

# Christ Church CofE Primary School

## Inspection report

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<b>Unique Reference Number</b>	100721
<b>Local Authority</b>	Lewisham
<b>Inspection number</b>	307457
<b>Inspection dates</b>	10–11 October 2007
<b>Reporting inspector</b>	David Whatson

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	214
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Tarina Marsac
<b>Headteacher</b>	Mrs Geraldine Constable
<b>Date of previous school inspection</b>	12 September 2006
<b>School address</b>	Perry Vale Forest Hill London SE23 2NE
<b>Telephone number</b>	020 8699 5127
<b>Fax number</b>	020 8291 6749

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<b>Age group</b>	3–11
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This is an average sized primary school. There are high levels of deprivation in the area that the school serves. The proportion of pupils learning English as an additional language is well above the national average; 15 percent are at an early stage of learning English. The school is very ethnically diverse. The two largest groups are from Black Caribbean and Black African backgrounds. The proportion of pupils with learning difficulties and/or disabilities is well above the national average but the percentage with Statements of Special Educational needs is average. The number of vulnerable pupils who attend the school is increasing. Significant proportions of pupils join and leave the school throughout the year. In the last three years, there have been considerable changes of staff, including the headteacher and deputy. The previous inspection, in September 2006, gave the school a Notice to Improve. The issues for improvement were, raising standards in English, improving the quality of teaching and learning, sharpening up the leadership of subject managers, and making the curriculum more creative.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Christ Church School has had a troubled past. Following the findings of the last inspection, the headteacher, who had only joined the school the same month as the inspection, reacted swiftly, along with the whole staff, to bring about the necessary improvements. In this journey, the school has made good use of support from both the local authority and the diocese. Behaviour improved as did levels of attendance and the quality of teaching; they are all now broadly satisfactory. Subject leaders were a significant force in raising pupil achievement. In the last academic year, pupils made satisfactory progress and achieved the school's best test results for some time. At the end of year 6 in 2007, standards were broadly average. Pupils had the necessary skills for their immediate future. Because of improvements in the Foundation Stage, pupils achieve well and the overall provision provides a good introduction to child's formal education.

In accordance with Section 13(5) of the Education Act 2005, HMCI is of the opinion that the school no longer requires significant improvement.

In September 2007, a replacement headteacher, a new deputy and several new teaching staff joined the school. They share a common vision focused on further school improvement. They have built successfully on the solid foundations they inherited. All leaders and managers provide good direction and support. Recently appointed subject co-ordinators have a good understanding of what is needed to raise standards further. The school is well placed to continue the recent good progress into the future.

The leadership team's recent analysis of pupils' performance has identified that, although standards are broadly as expected, there is an area of underachievement. Standards in writing are not as high as they could be because insufficient time is given to the teaching of basic skills and there are too few opportunities for pupils to write at length. The headteacher and deputy, working very well as a team, have accurately audited the skills of the new teaching team. Teachers are caring and supportive and provide experiences in which many pupils flourish because they feel safe. Teachers meet the needs of the majority of the pupils in their classes and pupils are continuing to make satisfactory progress. However, teachers do not always challenge higher attaining pupils sufficiently. As a result, they do not always make the best progress they can.

Pupils' personal development is satisfactory. As pupils' personal and physical safety features within many lessons, they have a reasonable knowledge about what they need to do to stay safe and healthy. The school offers an adequate level of support and guidance. A strength is how its pastoral care meets the demands of a very diverse school community. Pupils enjoy the new curriculum that was introduced this September, as it emphasises the development of creativity as well as the basic skills. The curriculum is satisfactory, but there are too few clubs and activities to enrich the curriculum.

## Effectiveness of the Foundation Stage

### Grade: 2

One parent of a Reception child wrote 'I am so very proud that he attends Christ Church School. The staff are wonderful and caring'. Children are well cared for and are safe and secure. They enjoy an exciting curriculum that successfully exploits all the indoor and outdoor space. There is an appropriate balance between play and learning but, on occasion, some children are left

too long playing without any adult intervention. The Foundation Stage manager has made significant improvements in provision. New procedures to gather information about children's performance and to monitor their progress mean that teachers now have a clear understanding of children's skills and are able to build quickly on them. Children who recently joined Year 1 made good progress in the Foundation Stage and are working broadly within the expected level for their age, except in a few aspects of their language and mathematical development.

### **What the school should do to improve further**

- Raise standards and achievement in writing.
- Provide more challenges for the more able pupils.
- Provide greater curricular enrichment.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

The attainment of those who have recently joined Nursery is much lower than usually found in three-year olds. As a result of the recent improvements in the Foundation Stage, children make good progress. At the end of last year, children in Reception were working broadly at the expected level for their age.

Due to the use of new initiatives to develop mathematical and science skills, standards at the end of Year 2 and 6, in 2007, were broadly in line with the national average. In relation to their prior attainment, pupils achieved well. The improvements in mathematics and science were good. In English, they were satisfactory. Although standards in reading are in line with the expected level, in writing they remain below average. The achievement of the more able pupils improved in 2007 but some did not achieve as much as they could.

Pupils with learning difficulties make satisfactory progress, as do those pupils learning English as an additional language. There is no significant difference in the achievement of pupils from different minority ethnic groups.

## **Personal development and well-being**

### **Grade: 3**

The behaviour of most pupils is good although a few become a little disruptive when not fully engaged in their learning. Pupils report that, although there is some bullying, adults deal with it quickly and fairly. Pupils have a reasonable understanding of how to keep safe when out of school, and most feel safe when in school. As one girl said, 'People are nice and there's always an adult to turn to if you're sad'. Pupils correctly commented on the fact that there are few opportunities to take on more responsibilities in the school. The majority of pupils understand what eating healthily means and are keen to become involved in sporting activities or the arts. The standard of their work is improving and this prepares them satisfactorily for the next stage in their education. Pupils' spiritual, moral, social and cultural development is satisfactory. This reflects the beginnings of a more creative curriculum.

## Quality of provision

### Teaching and learning

#### Grade: 3

One parent said 'The school now appears to be the place where you would want to learn'. Relationships are good and pupils are confident in asking questions and are usually keen and attentive. Often teachers use positive comments well to guide pupils and manage restless behaviour. Generally, the good deployment of extra staff provides good support for pupils with learning difficulties. Teachers plan quite carefully to meet the needs of most pupils in their class, but they do not provide sufficient challenge for the more able pupils. Teachers make good use of subject specific language when helping pupils understand new concepts. The teaching of many of the basic skills is good, but not enough attention is given to writing skills. Teachers use assessment information quite well to inform their planning. However, they do not always check pupils' progress enough during lessons or provide them with detailed guidance in their marking about how they can improve.

### Curriculum and other activities

#### Grade: 3

As a result of very recent improvements, the curriculum is creative and topics now link in a meaningful way, providing a wider range of opportunities for pupils to write at length. Pupils thoroughly enjoy the opportunities they have to be more expressive and participate eagerly in practical investigations. Good links to other schools and agencies enhance the curriculum well. Musical and religious assemblies, and the prayer areas around the school, add a good spiritual dimension to the curriculum. Pupils' physical health is well catered for, but issues relating to their personal safety, such as drugs awareness, are not taught systematically throughout the school. Through some good links to the Church and charities, pupils make reasonable contributions to the local community. As pupils and parents noted, there are not enough clubs or visits to enrich the curriculum and extend pupils' learning.

### Care, guidance and support

#### Grade: 3

Parents describe the school as welcoming and warm. Good pastoral care provides well for all pupils, especially those who are more vulnerable. Links with a variety of supportive agencies are good. There are good systems to induct the school's many casual admissions. Safeguarding procedures are in place. The identification of pupils with learning difficulties is quick. Their individual education plans are adequate but some teachers do not regularly use them in their lesson plans. There are numerous strategies to reward good attendance and this has led to an improvement, so that attendance is now satisfactory. There is good support for pupils who are at an early stage of learning English. However, it is spread thinly for those who are more fluent. Links with parents are satisfactory. The tracking of pupils' progress is good and underachievement is quickly spotted. In some subjects, pupils have targets and marking often refers to them.

## Leadership and management

### Grade: 2

In the last academic year, the previous leadership team responded well to the issues facing the school and met their challenging targets. Subject leaders, as in the case of the mathematics co-ordinator, made a significant contribution to raising standards in their subjects. The new headteacher and deputy are successfully following in their footsteps. The induction of so many new staff and members of the leadership team has been seamless and they have all adopted the vision set out in the clear and comprehensive action plan. Through a careful evaluation of the most recent assessment data and the monitoring of all teachers, the new headteacher and deputy have a very clear view of the school's priorities. The headteacher has already provided a good range of additional resources and training to teachers to help accelerate the achievement of pupils that are more able. Subject leadership is sharp and effective. All co-ordinators are closely involved in monitoring their subjects. Those new to the school have already taken appropriate action to raise standards in writing, such as training in promoting creative writing. The governing body fulfils its statutory duties satisfactorily and provides good support, but is not closely enough involved in school self-evaluation to offer robust challenge.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	3
The extent of learners' spiritual, moral, social and cultural development	3
The extent to which learners adopt healthy lifestyles	3
The extent to which learners adopt safe practices	3
How well learners enjoy their education	3
The attendance of learners	3
The behaviour of learners	3
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

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

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

18 October 2007

Dear Children

Inspection of Christ Church CofE Primary School, London, SE23 2NE

Thank you for your warm welcome when we visited your school and a special thanks to those who talked to us. It was very useful to hear your views.

As you probably know, in the last inspection over a year ago, your school was told that it had to improve. This letter is to tell you about the findings of the recent inspection. You go to a school that is improving rapidly. Your new headteacher and deputy are good at thinking of ways to make your school better. Behaviour is better, as is your attendance. The teaching has improved and many more of your lessons are helping you to learn. Your school now gives you a satisfactory education and this helps many of you to do as well as other children in the country. Children in the Foundation Stage do well.

To make your school better I have three suggestions for your headteacher.

- Improve your writing by spending more time on teaching you the basic skills of writing and giving you more opportunity to write at length.
- Give more difficult work to some of you so that you can achieve your best.
- Provide more clubs and visits to make your time at school even more enjoyable and exciting.

You can help your headteacher in achieving all these by working very hard and joining in all the activities that the school provides.

I hope that in the future your school is very successful in helping you to do as well as you possibly can.

David Watson

Lead inspector