

Christ Church (Brondesbury) C of E Primary School

Clarence Road, Kilburn, London, NW6 7TE

Inspection dates 2–3 October 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school

- Achievement by the end of Key Stage 1 has improved since the previous inspection. Children get off to a good start in the Nursery and Reception Years.
- Progress measures at the end of Key Stage 2 improved significantly last year.
- Progress in writing has improved considerably since 2013 because the system for teaching it was reorganised.
- Effective teaching of phonics (the sounds letters make) enables pupils to make good progress in reading, writing and spelling.
- The headteacher and the leadership team have set clear expectations for good teaching and they support staff to improve their practice.
- Teaching is good because most activities are carefully planned and at the right level for pupils. As a result, they make good progress.
- Leaders, managers and governors have made sure that teaching and achievement have improved. Governors are effective and understand how well the school is doing.
- Pupils speak very highly of their school. They feel safe, behave well and treat adults and each other with kindness and courtesy.
- Pupils' spiritual, moral, social and cultural development is strong. This, together with the Pupil Parliament, helps to prepare pupils for life in modern democratic Britain.

It is not yet an outstanding school because

- The most able pupils, particularly in Key Stage 2 do not always achieve as well as they should in writing.
- Teachers' expectations of pupils' writing are not consistently high enough in subjects other than English. This slows progress at Key Stage 2.
- Not all adults are skilled in asking questions that help pupils to deepen and widen their knowledge.
- Not all teachers, particularly those new to the school, are confident in making accurate checks on pupils' progress.

Information about this inspection

- The inspectors observed 12 lessons or parts of lessons taught by eight teachers. In addition they observed pupils' activities at breakfast club, break and lunchtimes, and at an assembly.
- Two sessions were observed jointly with the headteacher, who also accompanied an inspector on an additional series of short visits to look at writing in pupils' books.
- Meetings were held with groups of pupils, representatives from the governing body, and subject and school leaders. Discussions took place between an inspector and representatives from the local authority and the London Diocesan Board.
- The inspectors took account of the 11 responses to the online questionnaire (Parent View) and a letter from a parent, as well as having informal discussions with parents and carers. The views of the staff were taken into account through meetings and by reviewing the 15 responses to staff questionnaire.
- The inspectors listened to pupils read and discussed their choice of reading books.
- The school's own attainment records for the current year as well as previous academic years were scrutinised in addition to published information on pupils' achievement. Planning documents were examined.
- Records relating to pupils' safety and welfare, including recruitment checks on staff, were also examined. Behaviour logs and attendance records were also scrutinised.

Inspection team

Patricia MacLachlan, Lead inspector

Additional inspector

Michael Jude

Additional inspector

Full report

Information about this school

- The school is a smaller than average sized primary school. The Early Years Foundation Stage consists of a Nursery and one Reception class.
- The proportion of pupils eligible for the pupil premium is above average. This additional government funding is used to support pupils who are known to be eligible for free school meals and children who are looked after by the local authority.
- The largest minority ethnic groups are of African and Caribbean heritage. There are also sizeable groups of pupils of White British and other Black backgrounds.
- The proportion of pupils speaking English as an additional language is above the national average.
- The proportion of disabled pupils and those who have special educational needs supported at school action is below the national average. The proportion of those supported at school action plus or with a statement of special educational needs is above the average.
- The school meets the government's current floor standards, which set the minimum standards for attainment and progress in reading, writing and mathematics.
- The headteacher of St George's School Battersea, a National Leader of Education (NLE), provides support to the school in evaluating its strategic plan.
- Since the previous inspection the deputy headteacher has left the school. An interim deputy headteacher was seconded from another school in the diocese last year, until a permanent appointment could be made in September this year. Literacy and numeracy leaders have been appointed since the previous inspection and half the teachers, at the time of the inspection, are new to the profession.

What does the school need to do to improve further?

- Improve teaching so that more is outstanding by:
 - training all adults to pose questions in class and for homework that prompt detailed explanations, particularly from the most able pupils
 - equipping all teachers with the necessary skills to assess pupils' progress accurately.
- Improve the quality of writing in subjects other than English by ensuring teachers:
 - provide more opportunities for pupils to use a richer vocabulary in their work
 - set high expectations for extended responses.

Inspection judgements

The leadership and management are good

- The dedicated headteacher and her leadership team have developed a very thorough system for the management of teaching and learning. As a consequence, improvements to the quality of teaching have resulted in rising achievement, particularly in Key Stage 1 and Years 5 and 6.
- Middle leaders, some of whom are new to their role, have been trained to check all aspects of learning and teaching in their areas of responsibility. Senior leaders have been supported by consultants, and have forged partnerships with good schools in order to check the accuracy of teachers' assessments. Leaders make detailed and frequent use of tracking systems to identify quickly any pupils who may be falling behind. Effective interventions have then been arranged to help these pupils to catch up.
- Induction for teachers new to the profession is systematic and supportive, with dedicated leadership time set aside for training and development. Leaders recognise that, with so many teachers new to the school, renewed training is needed for assessing the new curriculum.
- The difference between standards in reading and those in writing in 2013 was recognised and acted upon by school leaders. A renewed focus on 'talking for writing', with additional training for teachers, is now having a positive impact on pupils' progress and attainment in writing.
- Robust systems have been developed to link pupils' achievement with teachers' pay progression. The headteacher has not shied away from difficult conversations about teaching performance, enlisting the support of the local authority or diocese, as appropriate.
- The promotion of pupils' spiritual, moral, social and cultural development is strong. Pupils reflect on the differences between right and wrong in personal education lessons that focus on ethical values and by active participation in events like 'stamp out bullying'. Assemblies and the pupil parliament reinforce British values of democracy and tolerance. Participation in art gallery visits as well as in musical and drama presentations has widened pupils' cultural horizons. Visits to different places of worship extend pupils' understanding of the spiritual aspect of the Christian and other faiths.
- The government's additional sports funding has been used well and had led to more pupils regularly participating in sport. It has been used to employ a specialist coach who is training the class teachers to improve their skills in teaching gymnastics. Pupils' enjoyment of physical activity and teachers' competence in teaching physical education have increased as a consequence. Coaches have also worked with teaching assistants and other adults to improve their skills in organising and leading activities. They lead games at break and lunchtimes thus promoting healthy lifestyles outside class time.
- Safeguarding systems meet requirements and policies are consistently applied. Leaders promote equal opportunities and do not tolerate any discrimination that may arise.
- Leaders work successfully with those of other schools. The headteacher has enlisted support from other diocesan and community schools to form an executive leadership team. In addition, leaders are developing good links with other school to share assessment arrangements for the new curriculum.
- The local authority has given proportionate support to the school. Advisers, together with the headteacher, have conducted joint checks on pupils' learning and evaluated progress towards annual targets.

■ The governance of the school:

- Members of the governing body have a secure understanding of pupils' achievement and the quality of teaching in the school. This is because the headteacher's summary reports provide clear information enabling governors to ask challenging questions about pupil outcomes. They also take part in 'governor days' when they visit the school to gather evidence of improvement for themselves. They have a clear awareness of how well the school is performing compared to similar schools nationally. Governors have developed their skills in checking information on pupils' progress. The governing body has improved its effectiveness by working with national bodies and by undertaking a focused training programme. Governors understand the link between teachers' pay increases and pupils' progress and were fully involved in revising the pay policy. They ensure additional government funding is spent effectively and monitor and evaluate its impact on improving the achievement of disadvantaged pupils. Safeguarding arrangements meet requirements and procedures are carefully checked by the governors during a regular cycle of safeguarding visits. The budget is carefully managed. Democratic values are modelled actively; pupil parliament delegates meet governors regularly and their suggestions, about staggering playtimes for example, are taken into consideration.

The behaviour and safety of pupils are good**Behaviour**

- The behaviour of pupils is good. Their attitudes to learning are positive as a result of the encouragement and support they receive from teachers and other adults. Pupils also want to live up to their teachers' high expectations and they respond enthusiastically to the school's 'going for gold with faith' system. This scheme rewards pupils' good behaviour with certificates and gift tokens and they find this very motivating.
- Pupils of all ages work cooperatively with each other. Behaviour is good, rather than outstanding, because it is not exemplary across the school. Pupils' attention occasionally wanders when they are less motivated by tasks their teachers have set.
- Pupils behave very well outside classrooms, interacting constructively with adults. The school is effective in promoting positive relationships. Older pupils take responsibility as 'buddies' in the playground to help others to behave sensibly and safely.
- Pupils take great pride in their well-equipped playgrounds and they appreciate the way that their constructive suggestions to the school council are taken seriously.
- Typically, pupils conduct themselves very well around the school. This is because all staff set a good example. Positive values are emphasised in assemblies and pupils respond appropriately.
- Pupils understand what bullying means and believe that the number of incidents is low. They say that staff help them to overcome any disagreements quickly. This is borne out by school records that show sharply decreasing numbers of incidents of poor behaviour over the past two years.
- The absence rates for those pupils who find it difficult to attend school regularly, have declined sharply over the last year. This is because of more effective checking and insistent following up of absences with parents. Exclusions, which were rare in the past, have not been resorted to this year because the management of behaviour, is increasingly effective.

Safety

- The school's work to keep pupils safe and secure is good. Pupils feel very well looked after by the adults around them and speak appreciatively of the way that 'teachers here are fair, and they want you to reach your potential'.
- Pupils have a good awareness of personal safety, including when using the internet, because it is explained well in lessons and assemblies.
- Older pupils are trained by local authority staff to become effective road safety officers. They organise support for younger pupils, conduct surveys and make recommendations to school leaders for improvement.

The majority of the parents who responded to Parent View expressed the view that their children feel safe at school. This is also the case in the school's own recent survey to which a larger number of parents responded. Pupils enjoy coming to school and are very pleased with the activities that have been provided for them.

The quality of teaching is good

- Well-planned and interesting activities are set at the right level of difficulty for almost all pupils, so that they make good progress. Positive relationships between adults and pupils in the classroom contribute to effective teaching and an environment in which pupils are eager to learn.
- For example, in Year 6, pupils were enthused by a variety of stimuli to add dialogue to their draft stories. Music, information sheets and a laptop were made available for browsing previously discussed examples of lively dialogue. These all helped pupils to amend their earlier drafts with the resulting dialogue incorporating vivid adjectives and adverbs. Because the adults questioned pupils skilfully as they worked and gave clear guidance about expectations, all groups made good progress. Pupils extended their stories with correctly punctuated dialogue.
- Tasks in mathematics are designed to challenge the pupils' thinking and to stimulate discussion about how to solve problems.
- Teachers mark pupils' work regularly and check that they have responded to the advice given in their English and mathematics books. However, teachers do not consistently use the same detailed approach to marking pupils' writing in other subjects. They do not set the same expectations for extended writing and as a result, progress sometimes slows.
- Well trained teaching assistants give good quality support to pupils who need additional help to complete tasks. However, the most able pupils in Key Stage 2, are not always challenged to attain the very highest

levels in class. They also remarked that they find their homework 'too easy'.

- Reading is encouraged across all year groups. Leaders have re-organised the resources in classrooms so that there are cosy and well-equipped reading corners to help pupils select books frequently for reading sessions at home. Their reading is checked by parents, teachers and reading volunteers.

The achievement of pupils

is good

- Standards of writing declined in 2013 because fewer pupils at Key Stage 2 made reasonable progress than had been the case in 2012. However, leaders acted quickly and reorganised the teaching of writing. By 2014, attainment in writing had improved with more than two thirds of the year group making good progress.
- In 2014, Year 6 pupils made particularly good progress in reading and mathematics, which represented a steady improvement from 2012. However, the most remarkable progress was made by pupils who began Key Stage 2 with lower attainment levels. With the exception of mathematics, the most able pupils did not attain the highest level 6 standards.
- The school's information about the progress of pupils in other year groups in Key Stage 2 also shows consistently strong progress in reading and mathematics. Pupils currently in Year 5 are also making good progress in writing.
- The school's information about Key Stage 1 pupils' achievement indicates that most pupils are making good progress in all subjects. The number of more able pupils attaining Level 3 by the end of Year 2 increased in all subjects in 2014.
- Disabled pupils and those with special educational needs are making the same good progress as their classmates. Pupils from different ethnic groups make equally good progress and those who speak English as an additional language also achieve well. This is because focused training has been given to staff who support them.
- Last year, too few of the most able pupils achieved the highest results at the end of Key Stage 2. However, the performance of the most able pupils at the end of Key Stage 1 was stronger than previously. The progress made by the most able pupils over time, however, has not always been as fast as could be expected. This is because teachers do not always give pupils sufficient challenge to enable them to do well.
- Additional government funding is used effectively to run small-group activities in reading, writing and mathematics. Funding has also been used for computerised learning programmes that pupils can access at home. In 2014, the gap between eligible pupils in Year 6 and their classmates had narrowed to less than six months in writing. Disadvantaged pupils outperformed their peers in the school at reading and were on average, 10 months ahead. However they were still 16 months behind their peers in mathematics. As a result of individual support, many disadvantaged pupils throughout the school are making good progress. They are catching up with their classmates well. In Years 1 to 4 the gap has closed and disadvantaged pupils are now outperforming their peers in all subjects.
- The teaching of the sounds that letters make (phonics) is good. A greater proportion than nationally has achieved the expected standard in the Year 1 phonics check for the last three years. Result in 2014 improved on those of the previous year.

The early years provision

is good

- Leadership and management of the early years provision are good. Parents are encouraged to help their children to learn by contributing to 'learning journeys'. Children quickly get used to the routines established by staff, who skilfully defuse any minor disagreements.
- Children join the Nursery classes with the skills that are generally below those expected of three-year-olds nationally. As a result of good teaching, in 2014, an above average proportion achieved a good level of development by the end of the Reception Year. As a result, children are well prepared to begin Year 1.
- The early years provision provides a safe and secure environment for children. Staff are skilful in helping children to make good progress through a wide range of interesting and stimulating activities. Teachers use questioning very effectively to help children develop their skills and confidence in description. However, leaders recognise the need to extend training in this respect to all adults.

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	442134

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	199
Appropriate authority	The governing body
Chair	Mike Hutchinson
Headteacher	Joy Donaldson
Date of previous school inspection	11–12 October 2012
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