

Christ The King Catholic Primary School

Inspection report

Unique Reference Number	108023
Local authority	Leeds
Inspection number	377685
Inspection dates	28–29 November 2011
Reporting inspector	Kathryn Dodd

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	186
Appropriate authority	The governing body
Chair	Phil Jackson
Headteacher	Neil Ryan
Date of previous school inspection	28 April 2009
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Introduction

This inspection was carried out by three additional inspectors. The inspectors observed teaching and learning in 13 lessons involving eight teachers. The inspectors held discussions with staff, groups of pupils, members of the governing body, and parents and carers. The inspectors observed the school's work and reviewed documentation, including improvement plans, the systems for tracking pupils' progress, the arrangements for safeguarding pupils and a sample of pupils' work. The inspectors analysed 50 questionnaires returned by parents and carers, 69 from pupils and eight from staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Whether pupils are making at least satisfactory progress, particularly between Years 3 and 6 in mathematics and between Years 1 and 3 in reading.
- How well teachers use assessment information to provide work that matches pupils' varying abilities, particularly to challenge the more-able pupils, and how well pupils are involved in understanding how they are getting on.
- Whether the curriculum is adapted well to boost attainment in mathematics between Years 3 and 6, in reading in Years 1 to 3, and for the more-able pupils.
- How effectively leaders and managers at all levels and the governing body review information about pupils' progress and use it to influence their monitoring activities, to shape improvement planning and their evaluation of the school's effectiveness.

Information about the school

The large majority of pupils at this average-sized primary school are White British. The proportion of pupils known to eligible for free school meals is below average. An average proportion of pupils have special educational needs and/or disabilities. The school has been accredited with Activemark and has achieved Healthy Schools status. Since the previous inspection, there have been several changes of teaching staff.

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 school. Learning gets off to a good start in the Early Years Foundation Stage, where children make good progress from their generally average starting points. Pupils' attendance is above average and has improved since the previous inspection. This reflects successful efforts to promote better attendance with parents and carers and with pupils. Most parents and carers are happy with the school. They acknowledge that their children settle in quickly when they start school. A very small minority however, do not feel that the school takes sufficient account of their suggestions and concerns, and inspection findings support them in part.

Pupils' attainment by the end of Year 6 is broadly average and between Years 1 and 6, pupils' progress is satisfactory. This reflects the satisfactory quality of teaching and the curriculum. Pupils' progress is good in lessons where teachers make effective use of assessment information to provide activities that closely match pupils' learning needs, particularly to challenge the more-able pupils. Teachers explain to pupils what they are expected to learn, to involve them in understanding how they are getting on and what they need to do to reach their targets. Similarly, they provide a good range of practical and interesting activities which keeps the pupils engaged and as a result, they behave well. These good practices are not consistently well applied across classes and so pupils' progress and behaviour are satisfactory overall. In English, between Years 1 and 3, pupils' attainment in reading lags behind writing. In order to boost pupils' achievement in reading, the school has introduced a new systematic approach to developing pupils' reading skills. Currently, not all staff have the necessary skills to deliver the programme effectively. Between Years 3 and 6, pupils' attainment in mathematics is often lower than in English. Pupils' achievement is sometimes held back because opportunities are overlooked for pupils to develop their numeracy skills through solving mathematical problems.

Since the previous inspection, the school has moved forward steadily and there is a satisfactory capacity to improve further. The headteacher has developed the accommodation so that it is more conducive to effective learning. He is now strengthening the systems to track pupils' progress. This has already led to an accurate evaluation of pupils' satisfactory achievement. However, some aspects of the school's self-evaluation are over-generous. This, in part, reflects a lack of opportunity for stakeholders, such as parents and carers, the staff and the governing body to influence self-evaluation and to agree the way forward. Several staffing changes have also hampered efforts to establish consistently good quality teaching and consistent approaches to behaviour management and also to provide continuity

in subject leadership. Furthermore, actions to monitor these aspects at present lack rigour. New subject leaders are keen and enthusiastic. Under the effective guidance of the deputy headteacher, they, along with the governing body, know the next steps are to strengthen their contribution to driving improvement by further developing their skills in reviewing information about pupils' performance and monitoring the quality of provision. Currently self-evaluation is too dependent on the headteacher.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Accelerate pupils' progress between Years 1 and 6 to be at least good, particularly in reading in Years 1 to 3 and in mathematics between Years 3 and 6, by:
 - improving the use of assessment information so that pupils are provided with work that matches their learning needs, particularly to challenge the more-able pupils
 - making sure pupils are clear about what they are expected to learn, understand how they are getting on and know their learning targets
 - making sure all staff are equipped with the skills to teach pupils to read
 - providing more opportunities for pupils to develop their numeracy skills through solving mathematical problems.
- Ensure that approaches to the management of pupils' behaviour are equally effective in all classes so that behaviour is consistently good.
- Strengthen the capacity of the school to improve by:
 - ensuring new subject leaders and the governing body have the necessary skills to review pupils' performance and the quality of provision effectively
 - improving the rigour with which the quality of teaching is monitored and evaluated
 - ensuring that the headteacher takes into greater account the views of all stakeholders in order to establish an accurate and shared evaluation of the school's effectiveness and to agree the way forward.

Outcomes for individuals and groups of pupils

3

Achievement is satisfactory from pupils' starting points. The school's data and scrutiny of pupils' work show that pupils' current attainment in Year 6 in mathematics is broadly average; in some other year groups attainment remains lower than in English. Pupils generally enjoy learning and in most lessons they are attentive, keen to learn and respond well to teachers' questions. In lessons where teaching is good, pupils behave well. Their behaviour wanes and concentration drifts, however, when they sit for too long listening to their teacher or when activities are insufficiently challenging. Even so, pupils including those with special educational needs and/or

disabilities make satisfactory progress. This masks some inconsistent progress across the classes, and some pupils, such as in Year 6, make good progress. The proportion of pupils reaching the higher levels of attainment for their age is lower than average, especially in reading by the end of Year 2 and in mathematics by the end of Year 6. This lack of high attainment was reflected in lessons seen by inspectors when the more-able pupils were not always challenged sufficiently and their progress slowed.

Pupils learn together in a friendly and calm community. They are eager to raise funds for others less fortunate around the world and show concern for one another’s welfare. Pupils are well aware of right and wrong. They acknowledge that the poor behaviour of a few pupils sometimes hinders their learning. Nevertheless, they are pleased about new arrangements for rewarding good behaviour, particularly ‘golden time’. Pupils make a satisfactory contribution to the smooth running of the school, for example, by being school councillors, playground buddies or monitors. Opportunities for pupils to influence decisions about what and how they learn are still developing. Pupils’ above average attendance and average attainment, prepare them soundly for their future.

These are the grades for pupils' outcomes

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

How effective is the provision?

Positive relationships and teachers’ good organisation make a good contribution to learning. Appropriate deployment of support staff enables pupils with special educational needs and/or disabilities to make satisfactory progress. In good lessons, teachers’ planning takes good account of pupils' varying needs and expectations of the pace of learning are high. Teachers pose targeted questions to individual pupils that keep them on their toes and challenge their thinking. These effective teaching practices are not consistently seen across the classes. Although teachers often share learning targets with their pupils, for some pupils, particularly the more-able, these targets are insufficiently challenging. In Years 1 to 3, a systematic and regular programme to teach reading skills, with pupils in groups of similar ability, is now established. Pupils’ progress in reading, however, remains inconsistent because some

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

staff do not have the necessary skills to deliver the programme effectively. Furthermore, there are not enough opportunities for pupils to read individually alongside adults in order to regularly assess their progress and identify their next steps. Recent curriculum adaptations are starting to accelerate pupils' progress. More creative links across subjects are contributing to pupils' greater enjoyment of school. 'Learning logs', that older pupils complete at home, are successfully helping to promote better achievement in reading and writing. In Years 1 and 2, good opportunities are provided for pupils to develop their mathematical skills through practical, active and challenging activities. However, opportunities are missed for older pupils to apply their mathematical problem-solving skills, such as when completing work as part of other subjects.

Pupils learn in a welcoming environment underpinned by a Catholic Christian ethos. Pupils know that someone will be on hand to support them should they have any concerns. The learning mentor makes an effective contribution to improving attendance which is now consistently above average. Although new systems have been established aimed at promoting good behaviour, several changes in staffing have hampered efforts to ensure they are fully effective.

These are the grades for the quality of provision

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

How effective are leadership and management?

Recent improvements to the systems to track pupils' progress and attainment are pinpointing more precisely variances in the performance of pupils in different classes and in subjects. Although this demonstrates a growing commitment to providing equality of opportunity, leaders are yet to address fully the inconsistent rates of pupils' progress through the classes, particularly for the more-able pupils.

Safeguarding procedures are satisfactory. The arrangements are good to ensure adults are appropriately vetted and recruited. Staff with responsibility for child protection ensure that effective partnerships are established with external agencies. At present, safeguarding policies do not always reflect daily practices.

The governing body makes a satisfactory contribution. The chair of the governing body is clear about strengths, weaknesses and necessary school improvements. Governors' developing knowledge about pupils' achievement is enabling them to challenge school leaders more effectively. They are still developing the skills they need to hold the school fully to account for ensuring the quality of provision and pupils' outcomes are consistently good. The partnership with parents and carers is satisfactory. Opportunities for parents and carers to become involved in school life have been recently extended to attending coffee mornings, 'star of the week' or class assemblies. Opportunities to find out how they can support their children's learning at home are under-developed. The school makes a satisfactory contribution to

community cohesion. It is a harmonious place to learn. Although opportunities for pupils to appreciate the diversity of world faiths are good, those that enable pupils to engage with ethnically and socially diverse groups within British society are still developing.

These are the grades for the 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	3
The effectiveness of partnerships in promoting learning and well-being	3
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	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

From their usually typical, but occasionally lower than typical starting points for their age, children make good progress. By the start of Year 1, the proportion of children reaching the expected levels of development is now usually above that expected nationally. Warm and caring relationships between adults and children, along with a bright, vibrant and welcoming learning environment, ensure that children feel happy and safe. The partnership between home and school is good and children settle into school life quickly and easily. Children are continually encouraged to be friendly, to behave well, and to take turns. This demonstrates the good attention given to meeting children's welfare needs and is a key factor in why their personal, social and emotional development is good.

Adults work closely together to assess children's progress. They record children's achievements carefully and plan future work based on this knowledge. Learning, therefore, builds effectively on what children of varying abilities can already do. Adults provide a particularly good balance of activities between those led by adults, often in small groups, and those that children can choose for themselves, both indoors and out. Activities, such as writing a shopping list for a birthday party and shopping at the 'Bramley Store' within their classroom, keep children engrossed in and excited about learning. Children's good progress is a result of effective leadership and management. Staff use effectively the information they collect about children's progress to identify where further improvements can be made. This is why their efforts are now focusing on extending opportunities to improve children's reading and writing skills, particularly for the boys, during times when they play independently.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation stage	2
Taking into account:	2
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 in the Early Years Foundation Stage	2

Views of parents and carers

An average proportion of parents and carers returned the questionnaire. The large majority of parents and carers, including those that held discussions with inspectors, express their support for most aspects of the school’s work. They overwhelmingly agree that their children enjoy school, are kept safe and that they are encouraged to lead a healthy lifestyle. A small minority expressed concern about the high levels of turnover in teaching staff and did not agree that the quality of leadership and management is good. Inspectors found that changes in staffing have had an adverse impact on efforts to bring about consistently good teaching and, as a result, the quality of teaching overall is satisfactory. The inspectors’ findings regarding leadership and management are contained in the report.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Christ The King Catholic 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 50 completed questionnaires by the end of the on-site inspection. In total, there are 186 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	26	52	24	48	0	0	0	0
The school keeps my child safe	24	48	26	52	0	0	0	0
The school informs me about my child's progress	15	30	30	60	4	8	1	2
My child is making enough progress at this school	17	34	27	54	5	10	1	2
The teaching is good at this school	17	34	28	56	4	8	1	2
The school helps me to support my child's learning	14	28	26	52	5	10	3	6
The school helps my child to have a healthy lifestyle	17	34	31	62	1	2	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)	14	28	31	62	2	4	1	2
The school meets my child's particular needs	13	26	29	58	5	10	2	4
The school deals effectively with unacceptable behaviour	18	36	24	48	5	10	1	2
The school takes account of my suggestions and concerns	13	26	24	48	5	10	3	6
The school is led and managed effectively	13	26	25	50	8	16	1	2
Overall, I am happy with my child's experience at this school	22	44	22	44	4	8	1	2

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 all 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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 is for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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. Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



30 November 2011

Dear Pupils

Inspection of Christ The King Catholic Primary School, Leeds, LS13 2DX

Thank you for the warm welcome you gave the team when we inspected your school. We enjoyed our time with you and finding out your views. You go to a satisfactory school. By Year 6, your attainment is similar to that expected for your age and you make satisfactory progress. We were particularly pleased to:

- see children in the Reception class enjoying learning and making good progress
- find that many more of you are now coming to school every single day
- discover that you feel safe and well cared for and that people are friendly
- find out all the many ways you raise money for charities around the world, particularly to help those who are less fortunate than yourselves.

We have asked that some improvements be made. These are to make sure that:

- you make good progress between Years 1 and 6, particularly the younger pupils in reading and the older pupils in mathematics
- teachers always give you work that makes you all think really hard and makes sure you are all clear about what you need to do to reach your targets
- you are given more chances to practise solving mathematical problems
- all of you are taught to read equally well
- you always behave really well in all your lessons
- adults with special responsibilities and the governors check more carefully if you are learning equally well in all your classes
- your headteacher considers the views more of your parents and carers, the governing body and all the other adults in your school and that everyone agrees how the school can get even better for you.

You can all help by making sure that you tell your teacher if your work is too easy or hard and by always checking what you still have to do to reach your learning targets. Of course, you should make sure that you always try your best in everything you do and behave really well all of the time.

Yours sincerely

Kathryn Dodd
Lead inspector

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