

Christ Church Church of England Primary School

Inspection report

Unique Reference Number	100944
Local Authority	Tower Hamlets
Inspection number	335627
Inspection dates	2–3 December 2009
Reporting inspector	Barry Jones

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	163
Appropriate authority	The governing body
Chair	Rev Andy Rider
Headteacher	Mr Gerard Loughran
Date of previous school inspection	0 November 2006
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 16 lessons, and held meetings with governors, staff, pupils and the School Improvement Partner. They observed the school's work, and looked at documents and policies relating to safeguarding. They also looked at documents such as the raising achievement plan and the analyses that the school does to track pupils' progress. Inspectors scrutinised 56 responses to the parents' questionnaire together with responses from staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- how well children progress socially and academically in the Early Years Foundation Stage and what are the contributory factors
- whether the school's strategies to raise achievement in mathematics at Key Stage 2 are effective
- whether the strategies to promote good attendance and behaviour are effective
- how effectively the school promotes community cohesion for the wider community enables students to be aware of global issues
- whether managers at all levels are being effective in raising the quality of teaching and pupils' achievement this term.

Information about the school

Christ Church is a smaller-than-average, Church of England, inner-city primary school. Almost all pupils are of Bangladeshi heritage and have English as an additional language. Many pupils join the school with little English. The proportion of pupils who are eligible for free school meals is three times the national average. The proportion of pupils with special educational needs and/or disabilities is broadly average but the proportion with a statement of special educational needs is above average; these are mostly for speech and communication difficulties. There are more pupils who join and leave at unusual times throughout the school year than in most schools. The school has experienced high staff turnover in recent years. It has not always been able to appoint key members of staff and has had to employ supply teachers for extended periods. There is provision for the Early Years Foundation Stage in the Nursery and a Reception classes.

The London Diocesan Board for Schools initiated a strong link with a nearby outstanding school, whose headteacher took up the post as executive headteacher of Christ Church in September 2009. A new deputy took up post at the same time. The local authority provides significant support to the school, including forming a Target Intervention Group.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

4

The school's capacity for sustained improvement

3

Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a notice to improve. Significant improvement is required in relation to pupils' achievement in English and mathematics and provision for pupils with special educational needs and/or disabilities.

The school is emerging from a turbulent period. The local authority is giving valued support and the targeted intervention group is giving clear direction to the school. The governors are very supportive of the school. Their participation in the work of the target intervention group means that they are well placed to develop their roles to challenge the school. The new headteacher, ably supported by the new deputy, has galvanised the staff. Staffing has stabilised and teachers wish to remain at the school. They have worked extremely hard this term and there have been a number of improvements. For instance, the provision in the Early Years Foundation Stage has been considerably enhanced and children now get a good start in school; a focus on writing throughout the school has led to higher standards, although more remains to be done. The school, helped by its partner school, has also strengthened the accuracy of teacher assessments of pupils' attainment and is beginning to implement higher quality tracking procedures.

The school recognises that there is underachievement in mathematics and writing. Attainment is low; for example, less than half the pupils attained the expected level in mathematics in the national tests for Year 6 pupils in 2009. The school has introduced a range of initiatives this term to raise achievement in mathematics. These include the use of setting pupils by ability, a new policy for ensuring a coordinated approach to performing calculations, and more rigorous monitoring. It is too early to judge the effectiveness of these measures. The school, together with the local authority, has identified weaknesses and is tackling them with determination. With the help of its partner school, it has improved monitoring procedures, target setting is being used to raise expectations and there is a strong drive to improve teaching. There are outline plans to make further use of good practice in its partner school to improve the curriculum. The work done to improve the school by the strengthened management team demonstrates that the school has satisfactory capacity to improve.

The quality of teaching is satisfactory. Monitoring by the school and local authority shows that the proportion of good teaching is increasing. However, there is insufficient good teaching to overcome the legacy of underachievement; unsatisfactory teaching has not yet been fully eradicated. Teachers' expectations of what pupils can achieve are sometimes too low and they vary in their ability to use assessment data to set work to

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match pupils' abilities. The use of teaching assistants is too variable and varies from unsatisfactory to good. In mathematics, teachers' use of language is not always secure and they do not consistently ensure that pupils have full understanding of mathematical terms used. Marking is good in English. In other subjects there is insufficient guidance on how pupils might improve further.

This is a caring school and relationships are good. Pupils respond well with good behaviour in lessons and around the school and develop positive personal qualities. They feel safe and have a good understanding of healthy living. Christ Church is a harmonious community and the pupils make a positive contribution. This extends to the wider community, and the school's promotion of community cohesion is good generally. There are outstanding efforts to involve families in the life of the school and to involve parents and carers in their children's learning. There are effective partnerships which support vulnerable pupils well generally. However, the school has only been able to make partial, temporary arrangements for the long-term absence of the coordinator for special educational needs. The school is at an early stage in assessing the needs of pupils and tracking their progress. This has hampered the school's efforts to raise performance and many of these pupils continue to underachieve.

What does the school need to do to improve further?

- Improve the quality of teaching to be at least good by:
 - raising teachers' expectations of what pupils can achieve
 - using assessment data to match work to pupils' abilities
 - providing feedback to pupils on how they can improve their work.
- Raise pupils' achievement in mathematics in Key Stage 2 by:
 - checking that recent measures are effective and adjusting the strategy if necessary
 - ensuring that teachers use mathematical terms correctly and that pupils understand the terms used.
- Raise pupils' achievement in writing throughout the school by:
 - providing more opportunities to write in different styles and for different purposes in subjects.
- Improve the provision and progress for pupils with special educational needs and/or disabilities by:
 - assessing the needs of pupils
 - arranging interventions on the basis of the assessments
 - making effective use of teaching assistants in classrooms
 - monitoring the progress of this group of pupils.
- Ensure that governors provide sufficient challenge.

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Attainment at the end of Key Stage 2 has been consistently low and declining in English and mathematics over the last three years. Girls have underachieved in mathematics and boys in English. In classes most pupils are now making satisfactory progress, and some make good progress. They generally work well. In a Year 2 science lesson, pupils responded enthusiastically to opportunities to investigate the properties of different materials. Pupils with special educational needs and/or disabilities make unsatisfactory progress because of shortcomings in their support. Since overall attainment is low, and learning and progress are not improving quickly enough, achievement is inadequate.

Pupils say that there is little bullying and that any rare occurrences are dealt with effectively by adults. They are courteous to visitors and show respect for and understanding of different cultures and beliefs. They speak knowledgeably about healthy living. This has been recognised by the Healthy School award. The school council says that its views are valued and it has been able to influence decisions. Its recommendations are fed back to classes and to parents through the headteacher's newsletter. Pupils also make a valued contribution to the wider community. There are strong links with the church and with the local residential home. Attendance last year was low but has improved this year and is now satisfactory. However, pupils' are not well prepared for the future because of their low basic skills levels.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	4
Taking into account:	
Pupils' attainment ¹	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	4
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	4
Taking into account:	
Pupils' attendance ¹	3

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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The extent of pupils' spiritual, moral, social and cultural development

2

How effective is the provision?

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Although the overall quality of teaching is satisfactory, there is a balance of satisfactory and good classroom practice. Teachers share learning objectives with the pupils and so they know what they are expected to learn. They manage their classes well and there is a positive climate in all classrooms. Pupils behave well and make a positive contribution to their own learning. Satisfactory use is made of interactive whiteboards to make presentations clear. Teaching is now good in the Early Years Foundation Stage and in Year 2 and the mixed-age Year 5/6 class and pupils make good progress in these classes. In some other classes, teachers do not always use assessment data effectively to match work to pupils' abilities. Consequently, in these lessons there is insufficient challenge for some pupils and the pace of learning slows.

There is good provision in the curriculum for pupils' personal, social and health development. This contributes significantly to the pupils' good outcomes in these areas. The provision for literacy is improving, including projects to make writing more stimulating for boys. The curriculum is also being enhanced for mathematics and in the use of information and communication technology. There is a good range of clubs, trips and visitors to the school. Pupils say they enjoy these. Through its partnership school, the school has recently improved provision for musical activities. An outstanding lesson by a teacher from the partner school was given to the newly formed choir. Pupils were enthusiastic and made very good progress.

Most aspects of care, support and guidance are good. Late joiners and those pupils who speak little English are welcomed into the school. They quickly settle into school life. There are links with a wide range of agencies to support vulnerable children and these work well. These have been particularly effective in promoting good behaviour and improving attendance. The proportion of persistent non-attenders is now low and has reduced significantly in the last year as a result of the school's robust procedures. Parents and carers speak warmly of the care their children receive. A few pupils with specific difficulties with numeracy and literacy receive effective, targeted support and they make good progress in these aspects. However, there are shortcomings in the overall coordination of support and so many of the pupils with special educational needs and/or disabilities do not make the progress they should.

These are the grades for the quality of provision

<p>The quality of teaching</p>	<p>3</p>
<p>Taking into account: The use of assessment to support learning</p>	<p>3</p>
<p>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</p>	<p>3</p>

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The effectiveness of care, guidance and support	3
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How effective are leadership and management?

The executive headteacher and his deputy are providing clear leadership and have laid some firm foundations. They have strengthened monitoring and are raising teachers' aspirations through setting more challenging targets. The partnership with another school is working well and is leading to improvements in teaching and monitoring and evaluation. Currently, the drive for improvement is very dependent on senior managers and local authority support. However, the school is seeking to distribute leadership more widely. Subject leaders are developing well into their new roles. Partnership with parents and the promotion of community cohesion are good. The school makes strenuous efforts to reach and involve all parents. This work is coordinated extremely well by the extended school's manager. In a meeting with parents, several of whom did not speak English, they were very appreciative of the lengths to which the school went to help and support them. The school promotes good awareness of other faiths, beliefs and cultures through the curriculum; international links are also being developed. The school is inclusive and all pupils make good progress in their personal development. However, the school is not closing the gap in achievement between pupils with special educational needs and their classmates. Safeguarding procedures are satisfactory.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	4

Early Years Foundation Stage

Children join the school with skill levels which are well below those expected for their

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age, particularly in communication, language and literacy. At the end of the Reception class, fewer children attain the Early Learning Goals than in most schools. However, given their starting points, progress is good. This is because provision is good. There is a good balance between adult-led activities those that children choose for themselves. This is complemented by a thorough assessment of children's skills and aptitudes. This information is used well to inform planning. There is some variation in the quality of support given by adults to groups but most teaching is good. The new Foundation Stage manager has brought a renewed dynamism to this phase. She has reorganised the indoor resources and implemented effective joint planning that underpins the good provision.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

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The great majority of parents and carers are supportive of the school and are appreciative of its efforts. There are no significant issues arising from the parents' responses. As two parents said, 'My daughter loves this school' and, 'The school presents a welcoming and friendly atmosphere.' The inspectors agree with the parents' views regarding the caring ethos of the school. However, the inspectors do not share parents' views that their children are making enough progress.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Christ Church C of E Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 12 statements about the school.

The inspection team received 56 completed questionnaires by the end of the on-site inspection. In total, there are 163 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	40	71	16	29	0	0	0	0
The school keeps my child safe	34	61	22	39	0	0	0	0
The school informs me about my child's progress	31	55	23	42	2	3	0	0
My child is making enough progress at this school	28	50	27	48	1	2	0	0
The teaching is good at this school	30	54	25	44	1	2	0	0
The school helps me to support my child's learning	29	52	25	44	2	4	0	0
The school helps my child to have a healthy lifestyle	32	57	21	38	3	5	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	22	45	24	47	5	9	0	0
The school meets my child's particular needs	24	25	26	49	3	6	0	0
The school deals effectively with unacceptable behaviour	26	46	26	46	4	8	0	0
The school takes account of my suggestions and concerns	24	47	22	43	5	10	0	0
The school is led and managed effectively	24	43	28	52	3	5	0	0
Overall, I am happy with my child's experience at this school	30	56	22	41	2	3	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



4 December 2009

Dear Pupils

Inspection of Christ Church C of E Primary School, London E1 6PU

Thank you very much for the help and cooperation you gave when we inspected your school. You told you us that you enjoy going to school and feel safe there. You feel that you are listened to. The two things that you would like to change are to improve the toilets and to have a library. As one pupil wrote, 'I love the school but hate the toilets.'

These are the things that we liked about your school:

- children make a good start in the Nursery and Reception classes
- you behave well
- you get along with one another very well
- the school links well with your parents
- the school works well with other agencies to look after you.

The school agrees that it needs to raise your standards in mathematics and English, particularly writing. There are a number of ways it intends to do this, including making sure you receive good teaching in all lessons, helping you to improve your work and giving you more opportunities to write in different ways and in different subjects. The school is just starting to assess the needs of pupils with special educational needs and/or disabilities. This is because the teacher who is responsible for this is away at the moment. The inspectors have given the school a notice to improve these aspects, which means that inspectors will visit again in about a year from now to check on the progress that has been made. Everyone at your school is determined to make things better.

For your part, keep up the good behaviour and the improvement in your attendance.

Yours sincerely

Barry Jones

Lead inspector

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