

# Christ Church CofE Primary School

## Inspection report

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<b>Unique Reference Number</b>	101533
<b>Local Authority</b>	Brent
<b>Inspection number</b>	355019
<b>Inspection dates</b>	22–23 September 2010
<b>Reporting inspector</b>	Denise Morris

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	212
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rev David Neno
<b>Headteacher</b>	Claire Nowen
<b>Date of previous school inspection</b>	23 September 2010
<b>School address</b>	Clarence Road, Kilburn London NW6 7TG
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## Introduction

This inspection was carried out by three additional inspectors. They saw 16 lessons and observed eight teachers. Meetings were held with the headteacher, members of the governing body, teachers and other leaders. Inspectors observed the school's work, and looked at planning documents, assessment information and pupils' work. Inspectors analysed 31 questionnaires from parents and carers.

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

- Whether standards in mathematics and science had improved since the last inspection.
- The quality of teaching and learning in all areas of the school.
- Pupils' attendance and procedures to improve it.

## Information about the school

Christ Church is an average sized primary school. It serves an area of wide cultural diversity. Almost half of all pupils have a first language that is not English. A total of 27 different languages are spoken at the school. The proportion of pupils who are eligible for free school meals is higher than in most other schools. The proportion of pupils with special educational needs and/or disabilities, mainly emotional and behavioural difficulties, physical disability or severe learning difficulties, is above average. The number of pupils starting and leaving the school at times other than the usual time is high. The new headteacher has been in post for three weeks.

**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?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

This is a satisfactory and improving school. There are strengths in the good quality care the school provides for all its pupils, resulting in positive relationships, pupils' good behaviour and their good social, moral, spiritual and cultural development. The school's Christian ethos is evident in the way that pupils are kind, helpful and considerate to each other. Older ones take care of younger ones and make sure that they always have someone to play with in the playground. Parents are right in their beliefs that their children are safe and secure at school. This is because of good quality safeguarding procedures which exceed current government requirements. Pupils' good awareness of healthy lifestyles is reflected in the way that they almost all bring a piece of fruit to school for their lunch, make healthy choices at dinner time and take lots of exercise.

Attainment is improving and is broadly average. Pupils are now making at least satisfactory progress from their starting points. Pupils with special educational needs and/or disabilities and those learning to speak English are making good progress because of carefully focused support they receive. Pupils across the school achieve well in music because of some high quality teaching in the subject. Teaching in most lessons is of satisfactory quality overall. Teachers manage lessons well so that there is a harmonious atmosphere throughout the school. In some lessons, however, there is too little challenge, with the result that the pace of learning is too slow. This is particularly evident in mathematics lessons because of a lack of urgency to complete tasks, too few practical activities to engage pupils, particularly boys, and because too much time is spent sitting on the carpet listening to the teacher. A good new assessment system has been introduced, although this is not yet used consistently across the school. Pupils themselves are not always fully involved in assessing their own work, particularly in mathematics. Children in the Early Years Foundation Stage get off to a sound start to their education in the Nursery and Reception classes, although they too do not always do enough practical activities to develop their mathematical skills.

Pupils say that they really enjoy the after-school clubs, particularly the wide range of sports, music and dance activities. Older pupils say that these are great fun and help them to get to know pupils from other schools. Opportunities for creativity within the planned curriculum, however, are at an early stage of development. In mathematics, for example, too little attention is paid to planning activities in which pupils can investigate numbers, find answers for themselves and apply their skills across other subjects. The school has developed good partnerships with parents and external agencies which are having a positive impact on the effective way that pupils are cared for. The headteacher, ably supported by the deputy headteacher, has made a good start to her role. Pupils told inspectors that they really like the changes she has made in the short time she has

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been in the school. For example, they value the new drinking fountain in the playground and the way that lunch and playtimes have been reorganised so that exits and entrances are less crowded. Members of the governing body are regular visitors and they have a satisfactory understanding of the school's strengths and weaknesses. They have put some good strategies in place to improve attendance but, despite recent improvements, it remains stubbornly at a lower level. This is because too many parents take their children on holiday during term time. Everyone now shares the school's ambitions. Given this and school leaders' and governors' clear recognition of where action is needed as well as signs of pupils' rising attainment, the school has a satisfactory capacity for sustained improvement.

**What does the school need to do to improve further?**

- Improve achievement, particularly in mathematics by:
  - improving the pace and challenge in lessons
  - introducing more practical activities to fully engage all groups, including those in the Nursery and Reception classes and boys
  - involving pupils more in their own assessment.
- Work rigorously with pupils, parents and support agencies to improve attendance.
- Develop a wider range of creative activities within the curriculum to fully engage boys as well as girls.

**Outcomes for individuals and groups of pupils****3**

Pupils achieve satisfactorily in most areas of learning and make satisfactory progress from their starting points in English, mathematics and science. They make better progress in reading than in writing. Pupils' progress in mathematics is limited by a lack of challenge and too few planned practical tasks that enable pupils to learn actively, find answers for themselves and achieve the higher levels. Girls achieve better than boys. Pupils make the best progress in learning to speak English and in music because of some good and occasionally excellent teaching in these areas. In one session, a group of pupils with little or no English made good progress in learning about the use of different tenses. They were able to change the tense of different verbs accurately because of skilled teaching which provided visual examples and practical experience of the differences between past and present. Pupils with special educational needs and/or disabilities make good progress in learning because of specific tasks that fully meet their individual needs.

Pupils say that they enjoy school. They are particularly keen on the after-school clubs and, as a result, these are well attended. They confirm that they feel safe and secure at school. They say that adults listen to them and help to solve any problems. They behave well and have good relationships with adults and peers. Those from many different cultural backgrounds get on well together and share their activities. Their good understanding of healthy eating was evident in the dining hall and in their enthusiasm

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for physical education lessons and after school sports clubs. Older pupils take on many simple responsibilities for the smooth running of the school. The school council is active in making improvements to the environment, such as working to increase play equipment. Links with the wider community are more limited. Workplace skills are satisfactory and though pupils insist that they enjoy school, not all attend often enough, as too many take holidays during term time. Early indications show that recent actions to improve the rate of attendance are effective.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
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	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	4
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

The best teaching is characterised by good pace, effective questioning and lots of opportunities for pupils to take part actively in lessons. This was particularly evident in a science lesson in Year 4 where pupils were learning about the skeleton. Both boys and girls were very interested and responded well to questions because of the practical nature of the tasks which required them to test out joints and explore the full uses of each bone and joint. As a result, they made good gains in learning. Similarly in music in Year 6, where pupils eagerly took part in a practical drumming session, were keen to do

<sup>1</sup> 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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well and tried exceptionally hard to please their teacher. The practical nature of both these lessons meant that all pupils, including those who are at the early stages of understanding English, could succeed and work cooperatively with their classmates. The use of the new assessment system is not yet consistent across the school. For example, the quality of marking is not always rigorous enough to help pupils improve their work. The range of activities within the curriculum meets most pupils' needs appropriately. However, too little planning for practical aspects of mathematics reduces the amount of progress that pupils make, especially for those who learn quickly. A good range of after-school clubs, particularly for sport, ensures that pupils keep fit and active.

The school takes good care of all pupils in the safe and secure environment. Pupils know that there is always someone to talk to. Guidance and support for those with special educational needs and/or disabilities is good, resulting in their good progress. However, some groups are not sufficiently guided to help them achieve the higher levels, particularly in mathematics. Support for those learning to speak English is good.

*These are the grades for the quality of provision*

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

**How effective are leadership and management?**

Pupils, staff and parents are positive about the new leadership of the school. The headteacher has a clear vision and is eager to make improvements. She has made a positive start by involving all staff in changes and has a clear view of what is working well and what needs improving. Since the last inspection, the roles of middle leaders have improved and all now share a desire to raise pupils' attainment and accelerate progress further. Members of the governing body are regular visitors but their self-evaluation, particularly of pupils' achievements, has not been as rigorous as it could be. They ensure that safeguarding procedures, including those for child protection, are rigorous and of good quality. The accommodation has also improved significantly and the outdoor area, in particular, provides a rich and exciting environment. Partnerships with local schools are having a positive impact on pupils' sports skills and on their personal development. The school promotes equality appropriately and tackles discrimination, as demonstrated by the way it works to support pupils with language and learning needs. The school's strategy for community cohesion is developing appropriately through its own and the local community's multi-cultural population as well as through some emerging links further afield. The school promotes cohesion in its own community well. It has evaluated that further work is needed to reach out beyond this

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and has plans in place for promoting and extending pupils' understanding from national and global perspectives.

*These are the grades for leadership and management*

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

## Early Years Foundation Stage

The quality of provision is satisfactory, ensuring the children make satisfactory progress. Their skills on entry are often below those expected, particularly in communication, language and literacy and in mathematical development. Many children start school with little or no English and make good progress in learning to speak the language. However, by the end of Reception, most children have still not reached the expected levels for their age in numeracy and language skills. The vast majority achieve their goals in personal and social development. Children enjoy their time in the Nursery and Reception classes. They quickly settle and take part in an appropriate range of activities. Children behave well and get on well together. They are happy to share their activities with their peers. They show good understanding of healthy foods and enjoy their fruit snacks. Children are well cared for and arrangements to meet their welfare needs are good. Most teaching is only satisfactory because the pace of learning is not always fast enough. Although an appropriate range of activities are provided in the classrooms, the outdoor area is sometimes under-used and there are missed opportunities to extend children's learning in mathematical development particularly through practical outdoor experiences. However, some good teaching was seen during the inspection when children had high levels of attention. For example, children in the Nursery, who had just started school, really enjoyed going on a dinosaur hunt to develop their understanding



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of 'over', 'under', 'inside' and 'outside'. Good questioning by the adults improved the children's understanding of language. However, this is not yet consistent across the setting. Satisfactory leadership and management ensure that children's achievements are regularly recorded and that the children are kept safe and secure.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

Parents and carers are pleased with the school. All of those who responded to the inspection questionnaires said that their children enjoy school and are kept safe and secure. They feel that the school helps their children to do well and to lead healthy lives. 'My child loves this school. I am happy with the choice I made to send him to Christ Church,' commented one parent. Another wrote, 'Christ Church has always been the best school and I don't think anything will change that.'

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Christ Church CofE 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 13 statements about the school.

The inspection team received 31 completed questionnaires by the end of the on-site inspection. In total, there are 193 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	25	81	6	19	0	0	0	0
The school keeps my child safe	20	65	9	29	0	0	0	0
The school informs me about my child's progress	17	55	14	45	0	0	0	0
My child is making enough progress at this school	13	42	16	52	1	3	0	0
The teaching is good at this school	13	42	16	52	1	3	0	0
The school helps me to support my child's learning	13	42	15	48	0	0	0	0
The school helps my child to have a healthy lifestyle	12	39	18	58	0	0	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)	7	23	20	65	0	0	0	0
The school meets my child's particular needs	12	39	14	45	1	3	0	0
The school deals effectively with unacceptable behaviour	13	42	13	42	0	0	0	0
The school takes account of my suggestions and concerns	11	35	15	48	0	0	0	0
The school is led and managed effectively	8	26	18	55	0	0	0	0
Overall, I am happy with my child's experience at this school	20	65	9	29	1	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



24 September 2010

Dear Pupils

Inspection of Christ Church CofE Primary School, London NW6 7TE

Thank you for your help in our recent visit to your school. We enjoyed talking with you and your teachers. This letter is to tell you what we found out about your school.

The school provides you with a satisfactory and improving education and here are some of the things your school does well.

- You behave well and get on well with all your friends at school.
- Those of you who are learning English are working hard and doing well.
- You understand how important it is to keep fit and healthy and how to stay safe.
- Senior staff, teacher and governors are working hard to make your school even better.
- Those of you who find learning difficult are trying hard to improve in all that you do.
- You are achieving well in music.

We have asked your school to do three things to help you do better by:

- improving how well you learn in mathematics by giving you more practical activities and helping you to check how well you are doing
- making sure you all come to school as often as you can
- developing a wider range of creative activities within the curriculum to fully engage both boys as well as girls.

You can help by continuing to work hard and listening carefully to what your teachers say.

Yours sincerely

Denise Morris

Lead Inspector.

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