

Christ Church Church of England Primary School

47a Brick Lane, Spitalfields, London, E1 6PU

Inspection dates 14–15 November 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Leaders and managers have brought about positive changes in the school which have resulted in year-on-year improvements in pupils' achievement over the last three years.
- The children get off to a good start in Nursery and Reception because they are cared for very well and develop a wide range of skills.
- Pupils make good progress in reading and writing and outstanding progress in mathematics across the school.
- By the time they reach Year 6, pupils' attainment, including that of disabled pupils and those with special educational needs, is at least average.
- Teaching has improved since the last inspection and is now good overall, with some that is outstanding. Teachers carry out rigorous checks in lessons to ensure that pupils are well engaged with their learning.
- Pupils' behaviour is good and they feel safe at school. They relate well to each other, showing care and respect.
- Pupils' attendance has improved from below average to above average and they are punctual to school.
- The members of the interim executive board have substantial school improvement experience and they support and hold the executive headteacher and the staff to account in securing improvements across the school.

It is not yet an outstanding school because

- Changes in staffing are recent and the school is moving to ensure that new appointments at the middle leadership are sufficiently informed, supported and equipped to take an active role in driving forward school improvement.
- Some pupils, particularly the more able, do not always have the opportunities to attempt challenging tasks that will help them to make even better progress.
- Pupils do not always know what to do to reach the next steps in their learning.

Information about this inspection

- The inspectors observed teaching and learning in 22 lessons taught by 11 teachers as well as carrying out several shorter visits to other lessons. They listened to pupils reading, checked the work in pupils’ books and looked at their work displayed on the walls.
- Inspectors held several meetings with the executive headteacher, other senior leaders, the Chair of the Interim Executive Board and a representative of the local authority. In addition, they interviewed a sample of staff and met two groups of pupils.
- Inspectors observed the school's work, and looked at the information on the school's evaluation of its work, the school's development plan and tracking data on pupils' achievement.
- The school's monitoring records on teachers’ performance, safeguarding policies and the subject development plans were scrutinised.
- Inspectors observed pupils’ behaviour in lessons, at breaks and lunchtimes
- Inspectors took account of the responses to the Parent View the Ofsted online questionnaire survey and so inspectors sought the views of parents and carers at the start and end of the school day, and through the school’s parent surveys.

Inspection team

Samuel Ofori-Kyereh, Lead inspector	Additional Inspector
Ann Sydney	Additional Inspector
Lesley Leak	Additional Inspector

Information about this school

- Christchurch is a smaller-than-average sized primary school with Early Years Foundation Stage provision.
- The large majority of pupils come from minority ethnic heritages with the largest proportion being from a Bangladeshi background. The proportion of pupils who speak English as an additional language is well above average.
- A larger than average proportion of pupils is known to be eligible for support through the pupil premium (additional funding provided by the government).
- The proportion of pupils supported at school action is below the national average but the proportions of pupils who are supported at school action plus or with a statement of special educational needs are above average. Most of these pupils have speech, language and communication, and behavioural, emotional and social difficulties.
- The school entered into a federation partnership with another local primary school three years ago. And the governing bodies of both schools are actively discussing the future of this federation. There is an executive headteacher for the two partner schools.
- Since the previous inspection, a large number of teachers have left the school and new ones have joined.
- The London Borough of Tower Hamlet and London Diocesan Board for schools have put in place an interim executive board that makes up the governance of the school.
- The school has Healthy School status.
- The school meets the government's current floor standards, which set the minimum expectation for pupils' attainment and progress.

What does the school need to do to improve further?

- Increase the proportions of outstanding teaching in order to sustain and further improve the rapid progress across all year groups by:
 - using assessment data to prepare challenging tasks that are matched to learning needs of all pupils, especially the more-able pupils so that they make even better progress
 - providing clear feedback to all pupils so that they know what to do to reach the next steps in their learning
 - ensuring that marking provides opportunities for all pupils to correct and improve their work.
- Develop capacity at middle leadership level by ensuring that new appointments are fully informed, supported and equipped to sustain the school's improvement priorities.

Inspection judgements

The achievement of pupils is good

- Many pupils enter the Nursery and Reception classes with skills that are generally below the levels expected for their age. The children, including those who are disabled, are well taught and cared for in a stimulating environment that supports their interest in developing their fine motor skills and knowledge of letter patterns so they make good progress.
- The proportion of pupils attaining the nationally expected levels in English and mathematics by the end of Year 6 is similar to that seen nationally, regardless of their often low starting points in Nursery and Reception. There has been a rising trend in pupils' attainment across the school over the past three years, with impressive achievement seen particularly in mathematics.
- The school's guided reading programme provides opportunities for the large majority of pupils who speak English as an additional language to read frequently and to develop their writing skills. During this inspection, there was a session on phonics (letters and the sounds they make) for parents and carers to develop their skills so they can support their children's reading at home.
- Pupils have good opportunities to develop their speaking and listening skills by participating in drama and dance and through school assemblies. As a result, pupils, including disabled pupils and those who have special educational needs, are able to express themselves clearly and confidently. Pupils indicate they are proud to have the chance to read to visitors during special school events.
- Visits to lessons show that disabled pupils and those who have special educational needs are excited about their learning and they acquire a wide range of skills quickly. Pupils who are known to be eligible for the pupil premium are effectively supported and this allows them to thrive well and achieve better than similar groups nationally.
- Use of assessment information when planning lessons has helped to address weaknesses in boys' writing. However, assessment data are not used well enough to ensure all work is sufficiently challenging and matched to the needs of all pupils, particularly the more able, so that they make even better progress.

The quality of teaching is good

- Teaching across the school and in different subjects has improved considerably since the last inspection and is now consistently good. Some teaching is outstanding because there is a common approach to planning lessons. When planning lessons, teachers take into account pupils' previous learning so that pupils can build on their previous learning and at the same time acquire new skills and knowledge in order to make at least good progress in lessons.
- Teachers use a range of imaginative strategies such as games and problem-solving activities that engage pupils' interest. For example, in an outstanding Year 4 mathematics lesson, where pupils used dice to help complete a tally chart table, all pupils were engaged, showed great enjoyment and they made outstanding progress. However, in a few lessons, tasks planned are not always demanding enough, particularly for the more-able pupils, to ensure that all make rapid and sustained progress.
- Teachers ask open-ended questions effectively to develop pupils' thinking skills and help address any difficulties as the lesson proceeds. As a result of this, all groups of pupils, including those who are supported at school action, school action plus or have a statement of special educational needs, are able to check and improve on their learning.
- There are strong links between subjects that create opportunities for pupils to practise and develop new skills in reading, writing and communication effectively and in new situations. For example, in a Year 5 religious education lesson on the parable of the sower, pupils had

the opportunity to identify and relate the parable to the resources that are required for seeds to grow.

- Teachers create a purposeful and stimulating classroom environment where healthy relationships exist between teachers and pupils and pupils are encouraged to contribute fully to class discussions. Teachers use a wide range of resources to provide useful support for learning, particularly for the pupils who are supported by pupil premium funding, so that they make good progress. The pupil premium is used effectively to acquire additional classroom resources and for providing additional adults for one-to-one tuition.
- Teachers mark the work in pupils' books regularly and provide detailed feedback on what pupils have to do to improve. However, pupils do not always have good opportunities to respond to teachers' comments in their marking. There are missed opportunities for pupils to receive clear feedback on how they can reach the next steps in their learning.
- There are several opportunities for pupils to extend their learning through homework and home learning projects. Samples of pupils' homework indicate that pupils often extend their learning through independent study and research beyond the classroom.

The behaviour and safety of pupils are good

- Pupils behave well in lessons and around the school. They are considerate of each other and play together very well at playtimes. Adults are well deployed to supervise pupils. Pupils who have been chosen as play leaders are enthusiastic about their roles and they ensure that pupils play games sensibly.
- Pupils treat each other, adults and the school environment with respect. Pupils show that they are courteous by holding open the door for each other and being polite to each other in lessons. Differences between pupils from diverse backgrounds are celebrated and valued through whole-school events.
- Pupils' attitudes to learning are positive and consistently good. In lessons, pupils work closely together as a community and they embrace the school's ethos of respect and equal opportunity. For example, disabled pupils and those with special educational needs are fully integrated into lessons and they benefit from an atmosphere of care and tolerance.
- Pupils have a good understanding of the different ways in which bullying can occur. They cite cyber-bullying and comments about people's features as examples of bullying. Pupils, parents, carers and staff indicate that bullying occurs rarely in the school and the school deals with any that does, consistently and effectively.
- Pupils feel safe at school. They understand a range of ways in which they can keep themselves safe. For example, they are taught about how to cross the road and how to keep themselves away from gangs. The overwhelming majority of parents and carers agree that their children are kept safe at school and they are happy with the standard of behaviour.
- The school has worked effectively with parents and carers to improve attendance from below average to above average in recent years. Pupils are punctual to school and keen to learn.

The leadership and management are good

- The executive headteacher, with support from senior leaders, has led the school successfully in challenging and supporting teachers to improve pupils' progress and attainment. Rigorous lesson observation cycles have helped to improve the quality of teaching, and as a result teaching is now good and occasionally outstanding.
- The systems for monitoring and developing the quality of teaching and learning are linked with individual targets for teachers. These targets are closely related to pupils' progress, teachers' promotion and increases in their pay. Newly appointed teachers are well supported through several training and mentoring activities to make sure that they continue to develop

their teaching skills.

- Several new staff have been appointed recently. Senior leaders and members of the interim executive board have taken care in recruiting middle leaders who have the skills to tackle current school improvement priorities, but there is the need to provide staff with all of the information they need to take a full and active part in driving forward school improvement.
 - The school accurately and rigorously assesses its performance. Plans for specifically raising attainment and bringing about further improvement across the school are thorough with clear success criteria and lines of accountability. The school is aware of its strengths and is already addressing the weaknesses it has identified in order to provide even better education for its pupils.
 - The school is committed to equality for all. Staff collect and use information on all pupils to ensure that the varying learning needs of all are met. Senior leaders hold pupils' progress meetings with teachers and parents and carers to discuss and identify ways of addressing underachievement among pupils. As a result, the school has successfully narrowed the gap between the achievement of key groups of pupils in the school and similar groups nationally.
 - The range of subjects taught in the school is based on themes. Lesson content is carefully tailored to needs of different groups of pupils. There are good opportunities for pupils to develop their reading, writing and communication skills so that they make faster progress across all subjects.
 - The school is committed to promoting pupils' spiritual, moral, social and cultural development, for example by allowing pupils to take a leading role in organising school assemblies. There is a wide range of art, sport and music activities that help pupils to develop cultural awareness and the interpersonal skills necessary for a successful future life. Pupils' understanding of the local and global societies is developed through visits to the Oval, performance of opera and organisation of events such as the Black History Month.
 - The local authority has observed lessons and effectively supported teachers in adopting strategies to improve their practice. The partnership working with the local authority has helped to revise the subjects and added creativity to teaching so that pupils develop even better skills in mathematics, reading, writing and communication.
 - **The governance of the school:**
 - Governance is good. Several members of the interim executive board have school improvement experience; they are professionally trained and use their skills well to analyse the school's data on pupils and how well the school performs in comparison to other schools. They fulfil their statutory duties by making sure that the safeguarding and child protection procedures in place keep pupils safe. The members visit the school frequently and they have a deep understanding of what happens within the school. They scrutinise the school's lesson observation cycles and so they know about the quality of teaching in each class. The board members challenge the school leadership in ensuring that teachers receive adequate training in providing at least good education within a safe and conducive environment that protects pupils so that they can all achieve well. They ensure that teachers are rewarded with an increase in salary only when they have achieved their targets. Members challenge all forms of underperformance through rigorous capability procedures. A member of the Interim Executive Board sits in on all recruitment interviews to help ensure that high calibre staff are recruited or promoted within the school. The board has spent the pupil premium for acquiring educational resources necessary for pupils who are eligible for this support in order to close the gaps in attainment.
-

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	100944
Local authority	Tower Hamlets
Inspection number	404742

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	214
Appropriate authority	Interim executive board
Chair	Anne Canning
Headteacher	Gerard Loughran
Date of previous school inspection	25–26 January 2011
Telephone number	020 7247 0792
Fax number	020 7247 6818
Email address	office@christchurch.towerhamlet.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: 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.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

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.

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
W: www.ofsted.gov.uk

© Crown copyright 2012

