

National Society Statutory Inspection of Anglican Schools Report

Christ Church of England Voluntary Aided Primary School

Montpelier Road

Purley

Surrey

Diocese of Southwark

Croydon LEA

SIAS inspection: 30 November, 1 December 2005

Previous S23 inspection: March 2000

URN: 101793

Headteacher: Miss Katherine Gilmore

SIAS Inspector NS#183: Mr Colin Powell

Context

Christ Church is a one form entry Church of England Voluntary Aided Primary school situated in Purley within the London Borough of Croydon. There are 205 pupils on role. Around 75% come from White British backgrounds. Less than 10% of pupils are entitled to free school meals. The number of pupils with Special Educational needs is below the national average. The school admits the majority of its pupils from families who worship at Christ Church and the neighbouring parishes. The Headteacher has been in post for just over a year and the deputy since Easter. Several new teachers have joined the school in the past two years.

Summary Judgement

Christ Church is a good Church of England School

Established Strengths

- There is a clear Christian ethos underpinning the work of life of the school
- Learners feel valued and special
- The spiritual, moral and social development of learners is good
- The Headteacher and Governors promote a distinctive Christian vision for the school

Focus for development

- To improve the quality of Learning and Teaching in RE
- To develop, in learners, a greater understanding of other faiths
- To ensure that the Collective Worship policy reflects the school's approach to worship

How well does the school, through its distinctive Christian character, meet the needs of all learners?

Grade: 2 Good

Christ Church Primary School has a mission statement that is lived out on a daily basis by encouraging all learners to achieve to their maximum potential by learning and by developing and growing into the person that God intends each one to become. Learners feel very valued and special, they enjoy their school and are good ambassadors. This aspect of school life is outstanding. Learners feel they are well supported by all staff and that they are dealt with fairly. Pupil voice is a strength of the school as demonstrated through the school council. Staff and Governors create a strong culture of mutual respect and community. Individuals are well known and are given many opportunities to flourish within and beyond the school environment. A range of extra curricular activities support this. Older pupils are given specific responsibilities around the school and feel proud of the contribution they make. Parents speak highly of the school, support school development and fundraising initiatives and help in school. The spiritual, moral and social development of pupils is good. The school provides opportunities for prayer and reflection for learners and adults. The pupils actively engage in using the prayer boxes that have been placed in their classrooms. The management team wish to develop the cultural development of their pupils still further through the RE scheme of work and the delivery of special acts of worship. The profile of being a church school has been enhanced over the last year. The school has a strong charity support programme. The inspection confirmed the overall judgements of the school self review for this section. However inspection judges the extent to which learners feel valued and special as outstanding and the extent to which the school environment is used to encourage spiritual development as satisfactory as RE display is underdeveloped at present.

What is the impact of Collective Worship on the school community?

Grade: 2 Good

Christian prayer and worship are important in the life of the school. Worship is well organised by the Deputy Headteacher who is the coordinator by supporting and planning the delivery of the programme by staff and outside visitors. Outside visitors feel their contribution is valued. The school held a meeting a year ago to ensure that outside visitors who contributed to worship understood their part in the development and delivery of the programme. Worship is planned on a termly basis around a theme or set of themes. Pupils enjoy and speak positively about the experiences of worship they have. They especially like the act that takes place on Mondays and value preparing and being involved in the special services held in the church. The school policy however does not reflect the practice in place and does not make a clear distinction between worship and assembly. Special days and important events are celebrated through the worship programme. During the inspection there was good evidence of pupil response to worship through listening, contributing to ideas and singing. All class teachers are involved in the delivery of worship, especially their class acts which take place on Wednesdays. Some staff require further support and assistance from the coordinator in order that the school fulfils its statutory requirement to deliver a daily act in a uniform way. No pupils are withdrawn from worship and those from other faiths participate in the programme. The senior management team wish to enhance the worship programme through considering a more culturally diverse programme. Learners are introduced to a variety of prayers, songs and Christian affirmations reflecting an Anglican tradition. Year 6 pupils attend the leavers service at Southwark Cathedral each year. The inspection agreed the overall judgements of the school self review on this section and confirms that the school considers the extent to which learners and staff of all faiths derive inspiration, spiritual growth and affirmation from worship as satisfactory as the programme of worship is still being established. All other elements were good.

How effective is the Religious Education in the school?

Grade: 3 Satisfactory

Standards in RE are satisfactory. The quality of Learning and Teaching across the school is variable with lessons ranging from good to satisfactory. The school has adopted the Southwark Diocesan scheme of work which is being implemented across the school. The scheme is not yet sufficiently embedded to raise standards. In some areas of the school there is not a clear distinction between RE and Personal Social and Health Education. The quality and quantity of children's written finished products is satisfactory. Learners are keen to learn and share their experiences. In the best classrooms there is a sense of challenge for more able pupils, planning includes key questions and opportunities to link the two attainment targets in RE and learners are given the opportunity to reflect on and discuss their ideas. Lessons are less satisfactory where subject knowledge is poor, planning not comprehensive and activities are pitched at a low level of challenge. Assessment in RE is limited at present and display is limited in terms of supporting and moving on learning. The subject coordinator is starting to monitor the implementation of the scheme of work. Monitoring should now focus on standards. The subject coordinator believes the subject is well resourced. She has some good ideas on how to develop the subject in the future and has attended training. The school council and another cross phase group of learners spoke positively about past RE experiences. The senior management team wishes to increase the proportion of work related to religions other than Christianity, this would enhance the curriculum. The school brochure has limited information about the schools approach to RE. There is some evidence that RE is enhanced through visits and visitors, however these opportunities should be broadened. There was no direct planning for spiritual development in the Foundation Stage. The inspection disagreed with the overall school self evaluation judgement for this section which was deemed good by the school. However the inspection judges the effectiveness of Religious Education to be satisfactory.

How effective are the leadership and management of the school as a church school?

Grade: 2 Good

The Headteacher and Governors promote a good distinctive vision and direction for the school based on their Mission statement. The Headteacher demonstrates strong and purposeful leadership and, although relatively new into post, has a clear understanding of the schools priorities and areas for development as a Church School. She celebrates successes and tackles underperformance of individuals. She is ably supported by a new Deputy. The school has undergone substantial staff changes and periods of staff instability during the past year. This has been well managed by the Headteacher and kept all stakeholders on board. The new staff team are starting to embed school principles, policies and expectations. The schools capacity to improve the denominational aspects of school life is good as long as staffing remains stable. The Governing Body fully support the Headteacher and Senior Management Team. However the Governing Body are insufficiently aware of their responsibilities and accountabilities with regard to the quality of Collective Worship and RE. The leadership and management of the school listen and respond to stakeholders. Links with the local parishes and Church are good. The use of questionnaires and surveys ensures that learners and their parents are involved in evaluating the school's progress in all areas of school life. The School Improvement Plan has specific sections devoted to the promotion and development of the distinctive nature of this Church School.

The inspection agreed with the schools self evaluation of this section.

SIAS NOVEMBER 2005 Christ Church CE VA Primary School, Surrey