

Inspection of a good school: Christ Church, Streatham Church of England Primary School

Cotherstone Road, Streatham, London SW2 3NF

Inspection dates:

2 and 3 March 2022

Outcome

Christ Church, Streatham Church of England Primary School continues to be a good school.

What is it like to attend this school?

Pupils are happy to come to school and are kept safe. They like the kind and friendly atmosphere this school offers. Leaders know every pupil and family well. They make sure that all feel included and welcome. Parents and carers like how the school provides a caring community.

Teachers set clear routines and expectations for all pupils, including those with special educational needs and/or disabilities (SEND). Pupils behave well and are considerate towards each other. Staff provide time for pupils to reflect on how they are feeling and how this might affect their actions and words. This encourages pupils to take increasing responsibility for how they behave. Bullying is rare and dealt with promptly. Pupils know that there are adults who will help them solve any concerns or worries.

Leaders and staff have high aspirations for pupils' learning and want them to achieve well. In most subjects, the planned programme of learning is ambitious, and pupils develop secure knowledge and understanding. They are interested in their learning and work hard.

Leaders and staff provide a range of activities and experiences to support pupils' wider development and well-being. Pupils' opinions on school life are listened to and valued. They appreciate the many opportunities they have to join clubs or go on visits.

What does the school do well and what does it need to do better?

Leaders are ambitious for all pupils. Reading is prioritised and enjoyed across the school. Staff who teach reading are knowledgeable and confident. The phonics programme focuses on building up pupils' phonics knowledge in an organised, systematic way. This programme begins straightaway in the Reception class and children get off to a good

start. Children quickly learn to use their growing phonics knowledge to read unknown words. Books are matched well to the sounds pupils know. Pupils who fall behind receive additional support. This support is effective, typically enabling pupils to catch up quickly.

Pupils enjoy listening to well-chosen stories. The library is popular with pupils and a rich source of reading books. Pupils like selecting books to take home each week. Workshops for parents provide them with guidance on how to help their children practise reading at home.

Pupils study a broad range of subjects. Leaders have thought carefully about what they want pupils to learn. In most subjects, leaders have made clear what important knowledge and skills need to be taught and prioritised. This includes the subject-specific vocabulary that pupils need to know, use and remember. In mathematics, for example, teachers follow a well-planned and ambitious curriculum, starting in early years. Here, staff plan and provide purposeful activities that support children to learn key mathematical ideas, words and skills. Resources are carefully selected so that children's understanding grows and deepens. Very quickly, children become confident in using what they know, for instance to investigate and solve simple mathematical problems. In other subjects too, staff seek out ways for pupils to regularly apply and practise what they have been taught. This helps pupils to achieve successfully.

In a few subjects, such as history and geography, pupils are not deepening their knowledge over time as successfully. This is because leaders are not as clear about what pupils need to be taught. Some checks on pupils' learning do not help teachers to fully establish what pupils remember and what they need to practise again. Leaders are in the process of addressing these aspects of the curriculum. Subject planning is being reviewed, and staff, including new subject leaders, are receiving training to develop their expertise.

Pupils enjoy learning. They listen carefully and behave well in lessons. Pupils know the school values, which form an important part of daily school life. Pupils and staff are polite and courteous to each other.

Pupils are given opportunities to take on extra responsibilities and they are proud that they can do this. Leaders ensure that pupils have enriching experiences to promote their wider development. They enjoy visits to the opera and art galleries and taking part in many charitable events. They are also encouraged to think about the needs and views of others. For example, some pupils recently visited County Hall and met with the Mayor of London to discuss ways of reducing car pollution. The school prioritises pupils' emotional health. The pupil well-being group gives leaders ideas on how this work can be developed further.

Pupils with SEND access the same broad curriculum as their peers. Their needs are identified and understood, and teachers provide support to help pupils approach their learning independently.

Leaders, those responsible for governance and the diocese are knowledgeable about the school's priorities. They are ambitious for all in the school community. Staff feel valued and respected. They appreciate that leaders consider their workload.

Safeguarding

The arrangements for safeguarding are effective.

Leaders know their pupils very well and are aware of their needs. Pupils are taught how to keep safe, including when working online and in their local area. Pupils said that they know they can speak to an adult if they have any concerns.

Safeguarding training for staff is comprehensive. Leaders ensure that it reflects the latest statutory requirements, and covers the full range of risks that pupils may face. Staff are knowledgeable about how to report any concerns they may have. Leaders work closely with other agencies and make sure that prompt action is taken to protect pupils' welfare when needed. Safeguarding checks made before staff begin their roles are thorough and appropriately documented.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few subjects, some of leaders' curriculum thinking has not confirmed exactly what knowledge pupils need to know and remember. Where this is the case, staff lack clarity about the knowledge that needs to be emphasised and assessed. Leaders should strengthen their existing work on curriculum thinking. They should ensure that they make explicit which knowledge pupils need to learn and remember, and how they expect teachers to assess this knowledge. Leaders and staff should use this information to support pupils to build successfully on what they have previously learned.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection a section 5 inspection immediately.

This is the second section 8 inspection since we judged the predecessor school, Christ Church, Streatham Church of England Primary School, to be good in November 2011.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	145614
Local authority	Lambeth
Inspection number	10213883
Type of school	Primary
School category	Academy converter
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	195
Appropriate authority	Board of trustees
Chair of trust	Catharina Stibe Hickson
Headteacher	Nicky Zeronian-Dalley
Website	www.christchurchstreatham.lambeth.sch.uk
Date of previous inspection	4 October 2016, under section 8 of the Education Act 2005

Information about this school

- The school converted to become an academy in 2018. The school is part of the Southwark Diocesan Board of Education Multi Academy Trust.
- The school's most recent section 48 inspection took place in February 2017.
- Leaders do not make use of any alternative provision for pupils.

Information about this inspection

This was the first routine inspection the school had received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders, and has taken that into account in her evaluation of the school.

- During the inspection, the inspector held meetings with the headteacher, head of school and deputy headteacher, as well as members of the governing body and the trust board. She also met with the inclusion manager. A virtual meeting was held with the diocesan director of education.
- The inspector carried out deep dives in three subjects: reading, history and mathematics. Other subjects were also considered as part of this inspection. The

inspector met with subject leaders, looked at curriculum plans, visited lessons, looked at pupils' work, listened to pupils read and spoke to teachers, staff and pupils.

- During the inspection, the inspector scrutinised a wide range of documents, including those related to safeguarding, and pupils' wider development and behaviour. The views of parents, staff and pupils were also considered, including through responses to Ofsted surveys.

Inspection team

Frances Hawkes, lead inspector

Ofsted Inspector

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