

Christ Church Streatham Church of England Primary School

Inspection report

Unique Reference Number	100611
Local Authority	Lambeth
Inspection number	323310
Inspection dates	20–21 May 2009
Reporting inspector	Norma Ball

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)	208
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	Mr Noel Dempster
Headteacher	Mrs Nicky Zeronian-Dalley
Date of previous school inspection	10 June 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Cotherstone Road Streatham London SW2 3NF
Telephone number	020 8674 4308

Age group	4–11
Inspection dates	20–21 May 2009
Inspection number	323310

Fax number

020 8671 6999

Age group	4–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Christ Church is a popular, small primary school which serves a culturally diverse area. Over four fifths of pupils are from minority ethnic backgrounds and over one third have English as an additional language. About one third of all pupils are entitled to free school meals. The proportion of pupils with learning difficulties is above the national average and includes pupils with speech, language and communication difficulties, social, behavioural and emotional needs, and moderate learning difficulties. An average number of these pupils have a statement of special educational needs. The proportion of pupils joining or leaving the school at unusual times is higher than in most schools. The Early Years Foundation Stage consists of one Reception class. The school holds the Quality Mark and Healthy School award.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school that provides a good quality of education within a caring Christian family ethos. Pupils achieve well because they are well taught and enjoy learning. A very large majority of parents are positive about the school and one said, 'Christ Church School provides a safe and secure environment in which my children can learn and grow in confidence.'

The good leadership skills of the new headteacher have united staff in a clear vision to improve the effectiveness of the school. She has quickly and accurately assessed the strengths and weaknesses of all areas of the school's work. New initiatives and systems are already having a visible impact in improving the achievement of pupils. The roles of middle managers are being refined, developed and expanded. Governors provide support and challenge in equal measures and monitor carefully all areas of the school's work. Community cohesion is well planned to ensure that pupils have good links with their local area as well as an awareness of other parts of Britain and cultures in other parts of the world. The accurate evaluation of the school's effectiveness and a clear, shared view of what needs to be done next means the school has a good capacity to improve further.

Pupils achieve well in their time in the school. They enter the Reception Year with skills and abilities that are below those expected for children of a similar age. They make a good start to their learning and good progress continues as they move through the school. Standards at the end of Year 6 are average. They are usually better in English than mathematics, but the school has worked hard to close this gap in the last year and attainment in mathematics has improved. Pupils who join the school at a late stage tend to have significant learning or emotional needs. This means that they do often not attain as highly as their established classmates. Nevertheless, good induction arrangements mean they settle well and over time they make good progress too.

Staff assign a very high priority to the care of pupils, who are valued as individuals. The needs of pupils with learning difficulties are identified quickly and they receive good support. Pupils' academic progress is now monitored rigorously throughout the school. However, teachers are still refining their ability to use the full range of information available to track pupils' progress accurately. Hence they do not always provide clear and sharply focused academic guidance for their pupils or set challenging enough tasks in a few lessons.

Pupils enjoy school, as evidenced by their good attendance. They participate enthusiastically in lessons and share ideas well. One pupil summed this up saying, 'I like my school because they teach us things that are exciting and you learn in a fun way.' Lessons are taken at a good pace and are interesting. However, the planning of activities to challenge all pupils fully, especially those who find learning easy, is inconsistent and requires improvement. Pupils behave well and show respect for one another and the many cultures within their school and local community. They have a good understanding of how to stay healthy, as shown by the Healthy School award. The curriculum is well balanced and engages pupils and extends their learning. The good social skills pupils acquire and the good progress they make ensures that they are well prepared for the next stage of their education.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children settle quickly and well in the Reception Year because of good induction procedures and the caring approach of staff. Parents appreciate this care and also how well they are kept informed about their child's development. Children enter the Reception Year with skills and abilities below those expected for four-year-olds. They make good progress in most areas of their learning and by the time they enter Year 1, the majority are working securely within the levels expected for their age. Children show good independence, but for some the ability to focus on a task for even a limited period of time is not fully developed. Children are provided with fun and challenge through the good range of activities, which are well organised in both the classroom and the outside play area. Staff work well to encourage children to share, take turns and to consider others. Resources are good and the learning environment is attractive and stimulating. Staff work in a well-organised team to encourage children to develop their skills and closely monitor the progress they make. The headteacher currently manages this phase of the school well until a new permanent teacher is appointed to lead the Reception Year.

What the school should do to improve further

- Improve the consistency of lesson planning to ensure that the work for pupils of all abilities is always challenging, especially for the more able.
- Sharpen the skills of teachers in using the full range of information available to track pupils' progress in English and mathematics.

Achievement and standards

Grade: 2

Pupils achieve well throughout the school. The apparent progress that pupils make, as represented by the results of national assessments, is distorted by the effect of mobility. Pupils who start at the school at different times often have lagged behind in their learning previously, have particular learning difficulties or emotional needs, or are relatively new to learning English. Children make good progress in the Reception Year to reach standards that are broadly average by the time they go into Year 1. By the end of Year 2 standards are often above average, although this varies because of the different starting points of different groups. At the end of Year 6 standards are generally average. They are better in English than in mathematics, including for the pupils currently in Year 6. The school's tracking data show that these pupils have made good progress for the last two years in English and mathematics. The relatively weaker standards in mathematics have been an issue throughout the school for some time. Robust and effective action by the staff in the last year has addressed this problem well, and progress in mathematics is now good. However, standards are still lower in mathematics than in English, because of pupils' lower initial starting points in the subject.

Personal development and well-being

Grade: 2

A sincere, Christian ethos underpins the work of the school and it is an inclusive and harmonious community. The new behaviour policy was formulated usefully in consultation with pupils. They want to reach the high standards they have set for themselves and so the majority behave well in lessons and around the school. At playtimes a few older pupils can become over-enthusiastic

in their games and this can be difficult for younger pupils, but the school is focusing carefully on addressing this. The curriculum to promote pupils' personal development is strong, and is well linked to the study of Religious Education. This particularly promotes pupils' understanding of spiritual and moral issues, successfully encouraging them to be thoughtful, reflective and considerate of others. Pupils show respect and interest in other faiths and cultures, as shown by their links with a local Islamic school. They accept a good range of responsibilities with pride and the school council plays a valuable part in identifying how parts of the school can be improved.

Quality of provision

Teaching and learning

Grade: 2

Pupils feel they are well taught and they know they will be helped if they do not understand any part of their work. They settle in lessons quickly and especially enjoy working in pairs and small groups where they can share their ideas. Lessons are well paced with a variety of activities which pupils enjoy and this encourages them to do their best. Staff are showing increasing confidence in planning tasks to meet the needs of different ability groups, but this is still inconsistent between classes. While most activities provide good challenge for those who find learning less easy, there are missed opportunities for the more able to work at more challenging tasks. Work is marked regularly and the new school marking policy is used well. Most marking identifies how well pupils have done, but does not consistently identify for pupils where and how a piece of work can be improved. Teaching support assistants work in close and effective partnership with teachers to provide good support for pupils who find learning difficult.

Curriculum and other activities

Grade: 2

The school provides an interesting range of activities to motivate and enthuse pupils. The new initiatives introduced to improve pupils' writing skills and accelerate progress in mathematics are well integrated and are showing early signs of success. This is especially so in the focus on improving problem-solving skills and fun in mathematics. A firm basis of practical work, and increasingly good links made between different subjects, makes learning real and meaningful for pupils. Good use is made of the themed weeks, such as those held recently to explore mathematics and art. Special topics, often based upon the wide range of cultures represented in the school, promote varied and high-quality work, as in Black History Month. A good range of clubs, visits and visitors extends learning beyond the classroom. There are good opportunities for physical education and music, and good use is made of specialist teaching in French and in information and communication technology.

Care, guidance and support

Grade: 2

The provision for pupils' pastoral care is strong. Relationships at every level are good and families as well as pupils are well known to staff. The school makes good use of a range of support partners, including family support services, other schools and the local authority, to promote pupils' well-being. Procedures to ensure the health, safety and well-being of pupils are robust. Induction arrangements for new pupils, at whatever stage they join the school, are sensitive and so pupils settle well. The academic support and guidance provided for pupils have

improved significantly over the last year. Improved systems to track pupils' individual progress more frequently have been introduced. As a result staff are able to identify more quickly any pupils who are falling behind, and intervene promptly to help them. However, teachers are still gaining confidence in using these systems. The data that are entered into the tracking system vary in quality and accuracy and although overall the quality of assessment is improving, it is still inconsistent. A good start has been made in encouraging pupils to evaluate their own and their classmates' work and this, together with guidance on the next steps in their learning, is generating interest as well as resulting in better progress.

Leadership and management

Grade: 2

The new headteacher has brought vision and drive to shape a new direction for the school. An accurate evaluation has been made of the school's effectiveness and urgent changes have been implemented sensitively. In a very short time she has won the respect of staff, pupils and parents. New developments are linked with appropriate training and the skills and confidence of staff are growing. Middle managers and subject leaders are expanding their roles enthusiastically to embrace the full range of their responsibilities. Initiatives are now in place to accelerate the progress pupils make in mathematics and improve their writing skills, and these are carefully managed and under constant review. A good range of programmes are in place to help pupils who find learning difficult to 'catch up', many run by the skilled support staff. However, the school has not systematically evaluated how effective these programmes are, so they can be refined or modified. Community cohesion is promoted well, carefully monitored and areas for development have been identified. Pupils have a good network of links locally, but also a growing awareness of their role as British and world citizens. The governing body know the school well and play an active part in its day-to-day life. There is a secure committee structure to monitor carefully aspects of the school's work. Prudent financial management has ensured improvement to both premises and resources and the school provides good value for money.

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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 capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

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

The quality of provision

How effective are teaching and learning in meeting the full range of 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

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 eliminated	2
How well does the school contribute to community cohesion?	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

Annex B**Text from letter to pupils explaining the findings of the inspection**

05 June 2009

Dear Pupils

Inspection of Christ Church Streatham Church of England Primary School, London, SW2 3NF

Thank you very much for making us feel so welcome when we visited your school. We were very impressed with your friendliness and good behaviour. You told us that you think your school is good and we agree with you. You are given a good education which prepares you well for the next stage of your learning.

Your school is a happy place where everyone is valued. You enjoy learning because your lessons are interesting and you are well taught. You also showed us that you know a lot about staying safe and being healthy. You are well cared for and you know you can always ask for help or advice from the adults who look after you. We also learnt that you like to help your school and some of you take responsibilities such as being a school councillor or helping younger pupils. Your headteacher leads your school well.

There are two things that would make your school even better.

- We have asked your teachers to give you work that is not too difficult or too easy, especially for those of you who find learning easier, because this will help you to do better.
- Your teachers check how well you are doing, especially in literacy and numeracy, and we have asked that they make sure they use all the information they can to follow your progress carefully and identify quickly when you need more help.

We know you will continue to work hard and we send you all our best wishes for the future.

Yours faithfully

Norma Ball

Lead Inspector