

Christ Church Church of England Primary School

45 Commerell Street, London, SE10 0DZ

Inspection dates

13–14 March 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress from their starting points. Achievement in reading and writing is particularly strong.
- The progress pupils make in mathematics is good. It has improved rapidly over the last two years.
- Pupils learn well in lessons. Teaching is good and pupils are keen to learn. In the best lessons, there is a 'buzz' of learning.
- Pupils have great attitudes towards their learning. They work hard and they like coming to school. They behave well and respect and care for each other.
- Leaders, including governors, have improved the school. The acting headteacher has been determined to make sure pupils achieve their best.

It is not yet an outstanding school because

- Not all pupils are challenged to achieve their very best in every lesson, especially the brightest pupils.
- Leaders have not focused enough on developing outstanding teaching across the school.
- A small number of pupils are occasionally restless in lessons. They sometimes lack concentration when working on their own or with other pupils.

Information about this inspection

- Inspectors observed 14 lessons taught by seven teachers. Three of these observations were done jointly with the acting headteacher.
- Inspectors looked carefully at pupils' work and teachers' marking. They also talked to groups of pupils, to pupils in lessons and to pupils around the school at break and lunchtime.
- Parents' views were gathered and analysed, through talking to parents at the start of the school day, the school's own recent survey of parents' views, the 19 responses to the Parent View (the online questionnaire), and one letter from a parent.
- The views of staff were gathered through talking to them throughout the inspection and the 12 responses to the staff survey.
- Inspectors looked at a range of documentation provided by the school. This included records of lesson observations and information about pupils' current progress, the school's own checks on its quality and progress, plans for improving the school, minutes of governing body meetings, attendance and exclusion records, logs of behavioural incidents, and information about the curriculum. Safeguarding procedures were checked.
- Inspectors held a number of meetings with leaders and staff, as well as with the Chair of Governors and a representative of the local authority.

Inspection team

Matthew Haynes, Lead inspector	Her Majesty's Inspector
Fatiha Maitland	Additional Inspector

Full report

Information about this school

- The school is a smaller than average primary school for children aged 5-11, with slightly more boys than girls.
- The proportion of disabled pupils and those with statements of special educational needs is above that found nationally, including those supported by school action plus. The proportion supported by school action is below the national average, however.
- The proportion of pupils eligible for additional government funding (the 'pupil premium') is well above that found nationally. This includes pupils who are known to be eligible for free school meals and looked after pupils.
- The majority of pupils are from minority ethnic backgrounds. The proportion whose first language is other than English is well above the national average.
- The governing body are responsible for some extended provision before and after school. Pupils do not attend any other alternative provision.
- The acting headteacher has been in post since January 2012, following the illness of the executive headteacher. Prior to that, the acting headteacher had been the head of school. A new headteacher will take up post in April 2013.
- In 2008, the school was judged to require significant improvement and was given a notice to improve. When inspected a year later in 2009, the school was judged to be satisfactory. An Ofsted monitoring visit in 2011 found that the school had made good progress in making improvements.
- The school meets the government's current floor standards, which set the minimum expectations for attainment and progress.

What does the school need to do to improve further?

- Improve teaching so that it is consistently outstanding by:
 - stretching all pupils in every lesson, especially the brightest, by setting them work which really challenges them
 - checking on pupils' learning systematically throughout every lesson and adjusting teaching accordingly
 - asking questions that help pupils challenge their own thinking and the thinking of others
 - making sure that all pupils are on task throughout every lesson
 - further improving pupils' abilities to work independently and with each other, building on and sharing the effective practice already in the school.

Inspection judgements

The achievement of pupils

is good

- Pupils' levels of attainment when they start at the school are below the national average. They make good progress which leads to standards that are at least in line with expectations for pupils across the country. This is true for pupils from all ethnic minority backgrounds.
- Pupils learn well in lessons because of the high expectations teachers have of them. The work pupils have done since September 2012 shows that they have learnt well and made good progress.
- Pupils' achievement in reading and writing is strong. They make great progress in literacy lessons and they develop these skills in other subjects. They do better than many pupils in other similar schools in the country. Pupils successfully apply their knowledge of phonics in their reading and writing.
- Achievement in mathematics has not been as good in the past. This has rapidly improved during the last two years, however, and pupils are now making much better progress.
- Disabled pupils and those with special educational needs make the same good progress as other pupils in the school.
- Pupils eligible for the pupil premium achieve well. Their average points scores compare well with those of similar pupils across the country. The gaps between their achievement and that of other pupils in the school have closed rapidly and are now small.
- Pupils who need extra help get it. There is a range of interventions that have a very positive impact on the achievement of pupils who are eligible for the pupil premium, disabled pupils and those with special educational needs, and those for whom English is an additional language. These interventions include one-to-one support, small group teaching and targeted support in lessons.
- This means that all pupils have an equal opportunity to achieve.

The quality of teaching

is good

- Learning in lessons is good. Teachers know pupils well and set them work which is matched to their abilities. Because of this, pupils make good progress.
- Pupils are clear about what they are learning in lessons and what they need to do to be successful.
- The pace of lessons is brisk and this means that learning flows without any interruptions. Often lessons spark pupils' imaginations. This leads to creative thinking and some great ideas from the pupils.
- Pupils work hard and want to do well. Some teaching is outstanding, and in these lessons there is a 'buzz' of learning.
- The relationships in lessons are very positive. Teachers and pupils get on well together. Most pupils work very well together in groups and pairs. They enjoy doing this and it helps their learning. Many are also able to work well on their own. Occasionally, however, a small number of pupils can go off-task for short amounts of time.
- Teachers' marking and feedback is good. Work is marked very regularly, and pupils know what they have done well and what they need to improve. In the best marking, pupils respond to teachers' comments.
- Teaching assistants give pupils helpful support. They guide and steer pupils' learning without doing too much for them.
- In the best lessons, open-ended questions are used to deepen pupils' understanding. Pupils challenge their own thinking and the thinking of others. In these lessons, teachers have very high expectations and make sure that all pupils, including the brightest ones, achieve their very best. This is not true of all lessons, however.

- Homework is set regularly and supports pupils' learning in reading, writing and mathematics.
- Parents and pupils think that teaching is good. They value the work of the teachers. Parents feel that their children are making good progress.

The behaviour and safety of pupils are good

- The vast majority of pupils always behave well in lessons and around the school. However, there is a small number of pupils who are restless or who lack concentration for short amounts of time in lessons.
- Pupils get on very well with each other. Those from different cultural backgrounds mix well, and play and work together in harmony.
- Pupils have good attitudes to their learning. They work hard and want to do well. They like coming to school and appreciate what their teachers do for them.
- The school's code of conduct sets out clear expectations for behaviour. Teachers have high expectations of behaviour in lessons and pupils abide by the code of conduct.
- There are no racial incidents. Bullying has been reduced dramatically and it is now very rare. Pupils have confidence that any bullying is dealt with quickly and effectively. They know about the different types of bullying.
- Attendance is improving and is now average. The number of exclusions is also reducing – there have been no exclusions since September 2012.
- Pupils feel safe at school and understand how the school keeps them safe. They also know how to keep themselves safe, including online.
- Parents and staff think pupils' behaviour is good.

The leadership and management are good

- The acting headteacher has successfully improved the school. She has been determined in improving teaching, which is now good. The needs of pupils are at the heart of what she does.
- The relatively new leadership team has contributed effectively to this improvement. The impact of their actions is clear, especially on the quality of teaching and the curriculum. As a result, pupils' learning has improved, especially in mathematics.
- Leaders have a very accurate view about the quality of the school and what needs to be done to improve it further. They keep detailed, up-to-date and accurate information about pupils' learning which helps them know how well pupils are doing. If pupils need extra help, they get it.
- The ways in which the performance of teachers is checked on and improved are rigorous. Teachers are rewarded only when their practice is very good.
- There has been a sustained drive to make sure teaching is consistently good. There has not been sufficient focus on developing outstanding teaching across the school.
- The curriculum meets the needs and interests of pupils and prepares them for the next stage in their education. The range of extra-curricular activities is good, and many pupils enjoy taking part in these. The quality of provision before and after school is good.
- Reading, writing, communication and mathematics are developed well across subjects. For example, there are links between mathematics and art and science and pupils regularly apply their writing skills in a range of subjects. The development of pupils' speaking and listening is a strength.
- Pupils' spiritual, moral, social and cultural understanding is very good. This is developed in a wide range of ways. Pupils understand and respect the differences between people of different backgrounds with different beliefs. The work of the school is fully underpinned by a clear Christian ethos, and pupils' spiritual development is particularly strong.
- Parents feel well informed about their children's progress. They value the work of the school and feel that their children are happy and safe at school.

- Staff are very positive about the school and the way it is led. They feel supported and they are ambitious about the future improvement of the school.
- The local authority has supported the school effectively. The school's Improvement Partner visits regularly, knows the school well, and challenges the school to improve. Good use has been made of literacy and mathematics consultants. Additional resources and funding have been provided to support the school's improvement. The local authority has played a key role in brokering a partnership with an outstanding school nearby.
- **The governance of the school:**
 - Governance is good. Governors have an accurate and detailed view of the effectiveness of the school, including how teaching needs to improve and what is being done about it. They regularly challenge the school to get better, and they check the progress the school is making. They manage the school's resources well, working closely with the business manager. Governors have a clear understanding about how the pupil premium is being spent and the impact it is having on pupils' achievement. They have a good knowledge of how teachers' performance is checked and they challenge the acting headteacher effectively. They ensure that safeguarding arrangements are good.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors. A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.

School details

Unique reference number	100165
Local authority	Greenwich
Inspection number	400396

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	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	170
Appropriate authority	The governing body
Chair	Judith Eastlaugh
Headteacher	Anne Cooper
Date of previous school inspection	14 October 2009
Telephone number	020 8858 3974
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Email address	headteacher@christchurch090@greenwich.sch.uk

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