

Christ Church CofE Primary School (Purley)

Inspection report

Unique Reference Number	101793
Local Authority	Croydon
Inspection number	323527
Inspection dates	8–9 September 2008
Reporting inspector	Madeleine Gerard

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)	212
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 D Hunn
Headteacher	Mrs M Pike
Date of previous school inspection	11 October 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Montpelier Road Purley CR8 2QE
Telephone number	020 8660 7500
Fax number	020 8645 0349

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 an average size primary school with Early Years Foundation Stage (EYFS) provision for children in Reception. There were no children in the Reception class at the time of the inspection because the EYFS term had not started. Pupils come from a variety of different backgrounds. The largest groups are White British, Black Caribbean and Black African. The percentage who are learning English as an additional language is below that usually found and few are at an early stage of learning English. The proportion of pupils with learning difficulties and/or disabilities is below average. The majority of these find basic literacy and numeracy difficult. There have been a number of staff changes recently and the headteacher and deputy headteacher have been in post for a year.

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 provides a satisfactory standard of education. Children join the school with a range of skills and understanding, but generally these are above that expected for their age when they join the Reception year. Provision is good in Reception and records show that children achieve well. By the end of the EYFS, most achieve the learning goals expected of them. Pupils' progress through the rest of the school is uneven. Standards had been well above average by the end of Year 6 for some years. In 2007, standards fell, although they were still above average. Standards in tests at the end of Year 2 were the lowest for over five years, and were below average in writing and mathematics. The main reasons for this were inaccuracies in the assessment of pupils' work over time and the wide variety in the quality and effectiveness of teaching and learning between classes. The school has since been successful in dealing with weaknesses in the ability of staff to carry out their roles and in establishing tracking systems to check how well pupils are making progress. However, this information is still not used consistently well to prepare the next steps in pupils' learning. Provisional results for 2008 tests, show standards have risen to average at the end of Year 2 and were above average in Year 6. This represents satisfactory achievement in relation to pupils' above average starting points, particularly for middle and high attaining pupils. The school's own assessment data shows progress across the rest of the school is only satisfactory overall because there is too much variation in achievement between classes.

Pupils' personal development is good. In lessons and around the school, pupils behave well. All pupils are valued and enjoy themselves in the school's safe and caring environment. Links with the local church, and opportunities to take on responsibility in school, help pupils develop good social skills and grow in confidence. They show caring attitudes to each other. For example, older pupils are enthusiastic play leaders supporting the smooth running of break times. Parents are generally very supportive, one reflecting the views of many in noting, 'The children are very happy, secure and excited about school.'

The curriculum is good. Topic themes are well planned to give pupils interesting work to do and contribute to pupils' good cultural development and understanding of other global communities. For example, in Year 4, pupils learning about Caribbean carnivals write letters to pen friends in St Lucia. Teaching and learning are satisfactory. Relationships between adults and pupils are strong and most classes are managed well so that behaviour is good. Pupils enjoy opportunities to work in pairs and talk about their learning. This also develops good social skills. Although teaching is sometimes good, it is not always good enough across the school to ensure pupils make consistently good progress. Teachers are not using assessment information well enough in every class to ensure that pupils are always set suitably challenging tasks and marking does not always make the next steps in learning clear. Overall, the care, guidance and support provided for pupils are satisfactory. There is strong pastoral support but pupils are not always helped to understand their learning targets.

Leadership and management are satisfactory. Good team work between the headteacher and her deputy ensure the school has an accurate picture of what needs to be improved. Recent school monitoring shows that targeted support, for example, to enhance the accuracy of assessment and the quality of teaching and learning, is bringing about improvements. However, this has not yet led to a sustained increase in rates of progress for all pupils. The leadership team and staff have put in place more robust monitoring that shows the school has the capacity to make further improvements. The school promotes community cohesion well and pupils

develop a good understanding of a wide range of cultures and communities. Action taken to bring about development has been hampered recently by changes in staff. Subject leaders are involved in the monitoring process, although the school's analysis of assessment information is not always sharp enough to ensure all pupils make the progress of which they are capable.

Effectiveness of the Early Years Foundation Stage

Grade: 2

The EYFS is well led and managed. Children get off to a good start in Reception and achieve well to meet the goals expected of five-year-olds. One parent wrote, 'Our son thoroughly enjoyed his year in Reception last year and thrived and flourished.' Induction arrangements are very good and include opportunities for children and their parents and carers to visit the school as well as individual home visits conducted by staff before the start of term. Together with well-established routines, this helps children to settle quickly when they join the school. As a result, children's personal, social and emotional skills are well developed and they form positive relationships with adults and other children. Teaching is good because adults plan a wide range of stimulating activities in the classroom and in the outdoor areas. The close partnership with parents and external agencies ensures that the needs of all children are met well and that they get any specialist support that they need. One parent commented, 'One of the things that has most impressed me about the school has been how quickly the Reception teacher and;quot;got the measureand;quot; of my daughter. We had our first proper meeting about six weeks into the first term and she seemed to know my daughter almost better than I did.' Detailed records of continuous observation are kept. However, assessment systems are not rigorous enough to ensure that children's progress is tracked systematically to improve progress further.

What the school should do to improve further

- Use information from assessments and marking to plan work consistently to meet pupils' needs and ensure they know their targets and how to improve their work.
- Regularly involve all leaders in monitoring the school's provision, particularly in the analysis of achievement data in order to ensure that all pupils make consistently good progress.

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

Standards are generally above average. Progress in Years 1 to 6 is satisfactory overall because there is too much variation in achievement between classes and between subjects. There are examples of good progress, for example in writing. However, the school's own assessment records show that some pupils in some years have not been making the progress of which they are capable, particularly in mathematics and science. Pupils who find literacy and numeracy more difficult and those who struggle to settle to work make good progress as a result of the support they receive in class from additional adults. Pupils learning English as an additional language receive targeted help and, as a result, they are progressing well. Pupils from different backgrounds all make similar progress.

Personal development and well-being

Grade: 2

Pupils enjoy coming to school as their consistently above average attendance shows. One pupil said, 'School is fun!' Spiritual, moral, social and cultural development is good. Pupils are keen to take on responsibility and participate in the development of the school through the school council. They have a good understanding of how to lead safe and healthy lives. Pupils make a good contribution to their school and wider community. For example, the large school choir sings to elderly local residents at Christmas. Behaviour is good and pupils of different ages and different backgrounds mix well. They play, work and co-operate together successfully, preparing them satisfactorily for the future.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory. In some year groups, and in the EYFS, teaching is good and ensures pupils' progress well. Elsewhere, teaching and learning are satisfactory although the uneven progress the pupils make across classes means achievement through the school is satisfactory rather than good. Teachers make clear what pupils will be learning and use resources well, including the new interactive whiteboards, to explain tasks and clarify pupils' thinking. Well-prepared additional adults enable pupils who struggle with literacy and numeracy, as well as pupils learning English as an additional language, to work with confidence so they make good progress. More able pupils are well challenged when working in small focus groups with teaching assistants. However, the information gathered from assessment is not used consistently enough to match work effectively to all pupils' needs during lessons and independent work. As a result, some pupils are not appropriately challenged and are not making enough progress. The quality of marking is also uneven as teachers do not always make clear what pupils need to do to improve in order to move up to the next level in their work.

Curriculum and other activities

Grade: 2

The school has worked hard to develop a curriculum which is broad and balanced. Strong links between literacy and a wide range of other subjects ensure pupils are given lively and interesting work to do which generates positive attitudes to learning. For example, pupils in Year 6 created their own versions of Greek mythology to develop their writing skills. However, the range of opportunities for pupils to develop their numeracy skills across a range of subjects is not as consistently well developed. Computers are used very well across the curriculum to support pupils' learning, including to set project work for pupils to complete independently at home. Music and drama are further highlights. There is a good range of popular extra-curricular clubs including chess, dance, piano and flute. Opportunities to take part in sporting activities help pupils to develop good attitudes to keeping fit and healthy. For example, older pupils enjoy using large building blocks in the playground pavilion. Through visitors to the school from a range of backgrounds and cultures, pupils learn about world communities. Older pupils appreciate residential trips to France to practise their French speaking skills, and to the Isle of Wight to develop team work.

Care, guidance and support

Grade: 3

The quality of pastoral care is good and contributes well to pupils' self-confidence and security. Systems for safeguarding pupils' well-being, safety and health are rigorous and all members of staff are well-trained. Pupils feel safe and are confident that adults will take action if any problems occur. Arrangements to support pupils who have specific learning needs and pupils learning English as an additional language are effective, well managed and inclusive. This enables them to participate fully and make good progress. Good links with outside agencies provide appropriate support to pupils, including those who are most vulnerable. School leaders work successfully to promote good punctuality and regular attendance. There are good systems to check how well pupils are making progress, although the information gathered is not used consistently to plan suitably challenging tasks in all lessons. While some pupils are clear about their individual targets and what to do to move up to the next level in their work, this is not consistent.

Leadership and management

Grade: 3

The headteacher has a clear vision for the school and is well supported by the deputy and recently appointed assistant deputy. Over the short time they have been working together, the enthusiastic senior leadership team have successfully united staff with a common sense of purpose. Subject leaders are developing their roles. However, they are not yet involved consistently enough in analysing the progress pupils are making in order to bring about swift improvements. Leaders have plans to develop further the school's good contribution to community cohesion. Governors fulfil their statutory obligations and demonstrate a positive level of commitment to the school's work. They are supportive and keen to help the school in developing further.

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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 capacity to make any necessary improvements	3

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?	3
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	3
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	3

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	3
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?	3

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	2
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

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

23 September 2008

Dear Pupils

Inspection of Christ Church CofE Primary School (Purley), Purley, CR8 2QE

Thank you for your friendly welcome and for helping us when we visited your school recently. We enjoyed our visit very much and wanted to tell you what we found. Christ Church is a satisfactory school. This means that we found some good things and some things to improve. These are its strengths:

- you feel safe, enjoy coming to school and attend very regularly
- you get on well with each other and with adults
- some of the teaching is good and the school is working to make sure that more of it is good
- the youngest children get off to a good start in Reception
- by the end of Year 6, standards are above average but they could be higher
- those of you who find learning hard have extra help and do well
- in addition to your lessons, you have a good choice of clubs which many of you attend
- all the staff and governors are working together as a team to make the school even better.

We have asked the school to make sure you know what to do to move up to the next level in your work and that when teachers mark your work they all give you more ideas about how to make it even better. The staff are helping the headteacher and the deputy to make the school even better. We would like the subject leaders to do even more to check up on the quality of all the work the school is doing. We have also asked the school to carry on working hard so that even more lessons are good ones. This will help you learn more quickly. You can help by continuing to work hard and telling the teachers if the work is too easy or too difficult for you.

We wish you well in the future.

Yours sincerely

Madeleine Gerard

Lead Inspector