

Christ Church Church of England Primary School, Shooters Hill

Inspection report

Unique Reference Number	100166
Local Authority	Greenwich
Inspection number	323237
Inspection date	19 May 2009
Reporting inspector	Jacqueline Krafft HMI

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	183
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mrs Maria Vinante
Headteacher	Mr Terry Segarty
Date of previous school inspection	19 June 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Shooters Hill London SE18 3RS
Telephone number	020 8856 4513
Fax number	020 8856 4797

Age group	4–11
Inspection date	19 May 2009
Inspection number	323237

© Crown copyright 2009

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by one of Her Majesty's Inspectors and an additional inspector. They evaluated the overall effectiveness of the school and whether high standards and achievement have been maintained since the previous inspection. The inspectors also investigated the accuracy of the school's evaluation of the Early Years Foundation Stage, the curriculum, and the care, guidance and support for pupils.

The inspectors met with staff, governors and pupils. Parts of lessons were observed; parents' questionnaires and a sample of pupils' work were examined; and school information, including self-evaluation, was scrutinised. The inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in the report.

Description of the school

Christ Church is smaller than the average primary school. Very few pupils are eligible for free school meals. Just over one quarter of pupils are from minority ethnic backgrounds. The largest groups are of Black Caribbean and Black African heritage. Few pupils speak English as an additional language. The proportion of pupils with learning difficulties and/or disabilities is below average, although the proportion with statements of special educational needs is similar to that found nationally. The number of pupils who join or leave the school at different times is above average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

'This is an exceptional school in both the way it is run, the values and ethos established and the close relationship with the church and parish.' This is one of the many positive views articulated by the overwhelming majority of parents of this outstanding school. At Christ Church, pupils make excellent progress from their varied starting points because their individual needs are understood well and they are provided with excellent support and consistently high-quality teaching. The progress they make is tracked systematically and discussed regularly to ensure that all pupils, including those who are new to the school, make the best progress they can. As a result, standards have improved since the previous inspection and are exceptionally high, and challenging targets are exceeded.

There are many factors that contribute to the school's success. Rigorous monitoring ensures that high expectations of teaching and learning are understood and met. Typically, the pace of learning is brisk, pupils are given very good opportunities to work collaboratively, and skilful questioning encourages them to develop and explain their ideas extremely well. Interesting, practical tasks routinely enliven lessons so that pupils say, 'Teachers make learning fun and our work is quite challenging.' The value placed on high-quality teaching is also reflected in a comment from a parent who wrote, 'The school delivers a broad agenda through novel and fun teaching techniques.' Pupils understand how well they are doing and their next steps but the school is not complacent and recognises that marking could be developed even further by checking how pupils act on teacher comments.

The pupils' enthusiasm for school is palpable because the outstanding curriculum makes an exceptional contribution to their excellent personal development and well-being. There is a careful balance between promoting high skills in literacy, numeracy, and information and communication technology (ICT) and developing a love of learning through a broad range of other subjects such as music, art and science. Excellent use is made of the locality, and frequent visits to places of interest bring learning alive by making it relevant and practical. Effective links between subjects make learning meaningful and the school continuously seeks to develop these further. The investment in ICT since the previous inspection has had a positive impact; for example, pupils in Year 6 use laptops with purpose and sustained concentration to prepare presentations on the author Anne Fine, linked to work on *The Flour Babies*. This is preparing them well for their move to secondary school. Pupils speak with pride of their Healthy School and Activemark awards. They particularly value the sporting activities and wide range of well-attended after-school clubs on offer. Even though they have the opportunity to learn how to play a musical instrument and speak three different languages, they are hungry for more.

Within this attractive, exciting learning environment, pupils are very well cared for so they feel very safe and secure. They appreciate the time they are given for reflection and the opportunity to express their feelings in the 'prayer box' and 'worry box'. There is a strong sense of order and calm which reflects the smooth day-to-day running of the school. Pupils say they are given the help they need. This is evident in lessons where they receive good levels of support by well-trained and well-informed adults. Consequently, pupils are fully included and achieve extremely well. Their pastoral and academic needs are met equally well, which contributes to their excellent achievement and enjoyment.

The confident, articulate and enthusiastic pupils are the strongest ambassadors for the school. Their enthusiasm and exuberance are underpinned by a real pride in being part of Christ Church,

a sentiment reflected by many parents. Pupils are caring, considerate and behave extremely well. They work and play together harmoniously. Their spiritual, moral, social and cultural development is outstanding. This is evident in their strong response when singing hymns at collective worship, their excitement at discovering creatures under a log during a science lesson, and their enthusiasm for the art work on display at the school's annual art exhibition. One pupil said, 'When you walk into the exhibition you just go and;quot;wow, wow, wowand;quot; at how good it is.'

Driving this school forward is a determined and focused headteacher on a quest for continuous improvement, underpinned by a strong desire to achieve the best for every pupil. He is a positive role model who inspires the confidence of the overwhelming majority of parents, although a very few do not always feel that their views are taken seriously or acted on quickly enough. The headteacher is extremely well supported by leaders at all levels. With his senior leadership team, he has created a culture of openness to change which builds on what the school does well and makes the best use of staff skills, talents and expertise. This is supported by an insightful understanding of the standards and achievement of pupils from the moment they enter the school and a candid, accurate evaluation of the quality of provision. Through its strong links with the church and local community, as well as the support it provides to other schools, including a school in Malawi, community cohesion is promoted well. However, the evaluation of the impact of its actions to plan how pupils can gain an even better understanding of the diversity of the world is not yet systematic or embedded. Governors know the school well and ensure they fulfil their statutory duties effectively. Their excellent support and challenge of the leadership team makes a significant contribution to the school's outstanding overall effectiveness. This sustained excellent performance demonstrates that the capacity to improve even further is outstanding.

Effectiveness of the Early Years Foundation Stage

Grade: 1

Children get off to a very successful start in the Reception class and make outstanding progress. They settle quickly because there are clear daily routines to guide them. As a result, their personal and social skills improve rapidly. They willingly respond to the school's high expectations for their behaviour, which is excellent. They learn to respect others and to work hard. There is a calm and purposeful atmosphere in lessons. Teaching is very clearly focused and imaginatively resourced to develop children's basic skills. Children listen carefully and respond enthusiastically. They enjoy learning because lessons are planned around stimulating topics which make many children want to find out more for themselves. They have frequent opportunities to develop independence through self-chosen topics. Outdoor space is very limited but staff use it imaginatively and take full advantage of other provision such as the nearby 'Forest School'. Such visits make learning practical and exciting. Excellent leadership has led to a curriculum that is stimulating, challenging and closely matched to each child's needs. This is the result of highly effective teamwork and the priority given to continuous assessment of each child's progress and its effective use. Next steps in learning are carefully planned. Staff show outstanding care in meeting the personal and academic needs of every child. As a result, almost all children are working at higher levels than expected for their age in all areas of learning by the time they begin Year 1.

What the school should do to improve further

- Evaluate the impact of the school's work to promote community cohesion and use this to plan the next steps for further development.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
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?	1
The capacity to make any necessary improvements	1

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	1
How well do children in the EYFS achieve?	1
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

Achievement and standards

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

¹Grade 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.

Personal development and well-being

How good are 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	1
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
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 learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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

Annex B

Text from letter to pupils explaining the findings of the inspection

05 June 2009

Dear Pupils

Inspection of Christ Church Church of England Primary School, Shooters Hill, London, SE18 3RS

Thank you for making us feel so welcome when we visited your school recently. We especially enjoyed looking at your work, seeing you in lessons and talking with so many of you. You were very welcoming, friendly and told us in a mature and confident way what you thought.

You and your parents are rightly proud of your school. You told us that you feel very safe, valued and well cared for. You behave very well and take good care of each other. You are extremely enthusiastic about the curriculum and told us how your teachers make lessons fun and interesting. You work extremely hard and make excellent progress in your learning. We were interested to see how well you use the laptops and enjoyed listening to your very good singing in collective worship.

Your school is an excellent school and you receive an outstanding education. Even so, your headteacher and teachers are always trying different things to make it even better for you. To help them, we have asked that they plan how they link with different communities and what more they can do to help you understand even more about the diversity of the world.

Thank you again for making us so welcome. We hope that you carry on working hard, enjoying learning and being such good ambassadors for your school.

Yours faithfully

Jackie Krafft

Her Majesty's Inspector