



Christ Church CofE Primary School (Purley)

Inspection Report

Unique Reference Number 101793
LEA Croydon LEA
Inspection number 276589
Inspection dates 11 October 2005 to 12 October 2005
Reporting inspector David Marshall AI

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Montpelier Road
School category	Voluntary aided		Purley
Age range of pupils	4 to 11		Surrey CR8 2QE
Gender of pupils	Mixed	Telephone number	02086607500
Number on roll	207	Fax number	02086450349
Appropriate authority	The governing body	Chair of governors	Mr Billy Singh
Date of previous inspection	3 March 2000	Headteacher	Miss Katherine Gilmore

Age group 4 to 11	Inspection dates 11 October 2005 - 12 October 2005	Inspection number 276589
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Introduction

The inspection was carried out by two inspectors.

Description of the school

Christ Church CE Primary is an average size Voluntary Aided School with 205 pupils on roll. Of the full-time pupils around 75% come from White British backgrounds. Currently less than 10% of the pupils are entitled to free school meals. Fifteen pupils are identified as having special educational needs. Both of these figures are below the national average. The headteacher has been in post for a year and the deputy since Easter. Seven new teachers have joined the school in the last two years.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

The inspection team and the school agree that Christ Church provides a good standard of education for its pupils. It provides good value for money and has improved since the time of the last inspection. Strengths and weaknesses are quickly identified because the school has good systems for monitoring its work. Pupils' progress is good and standards are good. Teaching and learning are good overall, but there are minor variations across the school, particularly in Key Stage 1. Lessons are generally well planned and teachers aim to make learning fun. Although the use of assessment to make learning activities relevant is very good in some classes, it is not yet consistent throughout the school. The provision in the Foundation Stage is good, and these young children make a good start to their education. Pupils throughout the school are cared for well, and all of them feel safe and secure. Provision for those pupils with special educational needs is good. The curriculum is broad and enhanced by a very good range of additional activities. Leadership and management of the school are good. The headteacher provides very good leadership and works well with the senior management team and all staff. The governors are very supportive of the school and make a good contribution to the school's success. Staff who are new to the school are introduced to the routines and procedures well. The school's capacity to improve is good.

What the school should do to improve further

* Use the results of assessment more consistently to ensure that all pupils make maximum progress. * Ensure that systems for sharing best practice in teaching are implemented effectively to consistently achieve good teaching across all classes.

Achievement and standards

Grade: 2

Most children enter the school with standards that are above expectations for their age. Due to the effective organisation of their learning they are making good progress in the Foundation Stage. Great importance is given to developing personal and social skills and this means children settle in quickly and make a good start to their education. In Years 1 and 2 much emphasis is put on developing speaking and listening skills and this is having a positive impact on the standards pupils reach in reading and writing. Standards in national tests are lower in mathematics than in English but the new arrangements for pupils to have individual improvement targets this term are already raising their levels of achievement. The lack of consistency in teaching in the past has had a negative impact on the achievements of pupils in these year groups. However, the school identified this as their main priority for improvement and significant progress has already been made. National test results in Year 6 in 2005 were higher than those in 2004. These indicate a return to the good levels of achievement of 2003. Progress is good throughout the junior classes, and pupils' attainments are consistently above expectations for their age. There is a secure system in place that tracks the progress

each pupil makes and identifies where additional teaching will be most beneficial. There are many opportunities for pupils to develop their creative, sporting and musical talents through the extensive range of additional activities. In particular, achievement in music is very good. Pupils with special educational needs make good progress overall. They are well supported and have access to a curriculum that helps them all to achieve well.

Personal development and well-being

Grade: 1

Pupils' personal development and well-being is outstanding. This is a key strength of the school. Pupils are friendly, polite, well-mannered and confident when talking with each other and adults. They value their school, enjoy the many opportunities that it has to offer them and speak enthusiastically about it. Pupils attend school regularly, willingly participate fully in lessons and behave very well. They feel safe at school and have the confidence to go to any adult for help if they need it. Pupils have a good understanding of how to stay healthy, by eating sensibly and enjoying physical activities. Pupils' spiritual, moral and social development is outstanding. Their cultural development is good. They are respectful of each other, follow a clear moral code, and relate very well to each other and adults. They are keen to take responsibility both for classroom tasks and school roles. Pupils are eager to become members of the school council or prefects. They also help younger pupils with their morning milk. Pupils participate in a good range of activities that help them to understand about the lives of people from different cultures but as yet do not have sufficient opportunities to learn about the beliefs of other people. Pupils' contribution to the community is outstanding. In addition to fund raising for different charities, they participate in many activities that have strong community links, particularly with Christ Church. They are developing the necessary skills very well that will enable them to become good citizens in the future.

Quality of provision

Teaching and learning

Grade: 2

The inspection team agrees with the school's evaluation that the quality of teaching and learning is good. However, there is a variation in its quality that the school acknowledges. In the Key Stage 2 classes and the reception class, teaching and learning are always at least good and sometimes outstanding. Teaching and learning seen during the inspection in the Key Stage 1 classes was satisfactory. This inconsistency in the quality of teaching, for example, the marking of pupils' work, has had a detrimental effect on pupils' achievement in some classes. This is now being successfully addressed. In the good lessons, work is well planned to challenge all pupils effectively. Pupils are keen to learn and enjoy the tasks set. Resources, especially ICT, are used well and lessons move along at a good pace. Teachers know their subjects well and this enables them to question pupils effectively to deepen their understanding and

to assess their progress. Teachers' methods take good account of the different ways in which pupils learn. Although there are assessment systems in place the school has identified that some of the information lacked rigour and accuracy so that its use was occasionally limited. Pupils now have targets for their work so that they know how to improve and evaluate their learning. Where pupils have special educational needs, the school identifies their needs well and provides good quality support, usually in class. The school has identified pupils who are gifted and talented and provides well for their needs in some lessons, and through the 'Subs Programme'. The well-trained support staff play an important role in supporting pupils' learning in lessons.

Curriculum and other activities

Grade: 2

The school provides a good curriculum with a relevant range of interesting activities. It has recently been revised in order to promote further enjoyment through selected topics involving all subjects. A good emphasis is given to pupils applying and developing literacy, numeracy and information and communication technology skills in a range of different tasks. A very good range of additional activities are offered which enrich the curriculum and promote pupils' enjoyment of learning. These include netball, football, tennis, Christian fellowship, chess, choir and orchestra. In addition there are many opportunities for pupils to participate in activities that are created from links with other schools, both special and secondary. Residential and day visits together with other school events such as Book and Black history weeks enrich their experiences.

Care, guidance and support

Grade: 2

The inspection team disagrees with the school's evaluation of care, guidance and support as outstanding. Care for pupils is good. It is well planned with regular meetings between staff and outside agencies. The school has developed well its programme for personal and social education. However, the school recognises that its assessment systems are not yet rigorous and always accurate. Consequently they cannot always be used effectively to identify and provide appropriately for pupils' needs. Pupils are beginning to have a satisfactory understanding of what they need to do to improve.

Leadership and management

Grade: 2

Leadership and management are good. Commitment from staff and governors under the headteacher's leadership is a testament to the effectiveness of her style and determination to help each pupil to achieve their best. The leadership team are very effectively leading the school forward building on planned programmes very well. There is now a clear understanding by all staff of strengths and areas that require more development. The school has made very good use of the framework for self evaluation and the areas that need further development have been identified well. This has led to the improvements in teaching and learning in the Key Stage 1 classes.

governing body is very well organised and governors give very good support to the school by monitoring its work through visits and discussions. The School Improvement Plan provides clear guidance on relevant issues for raising standards and uses support from all sources very effectively. The school uses its budget very efficiently for school improvement and monitors it very well. The administrative team are a very considerable asset to the school and they are very much appreciated by all involved with the school. Management at all levels is good with effective systems in place to monitor the quality of teaching and learning. Within the school there is a high commitment to include all pupils in all activities and the care and concern for all pupils is high priority. Parents value this and see it as an important feature of the school. There is a commitment from all staff to improve their performance and the progress made by all pupils. The school's capacity to improve is good.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you so much for welcoming us into your school and telling us all about yourselves. We enjoyed our time with you and would now like to tell you what we found out on our visit.

You do well and really try hard at all times with your work. You are especially lucky to have so many different activities, both during and after school, and are keen to take part in them. Many of you told us how much you enjoy being at school, and how proud you are of what you achieve. We certainly thought that you all behaved very well and liked the way you make everyone who comes to your school so welcome. Most of you understand that you are making good progress and how to improve your work further.

There are a few things that we have asked the school to improve and these are for teachers to:
* make sure you all know exactly what to do to get better, and * to use their special teaching skills in different classes across the school. You must continue to listen carefully and pay attention to the things they say. Then, you will all do even better in your learning. We wish you well in the future.