to make and sometimes stumbled over mathematical vocabulary. While looking at a sonnet during an English lesson, the oldest pupils made excellent progress in analysing the poem by purposeful use of paired discussions.

Pupils' behaviour is nearly always good in lessons and supports their learning well. It only dips when teaching does not focus pupils' attention effectively. Pupils say they feel safe in school and know how they should eat healthily and take exercise. Year 5 run a popular healthy 'tuck shop'. The Advanced Healthy School award is testament to the way in which the majority of pupils understand healthy lifestyle issues. Pupils are proud of their school and many enjoy taking on responsibilities such as peer mentors and play leaders. The work of these pupils helps others with their social and moral development as these leaders try to explain to pupils the results of their actions on others. The school council makes valuable contributions to the life of the school and is busy looking at the development of a school prayer. All cultural and ethnic groups get on well together because the school celebrates cultural diversity. Pupils' good levels of basic skills, including those in information and communication technology and their ability to work together in groups, and to take on leadership roles, helps them to prepare well for the next stage of their education. Because pupils enjoy school so much and with support from parents and carers, attendance rates are high and lateness and unauthorised absence are very low.

*These are the grades for pupils' outcomes*

<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>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>

<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

**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

<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>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Teaching is good and the strong relationships between pupils and their teachers do much to support learning. As a result, behaviour in nearly all lessons is good. In a very small number of lessons, while learning objectives are shared with pupils, the criteria that might enable pupils to understand when they have been successful are not shared. Marking is regularly completed and helps pupils to see what they need to do to improve.

The broad and balanced curriculum is carefully planned to meet the needs and backgrounds of all pupils. Good partnerships have provided enrichment opportunities that extend and influence the curriculum. Older pupils value being involved in the planning for some aspects of the curriculum. The use of themed weeks and visits add a good deal to its interest and relevance. Themes and topics often provide good links between subjects, but these are made more regularly with literacy than with numeracy. The teaching of music, carried out by a specialist teacher, is of good quality with pupils enjoying a range of instruments and music-making opportunities. The school is currently working on plans to review the provision for mathematics in order to support higher attainment and accelerated progress.

The school works hard and effectively to remove barriers to learning through its strong pastoral care and good guidance and support network in school. Clearly targeted support programmes, such as the Better Reading Partnership and one-to-one tuition, have had a significant impact on pupils' progress. Specific case studies highlight the school's success in helping pupils whose circumstances may have made them vulnerable. This success draws on the good links formed between the school and outside agencies. Transition arrangements both into and out of the school are good and help pupils to be confident and excited as they look towards the next stage of their education.

*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>2</b>

**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

## How effective are leadership and management?

Under the strong direction of the headteacher, the school has consolidated its good position at the time of the last inspection. It has made a range of improvements in the quality of its self-evaluation, the good structure for behaviour, improvements in reading and writing, and improvements to the provision in the Early Years Foundation Stage. With the exception of the 2011 cohort, attainment has been high since the last inspection, with progress being good and sometimes excellent. The system for setting targets with pupils is robust, and subsequent tracking, which is of good quality, highlights those in need of intervention programmes. Such information is used in termly pupils' progress meetings. While this focuses attention on a small proportion of pupils, the gaps between these meetings is currently too wide to have maximum effect on progress. The school rigorously implements strategies to tackle discrimination and ensures an inclusive learning environment for all of its pupils. Teaching remains good. Senior leaders monitor it carefully but middle leaders do not have enough access to be as precise as they might in improving the quality of teaching further in their subjects and in supporting colleagues. The school is finding ways to increase leadership and management capacity in this aspect and challenge its work further.

The governing body meets its statutory duties well. It is rigorous in ensuring the safety of pupils, through its comprehensive range of safeguarding provision. This is regularly reviewed, training updated and systems checked. Child protection procedures are good and well managed. Risk assessment and health and safety checks are in place.

Links with parents and carers are positive and their views are taken into consideration. This is underlined by the very positive response to the questionnaire. The school is a very cohesive unit and successful links have been made with the local community and with a school in a very different setting nationally. The school has already made initial contact with an orphanage in Africa in order to provide pupils with a clearer picture of what life is like for children in the global community.

*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	2
<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>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</b>	<b>2</b>

**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

<b>tackles discrimination</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>2</b>

## Early Years Foundation Stage

Children enter the Early Years Foundation Stage with a range of skills which are often below those seen nationally. Especially low are aspects of personal and social development and elements of communication and language skills. Children settle quickly and are seen separating from their parents and carers easily in the playground and going happily into school. They are made to feel welcome in the interesting and well-equipped environment. The school has successfully developed the outside area, but has not been able to develop an adjacent small piece of church ground, ideal for a garden area. Children thoroughly enjoy initiating their own learning, with adults intervening to help develop speaking and listening skills and questioning children about how they might extend their activities. Adults also provide good focused teaching to improve a wide range of skills. This was seen in a lesson in which children were making good progress in recognising letter sounds and noting particular animals with the same letter sounds. As a result of good teaching and learning, children make good progress on all fronts and reach the end of their time in Reception with attainment across many areas of learning in line with the national average. They make particularly good progress in using numbers as labels and in their social development. They make less progress in writing and calculating. Accurate observations made by both practitioners are used to help set children's next steps in learning. Through good care and support, children become confident and eager learners. They play well together and share resources. The outdoor classroom often mirrors indoor activities and children move freely from place to place. Children with special educational needs and/or disabilities are supported especially well by the staff and make good progress as a result. In the same way, children who speak English as an additional language are well supported. All children are made to feel safe and secure, so that they can enjoy their education fully. Although the leader does not teach in the setting, there is close liaison and cooperation with practitioners in the Reception class in order to ensure children make good progress. A common sense of purpose is shared and ensures that parents and carers are involved well in the education of their children.

*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

**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

The effectiveness of leadership and management of the Early Years Foundation Stage	2
--	---

## Views of parents and carers

A small minority of parents and carers responded to the questionnaire. Their views were overwhelmingly positive. Of the 13 questions answered, more than 90% of parents and carers gave positive answers to nine of them. Over 95% said their children enjoyed school, felt safe, that teaching was good, their children were making good progress and that the school was well led. A few parents and carers felt that unacceptable behaviour was not dealt with effectively and that the school did not help children gain a healthy lifestyle. Inspection evidence showed that the majority of pupils understood what constituted a healthy lifestyle and could talk about healthy diet and exercise. No unacceptable behaviour was seen in classes or at playtime. The school has a good behaviour policy which is put into practice fairly by all adults. When pupils misbehave, a range of sanctions are quickly brought into play.

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

Ofsted invited all the registered parents and carers of pupils registered at Christ Church, Streatham, 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 66 completed questionnaires by the end of the on-site inspection. In total, there are 208 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	45	68	20	30	1	2	0	0
The school keeps my child safe	41	62	22	33	1	2	0	0
The school informs me about my child's progress	40	61	23	35	2	3	1	2
My child is making enough progress at this school	37	56	23	35	5	8	1	2
The teaching is good at this school	39	59	25	38	0	0	1	2
The school helps me to support my child's learning	34	52	26	39	3	5	1	2
The school helps my child to have a healthy lifestyle	28	42	28	42	7	11	1	2
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)	20	30	32	48	3	5	0	0
The school meets my child's particular needs	27	41	29	44	5	8	1	2
The school deals effectively with unacceptable behaviour	27	41	29	44	7	11	2	3
The school takes account of my suggestions and concerns	15	23	44	67	4	6	0	0
The school is led and managed effectively	31	47	29	44	4	6	1	2
Overall, I am happy with my child's experience at this school	40	61	21	32	3	5	1	2

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](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.**



30 November 2011

Dear Pupils

**Inspection of Christ Church, Streatham, CofE Primary School, London SW2 3NF**

It was lovely to talk to so many of you when we visited your school this week. We judged that the school is good. You leave school with standards that are often above those of most children of your age. You make good progress in your work and achieve well. Some of you make excellent progress. This is mainly because of good teaching and your good behaviour. You feel safe and know that you receive good care from all of the staff. This helps make your personal development good. You think deeply about issues in the world and show excellent spiritual development. Your parents and carers recognise this and know that you are safe and happy in school. These are some of the main reasons why your attendance is so high. Well done!

To help make sure improvements continue, we have asked the school to do two things. We want the school to help you gain even higher standards in mathematics. Although you make good progress, the results are weaker than those in English. We want the school to help you to get better at mental arithmetic, problem-solving and using mathematical vocabulary more accurately. We also want your teachers to have more opportunities to discuss your progress with senior leaders to make sure that everyone makes good progress.

We want the school to make sure that all teaching gets even better by helping teachers to see the small steps they need to take in order to make all the teaching good and more outstanding.

All of you can help by making sure that your attendance remains high and that you try your best, especially in your numeracy lessons.

Yours sincerely

Gavin Jones  
Lead Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234**, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).