

Inspection of a good school: Christ Church CofE Primary School

Batten Street, Battersea, London SW11 2TH

Inspection date: 14 July 2022

Outcome

There has been no change to this school's overall judgement of good as a result of this initial (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a full inspection were carried out now. The next inspection will therefore be a full (section 5) inspection.

What is it like to attend this school?

Pupils are proud to attend this school. The relationships between pupils, staff and families are strong, including in the early years. This is because everyone works well together and feels that differences are to be celebrated. Pupils are kept safe and feel safe because staff know them well. Pupils told us that bullying does happen sometimes. They say that leaders pick up issues quickly and take appropriate steps to address them.

Pupils enjoy school. They particularly value the opportunities for outdoor learning in the school gardens and the range of trips on offer such as to museums. They told inspectors that these experiences help them to make sense of their learning.

Teachers expect pupils to do well. However, some subjects are not yet sufficiently well planned to ensure pupils, including those with special educational needs and/or disabilities (SEND), gain the knowledge and skills they should be across the curriculum.

Most pupils are polite and friendly. Most value their learning and work hard in their lessons. However, some struggle to stay focused and their off-task behaviour affects their own learning and that of their peers.

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

Leaders have made sure that the subjects studied by pupils match the breadth of the national curriculum. In some subjects, such as mathematics, leaders have considered the important knowledge pupils need to learn. Lessons are well sequenced, and pupils are given opportunities to review topics that they have learned before.

However, there are other subjects, such as art, where leaders have not identified the important knowledge and skills that pupils need to learn and remember. Also, teachers'

use of assessment does not systematically help to identify any gaps in pupils' knowledge.

Leaders make sure that pupils learn to read right from Reception. Teachers are trained well and have lots of expertise in teaching pupils to read. Teachers check pupils' progress regularly. They make sure that pupils are working at the right level. If pupils fall behind, adults give effective extra support to help them to keep up. Pupils read books which are matched to the sounds that they are learning. Pupils of all ages love reading.

Pupils with SEND are supported by staff who care about them. Leaders have made significant improvements in identifying which pupils need extra help and why they need it. However, some staff do not have the expertise to support pupils with SEND. This means that they do not adapt their learning activities and strategies well. As a result, some pupils find learning more difficult.

Leaders have introduced a range of effective strategies to improve pupils' behaviour. These include helping specific pupils to become better at managing their own conduct. As a result, behaviour is improving, and leaders' use of exclusions is declining. However, there are still some incidents where pupils do not talk kindly to others and use derogatory language.

Senior leaders and governors understand the school's strengths and weaknesses. They have appropriate plans in place, including the use of external support, to secure improvements. Staff feel well supported by leaders. They have lots of help to manage their workload.

Safeguarding

The arrangements for safeguarding are effective.

Staff are well trained to spot signs that a pupil may be at risk of harm. They know what to do if they have concerns. If concerns arise about a pupil, leaders make swift and detailed referrals to the appropriate agencies.

Staff get to know children and their families well. They make sure that families benefit from any early help that they might need. Leaders have worked closely with pupils on the issue of online safety to make sure all pupils are safe when using electronic devices.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some teachers do not have the necessary expertise to meet the needs of pupils with SEND. This means that sometimes this group of pupils are not achieving the best possible outcomes. Leaders need to make sure staff are suitably trained so they can adapt their strategies and learning activities to meet the needs of pupils with SEND.
- In some subjects, leaders have not carefully selected the component knowledge and skills that pupils need to know and remember. Teachers do not use assessment well enough to

check pupils' understanding. As a result, teaching does not focus sufficiently on the most important subject concepts that pupils need to learn. Leaders should review their curriculum thinking and ensure that teachers understand the precise knowledge pupils need to learn and when. They should also give further training to teachers on their use of assessment to check on gaps in pupils' learning.

- There are some incidents of pupils' inappropriate behaviour and name-calling. This upsets some pupils who said that this behaviour makes them feel isolated. Leaders need to continue to support specific pupils in improving their conduct.

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 as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in February 2012.

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	101035
Local authority	Wandsworth
Inspection number	10212487
Type of school	Primary
School category	Voluntary aided
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	142
Appropriate authority	The governing body
Chair of governing body	Rosemarie Davidson-Gotobed
Headteacher	Colette Morris
Website	www.christchurch.wandsworth.sch.uk
Date of previous inspection	14 March 2017, under section 8 of the Education Act 2005

Information about this school

- This is a small Church of England voluntary aided school.
- The number of pupils on roll has reduced. Some children are taught in mixed-age classes.
- The school is in the Diocese of Southwark. Its most recent section 48 inspection took place in January 2017.
- The school uses one registered alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, the deputy headteacher, the special educational needs coordinator, the early years leader, the school business manager and members of the governing body.
- Inspectors met with the local authority school improvement partner and a

representative from the Diocese of Southwark.

- Inspectors did deep dives in these subjects: reading, mathematics and art. In each deep dive, inspectors discussed the curriculum with subject leaders, visited lessons, spoke to teachers and pupils and looked at pupils' work. Inspectors also sampled the curriculum of other subjects, including meeting leaders and pupils.
- The lead inspector met with the designated safeguarding lead. Inspectors also spoke with pupils and staff and considered a wide range of safeguarding documentation, including the single central record.
- Inspectors scrutinised a range of documentation provided by the school, including the improvement plan and behaviour records.
- Inspections considered the views of parents through their responses to Ofsted Parent View. They also evaluated the views of staff and pupils through the replies to Ofsted's online surveys.

Inspection team

Amy Jackson, lead inspector

Ofsted Inspector

Rekha Bhakoo

Ofsted Inspector

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