

Christ Church New Malden CofE Primary School

Inspection report

Unique Reference Number	102585
Local Authority	Kingston Upon Thames
Inspection number	308058
Inspection dates	11–12 December 2007
Reporting inspector	Peter Thrusell

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	4–11
Gender of pupils	Mixed
Number on roll	
School	467
Appropriate authority	The governing body
Chair	Dr E R Hill
Headteacher	Mrs B Mitchell
Date of previous school inspection	26 November 2001
School address	Lime Grove New Malden KT3 3TW
Telephone number	020 8336 7800
Fax number	020 8949 0433

Age group	4-11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Christ Church is a larger than average sized primary school. It was formed in September 2006 by the amalgamation of the infant and junior schools, and remains based on two sites. It serves a generally advantaged area, with pupils coming from a variety of social backgrounds. A higher proportion than average comes from minority ethnic backgrounds. For many of these, their home language is not English, with a significant number speaking Korean. A higher than average number of pupils join or leave the school beyond the usual starting point. The school has Investors in People, Basic Skills and Healthy Schools awards.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Christ Church is a good school. Under the committed leadership of the headteacher, ably assisted by the two deputies, the infant and junior schools have successfully amalgamated. The staff at both sites work well together as a team, providing a very good level of care for pupils. Parents recognise the school as a very caring one where their children are treated as individuals. Where necessary, the school draws on its good links with other agencies to ensure pupils' well-being and safety. Parents are also encouraged to play a full part in supporting their children's learning. An excellent level of personal development also contributes to this learning. Pupils like their teachers and agree that the school is a friendly, happy place. They especially enjoy the wide range of visitors and visits that bring learning to life. Key Stage 1 pupils talk enthusiastically about their weekly carousel of activities, which creatively and interestingly link subjects. Year 3 and 4 pupils have asked for this approach to be adopted in Key Stage 2. Specialist coaches for dance and aerobics, and good sporting links with a local secondary school, encourage pupils to keep fit. One commented, 'If you don't keep fit you become lazy'. Along with the strong promotion of healthy eating, pupils have an excellent understanding of the importance of healthy lifestyles. Their behaviour is very good and they are particularly attentive in lessons, showing very positive attitudes to learning. Consequently, pupils achieve well.

Pupils in Key Stage 1 make good progress. By the end of Year 2, they have achieved above average standards in reading and mathematics. Standards are average in writing, where more able pupils especially do not do as well as in other subjects. Good progress continues throughout Key Stage 2 and, by the end of Year 6, standards are well above average in English, mathematics and science. The school has identified further weaknesses in writing at this stage, particularly of the more able and especially boys, which it has started to address throughout the school. Actions taken are starting to raise writing standards, although are yet to have a significant impact.

Good teaching overall contributes to pupils' good achievement. Lessons are well planned and prepared and very strong relationships established so that pupils are keen to learn. However, there are some inconsistencies in the quality of teaching and learning, which the school has identified. It is starting to address these by strategically pairing teachers and providing further professional support.

The school is accurate in its self-evaluation. Given improvements since the last inspection and the more recent amalgamation, and an appropriately focused development plan, the school has a good capacity for further improvement.

Effectiveness of the Foundation Stage

Grade: 2

Children are well provided for in the Foundation Stage. They enter with the level of attainment expected for their age. They make good progress here and, when they start in Year 1, the majority are on track to meet the goals expected of them. A significant number fully meet or exceed them. Planning shows a good balance between activities directed by staff and times for children to explore and discover for themselves. It further identifies points for observation and assessment, so that an ongoing check is made and recorded of children's progress in the different areas of learning. The staff identified a weakness in writing, as the children were not always linking sounds and letters. More opportunities are now provided for children to approach

the early stages of writing, and an additional programme for teaching phonics has been introduced. The best practice in the Foundation Stage is innovative. Staff continually seek ways of developing and expanding children's learning experiences, particularly to enhance their knowledge and understanding of the world, for example through environmental walks and experiencing different languages and cultures through visitors and storytelling.

What the school should do to improve further

- Improve the quality of teaching and learning so that it is consistently good or better.
- Raise standards in writing, especially those of more able pupils, and particularly boys.

Achievement and standards

Grade: 2

Pupils achieve well. Late joiners to the school, often including pupils for whom English is not their first language, are quickly integrated and well supported, enabling them also to achieve well. Pupils with learning difficulties or disabilities also make good progress due to the good support they receive, recently improved in Key Stage 2. Achievement in writing, particularly of more able pupils, and especially boys, has not been as strong. The school is taking action to address this. At Key Stage 1, more able writers are being given additional support, and at Key Stage 2 the school has looked at the provision for writing through its ability setting. More opportunities for drama and visiting authors are providing additional stimuli for writing. Boys in Key Stage 2 have responded well to producing a school newspaper and the increased opportunities for non-fiction writing.

Personal development and well-being

Grade: 1

The personal development and well being of pupils are outstanding. Pupils' attendance is good. They enjoy school a good deal because, as one commented, 'teachers make learning fun'. Pupils feel safe in school, knowing that any problems are quickly and fairly dealt with. The spiritual, moral, social and cultural development of pupils is excellent. The impact of this is seen in their considerate behaviour towards one another and their understanding of others' cultures. Pupils contribute exceptionally well to their own community and to the world beyond. A pupil summed up their sense of service in the words, 'We all do something for the school; we try to help people'. In turn the school prepares them excellently for their next stage of life by focusing closely on important skills and by providing many opportunities for them to take responsibility.

Quality of provision

Teaching and learning

Grade: 2

Lessons are well managed and pupils respond quickly to teachers' instructions, so that no time is wasted. Teachers make good use of 'talking partners' to help pupils pool their ideas so that they are well able and keen to contribute to class discussions. Teachers' questioning skills generally help to guide pupils and to improve their understanding. Teachers generally ensure that pupils know what they are expected to learn; they assess how well pupils are learning as the lesson progresses, and adjust the teaching as necessary. However, learning objectives are not always shared with pupils, and time is not always set aside to help them assess what gains they have made during the lesson. Pupils' work is marked conscientiously, but the comments

given do not always tell pupils how to improve their work and move forward in their learning. Teaching assistants are generally used well to help individuals and groups of pupils.

Curriculum and other activities

Grade: 2

The curriculum contributes very well to pupils' personal and academic development. The school is innovative in providing all pupils with the opportunity to learn French and about the French way of life. In Key Stage 1, links between subjects contribute very well to pupils' motivation to learn and to the further use and development of their literacy, numeracy and computer skills. This approach is not as fully or systematically developed in Key Stage 2, although some teachers plan exciting approaches to learning. Year 5 pupils talk enthusiastically about the mini-enterprise activity in which they created a micro-society linking work across subjects. There is a very good range of enrichment activities, including clubs, some of which take place even before the start of school. Pupils have excellent opportunities to extend their skills in music. Visitors and educational visits, including residential visits in Years 4 and 6, contribute well to pupils' learning in the topics they are studying.

Care, guidance and support

Grade: 2

Pupils are exceptionally well cared for and supported. One parent summed up the overwhelmingly positive response of parents to this aspect of the school by commenting on its 'very nurturing and caring atmosphere and outlook'. The school takes appropriate steps to ensure pupils' safety, and responds very quickly to any concerns. The required checks are rigorously carried out on adults who work in the school. Teaching assistants, including those who support pupils for whom English is not their first language, provide effective support. Vulnerable pupils and those requiring extra support in acquiring social skills are exceptionally well cared for and play a full part in school activities. The school regularly tracks pupils' progress. Pupils have targets to work towards, which they are keen to achieve. However, they are not yet sufficiently involved in setting their own targets. In some lessons targets are not referred to as an ongoing tool for improvement.

Leadership and management

Grade: 2

Leadership and management are good, resulting in pupils' excellent personal development and good academic achievement. Pupils' progress is very carefully monitored to ensure that all are on track to meet the challenging targets set for them. Those who are not making the expected progress are quickly identified and additional support given. However, the monitoring of teaching, particularly at Key Stage 2, until recently, has not been as thorough, and some inconsistency therefore remains in the quality of teaching and learning. Subject leaders from both sites are working well together and are keen to develop their roles further. They have identified the actions needed to raise achievement, particularly in writing, but have yet to monitor them and evaluate their success. Governors are very supportive of the work of the school. They are involved in its self-evaluation and understand the school's strengths and weaknesses. They recognise that their monitoring role needs a sharper focus. Very good links with other schools help to develop and enhance the school's curriculum.

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

Personal development and well-being

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

The quality of provision

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

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	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	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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

7 January 2008

Dear Pupils

Inspection of Christ Church New Malden CofE Primary School, New Malden, KT3 3TW

I am writing to let you know what we found when we visited your school. Thank you for taking part in the inspection. We spoke with many of you during our visit and you were always interesting to talk to, very polite and helpful. You spoke very enthusiastically about enjoying school and all of the things you take part in. Christ Church is a good school.

We liked these things the most:

- Children in Reception get a good start to their time in school. It was good to see you learning all about Christmas and ice and snow, and seeing where Father Christmas and his reindeer come from.
- You work hard, behave very well and enjoy your lessons.
- The school helps you when you find learning particularly difficult or when you are new to learning English.
- The school makes sure that you are safe and very well looked after.
- The weekly carousel in Years 1 and 2 helps to make learning even more enjoyable.
- Music is a particular strength of your school.
- You know the importance of eating the right things and staying fit and healthy. You really enjoy dance and aerobics and the different sports you get to take part in.
- You take your responsibilities very seriously. The school council and peer mediators are a great asset to the school.
- Your headteacher and staff do a really good job.

We have asked the school to work on the following things now. Although you do well in most subjects, you need to get better at writing, particularly boys and those of you who find learning easier. The school has made a start on this by giving you more interesting things to write about. You can help by making sure that you do your very best to achieve your writing targets. The school needs to make sure that all of your lessons are enjoyable and challenge each one of you always to do your very best.

We did enjoy visiting your school and watching you learn.

Yours sincerely

Peter Thrussell

Lead Inspector