

Christ Church C of E Primary School

Clarence Road, London NW6 7TE

Inspection dates 11–12 October 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Pupils' progress is improving but is not yet consistently good in Years 1 to 6. This is because of variations in the quality of teaching.
- Teachers do not always ensure work is hard enough for all pupils or check regularly on how well pupils are doing in lessons. Marking does not always show pupils clearly how to improve their work.
- Behaviour has improved but a new policy is not consistently applied across the school to ensure that behaviour is good.
- The changes in headteacher, governance and teaching staff since the previous inspection have slowed the pace of improvements in some areas.
- The leadership and management of the school require improvement because not all leaders and managers are involved in driving forward improvements. Actions for development in school plans are not always detailed enough.
- Systems for recording information on pupils' progress, and on those who are not doing as well as they should, are at an early stage of development.

The school has the following strengths

- The new headteacher is passionate about improving teaching so pupils can do better.
- Children achieve well in the Early Years Foundation Stage. The curriculum has been adapted and now provides a range of stimulating activities and develops children's ability to work by themselves.
- Attendance has improved and is now above average.
- The new Chair of the Governing Body has restructured the governing body, recruited new governors with educational expertise and has created a group to drive forward improvements in the school.
- The school has developed positive relationships with parents and offers a range of sessions to teach parents about the curriculum so they can help their child at home.

Information about this inspection

- The inspection team observed 14 lessons or part lessons.
- Five lessons were observed with members of the senior leadership team. Inspectors also observed senior leaders feeding back to teachers on the quality of learning and pupils' achievement in lessons.
- Meetings were held with governors, staff, pupils, a local authority representative and an adviser from the diocese.
- The inspection team took account of the 13 responses to the on-line Parent View survey and spoke to parents in the playground.
- Inspectors observed the school's work, attended an achievement assembly, listened to pupils read and scrutinised a range of school documentation. These included the school's own data on pupils' progress, governing body minutes, safeguarding, behaviour and attendance documents.

Inspection team

Susan Williams, Lead inspector

Additional Inspector

Peter Sowrey

Additional Inspector

Full report

Information about this school

- Christ Church C of E Primary School is smaller than the average-sized primary school.
- Pupils come from a wide range of ethnic backgrounds which include Black Caribbean, Black African and White British.
- An above average proportion of pupils receive funding from the pupil premium, which provides additional funding for pupils in local authority care and those who receive free school meals.
- The proportion of disabled pupils and those with special educational needs supported at school action is higher than that seen nationally, with most pupils supported for moderate learning difficulties. The proportion of pupils at school action plus or with a statement of special educational needs is also higher than that seen nationally.
- There have been a number of changes of governors since the previous inspection and there is a new Chair of the Governing Body and two new Vice Chairs.
- The school does not meet the current floor standard, which sets the government's minimum expectations for pupils' attainment and progress.
- There have been significant changes in teaching staff since the previous inspection with four out of a total of eight teachers leaving in the summer term 2012.
- The headteacher started at the school in September 2012.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is consistently good and enables all groups of pupils to make good progress by:
 - matching work to learners' needs so all have work that is hard enough for them in lessons
 - ensuring that marking consistently provides pupils with guidance about how to improve their work
 - making sure teachers regularly check on pupils' learning during lessons and then adapt their teaching accordingly.
- Improve behaviour so that it is good by:
 - ensuring the behaviour policy is consistently applied across the school
 - making sure regular checks are undertaken to evaluate the impact of the policy.
- Build the capacity of all leaders and managers to improve the quality of teaching and rapidly raise the achievement of pupils by:
 - including precise actions and clear milestones in the school development plan which can be checked for their impact
 - ensuring senior and other leaders have a greater involvement and impact in leading developments in their areas of responsibility
 - developing information systems to better check on pupils' progress and identify those pupils who are doing less well so prompt action can be taken to help them.

Inspection judgements

The achievement of pupils

requires improvement

- Pupils make the progress expected of them in Years 3 to 6 but fewer pupils make fast progress compared with other schools. Standards are below average in Year 6 but showing signs of improvement, particularly in English.
- Attainment at Key Stage 1 is below average in reading, writing and mathematics. It has improved considerably from very low levels over the last three years and the gap is narrowing between pupils in the school and pupils nationally.
- In the Early Years Foundation Stage, achievement is good. Children enter the school with levels of knowledge and skills well below those expected for their age. The curriculum is well planned to meet their needs, and focuses on developing speech and language skills, which is a particular area where children's skills are less well developed. Children leave Reception with lower levels than seen nationally in all areas of learning but have caught up considerably, particularly in their communication and language skills.
- The development of early reading skills is given high priority. Year 1 pupils did particularly well in the recent national check on their knowledge of phonics (letters and the sounds they make), where the vast majority of pupils met the required standard. Pupils say they enjoy reading and are able to use phonic strategies and use pictures to help them understand their reading.
- Pupils who receive additional adult support funded from the pupil premium make good progress in writing and mathematics. Their progress in reading is similar to that of other pupils in the school. White British, Black Caribbean and Black African pupils make good progress in English and mathematics.
- Disabled pupils and those with special educational needs receive additional support in lessons, in small groups and one-to-one sessions. This has made a difference and helped them with their learning so in most cases they are making good progress.

The quality of teaching

requires improvement

- A range of teaching was seen during the inspection from good to inadequate, although most required improvement. Over time, teaching at Key Stage 1 and 2 has not led to good achievement for pupils.
- Teachers do not always ensure that they plan work that matches the needs of pupils in their class so that they all progress well in their learning. They do not always check on learning regularly enough in lessons in order that misunderstandings are addressed and pupils learn at a suitably fast pace.
- In some year groups, marking includes positive comments about pupils' work and clearly identifies next steps to help them understand how to improve. However, marking does not consistently show pupils how to improve their work in all year groups across the school.
- Teachers have a positive approach and clear skills in presenting work when talking to their classes. In Nursery, the work is well matched to children's abilities and supports them taking on activities on their own. Adults encourage 'talk' in lessons and the range of activities encourages children's language development, for example through role-play in the greengrocer's shop.
- In Year 3, the teaching takes into account the different abilities of pupils in the class and helps them learn well. In a mathematics lesson, pupils were engaged in a problem-solving task which required pupils to investigate patterns in their results to see connections. This work not only developed their mathematical skills but also required them to apply these skills. Pupils enjoyed the lesson and learnt well.
- Parents said that they thought their child is well taught in school. They said that teachers are approachable. They appreciated the sessions to help them understand how their child is taught. One parent said, 'The reading and maths sessions are very useful... there is a nice spirit of parental involvement.' Pupils were also positive about teaching in the school but said that in

some lessons the work was too easy for them.

The behaviour and safety of pupils requires improvement

- Pupils' attitudes to learning are not consistently good. Pupils engage in lessons with enthusiasm when they are involved in interesting activities which are well matched to their levels of ability. At other times, their attention wanders and they need reminders from teachers to focus on their work.
- The new behaviour policy introduced in September sets out how teachers should deal with incidents of poor behaviour, and the expectations of staff and pupils are made clear. It is not applied consistently across the school to support good behaviour. Senior staff do not regularly check to see if the policy is making a difference.
- Parents said the school is now 'more disciplined' and that behaviour has improved. Pupils also think that behaviour has improved and that there are now fewer fights. Inspection evidence supports these views. The number of exclusions has reduced and there were no permanent exclusions last year.
- Pupils are courteous to visitors, staff and each other. Older pupils get on well with younger pupils and have the opportunity to help them in their learning. On Friday afternoons, Year 6 pupils work with Reception pupils to support them in developing their reading skills. Reception children clearly enjoy this session and relationships are very positive.
- Pupils from different backgrounds mix well together, good relationships are encouraged and discrimination of any kind is not tolerated. When a racist incident occurred this year, the school acted swiftly, working successfully with pupils and parents to avoid any similar incidents in the future.
- At break and lunchtimes, pupils talk in groups and play together in the playground. They get on well with each other but get quite excited by ball games in the enclosed court area and do not always follow the instructions of staff immediately.
- Pupils say bullying does not occur. They are aware of different forms of bullying, including cyber bullying or verbal and physical bullying. They are confident that if they have a problem, they can talk to an adult, who would sort it out.
- The school has introduced more rigorous procedures for attendance; this has improved and is now above average.

The leadership and management requires improvement

- The leadership of the new headteacher is strong; she has acted decisively to improve teaching but has not been in post long enough to raise the quality so that it is good in every class. Other teachers who hold management responsibilities are not involved enough in driving improvements or checking the quality of teaching and learning.
- New systems have been introduced to enable teachers and senior leaders to check pupils' progress more rigorously as they move up through the school in order to identify any who may be falling behind. These have yet to be fully implemented
- The local authority and diocese have supported the school through a turbulent period with changes of leadership and governance. A consultant headteacher supported the deputy headteacher during two terms as acting headteacher and additional funding was given to the school to support the development of teaching.
- Improvement plans correctly identify the areas for improvement in the school with clear long-term priorities, although they are less detailed and precise on how the school will go about making these changes.
- Checks on the quality of teaching take place regularly and accurately identify strengths and areas for development. The new headteacher has inherited a situation where some staff are paid at high levels although their teaching requires improvement. She is determined to support all staff to be able to teach to at least a good level. The targets set for teachers are more

challenging according to their levels of experience or if they take on management roles.

- The school's curriculum is reasonably broad and balanced and focuses on the development of literacy and numeracy. Pupils' spiritual, moral, social and cultural development is developed in lessons and assemblies. Pupils particularly enjoyed the 'Black History Month' assembly where they learnt about different cultures.
- Parents are all positive about how the school is led and managed. Parents like the 'small school feel' and how they are welcomed in the school by staff.
- Safeguarding procedures meet statutory requirements and are effective.
- **The governance of the school:**
 - Governors decided to appoint professional clerks so that chairs of committees are able to focus on leading discussions and asking challenging questions without having to make notes of meetings.
 - One governor has the role of ensuring all governors receive regular training and that a programme of visits is kept up to date so that governors have a clear picture of how well the school is doing.
 - The governing body has ensured the school is in a secure financial position and benefits from the expertise of a governor who is an accountant. They ensure that pupil premium funding is used appropriately to provide additional support for the more disadvantaged pupils. This is helping them to make good progress.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	101533
Local authority	Brent
Inspection number	404768

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	209
Appropriate authority	The governing body
Chair	Mike Hutchinson
Headteacher	Joy Donaldson
Date of previous school inspection	23–24 September 2010
Telephone number	020 7624 4967
Fax number	020 7372 2759
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