

Christ the King Catholic Primary School

Kings Approach, Bramley, Leeds, West Yorkshire, LS13 2DX

Inspection dates 22–23 October 2013

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

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Although beginning to improve, pupils' progress and attainment over time across Key Stage 2, particularly in mathematics, have not been as good as they should have been. Attainment by the end of Year 6 is broadly average. Achievement across Key Stage 2, therefore, requires improvement.
- Since the previous inspection, teaching has not been good enough to ensure that pupils in Key Stage 2 make good or better progress. On occasions, pupils receive work which is too difficult for some and too easy for others. Methods to reinforce pupils' skills in writing and mathematics are not fully effective and pupils do not always have enough time to reflect on their learning.
- Opportunities for staff to share their classroom skills with others across the school are not fully developed. In addition, 'coaching', to provide staff with advice on how to improve their classroom practice, is not embedded.
- Links with other schools in the area, including liaison with nursery settings, are not as extensive as they could be.
- The outdoor environment in reception is not stimulating enough to enable children to improve their language skills through imaginative play.
- Members of the governing body do not yet have a sharp enough awareness of the school's performance in all areas to enable them to challenge the leadership with required rigour.

The school has the following strengths

- As a result of good teaching and learning in the indoor Reception area, children continue to make good progress in all areas of learning.
- Pupils' achieve well in Key Stage 1 and attainment in both English and mathematics has risen. Pupils read with confidence.
- Pastoral care is a major strength and teaching assistants support pupils with skill and sensitivity.
- The family support worker has a positive impact on the well-being and self-esteem of pupils and their families. Pupils are proud of the school, feel safe and behave well.
- The committed headteacher, well supported by the talented deputy headteacher, knows the school well and has ensured that teaching is improving, and that pupils' achievement across Key Stage 2 is beginning to accelerate.

Information about this inspection

- Inspectors observed teaching and learning in 13 part-lessons, taught by seven teachers. Each teacher was observed at least once and most were observed twice. In addition, they listened to pupils in Years 5 and 6 read.
- Inspectors spoke to two groups of students, including members of the school council. They also held discussions with four members of the governing body, including the Chair and vice-chair, a representative of the local authority, pastoral staff, the family support worker, subject coordinators and senior leaders. In addition, they had informal discussions with kitchen, caretaking and administrative staff.
- They took account of the 10 responses to the online questionnaire (Parent View) and of the responses to the school's own parent questionnaires, issued in 2012 and 2013. They also considered the views expressed in the 11 responses to the staff questionnaire. In addition, inspectors spoke to three sets of parents during and after the school day.
- Inspectors observed the school at work and scrutinised pupils' exercise books in English and mathematics, internal and external pupils' progress and attainment data, school development planning and strategies to enable the school to gain an accurate view of its own performance. They also considered minutes of governing body meetings and documentation in relation to child protection, safeguarding, behaviour and attendance.

Inspection team

James Kidd, Lead inspector

Additional Inspector

Steve Rigby

Additional Inspector

Full report

Information about this school

- This is a smaller-than-average sized primary school.
- The proportion of pupils supported at school action is below average. The proportion supported at school action plus or with a statement of special educational needs is above that usually found.
- The proportion of pupils known to be eligible for support through the pupil premium (additional funding for those pupils known to be eligible for free school meals, those from service families and those who are looked after by the local authority) is just below average but has almost doubled since 2010.
- The majority of pupils are White British but the proportion of pupils from minority ethnic heritages has increased by 20% since 2010. Similarly, there has been a marked increase in the proportion of pupils with English as an additional language, and this is now above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- Christ the King Catholic Primary is a nationally-accredited Healthy School and also holds the Activemark for its work in physical education and sport. Since the previous inspection, there have been significant changes in staffing, with the appointment of four new teachers.

What does the school need to do to improve further?

- Continue to improve teaching and learning in order to raise pupils' attainment further by:
 - giving pupils more opportunities to share their ideas with each other before they put pen to paper
 - ensuring calculation problems in mathematics are more closely linked to real-life situations
 - ensuring pupils are given work which is consistently linked directly to their abilities and learning needs
 - making sure teachers allow pupils to reflect on their learning at the end of lessons, where this is needed
 - giving staff more opportunities to share best classroom practice across the school
 - placing 'coaching' arrangements, through which staff are given advice on how to improve their classroom practice, on a more formal footing
 - creating a more stimulating environment in the outdoor Reception area, to provide children with opportunities to extend their language and communication skills, including vocabulary, through imaginative play.
- Improve the impact of leadership and governance on pupils' achievement by:
 - liaising more regularly with the increasing number of Nursery settings, in order to gain an even more accurate view of children's skills and knowledge on entry to the Reception class
 - extending the links between the school and other schools in the locality, so that teachers can learn even more from each other
 - ensuring that the governing body has a sharper awareness of the school's performance in all areas of its life, in order that it can challenge the leadership with the requisite rigour.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

The achievement of pupils

requires improvement

- Children generally enter the Reception class with skills and knowledge which are below those expected for their age, particularly in communication, language and literacy. As a result of good teaching, particularly in the indoor area, they make good progress in all areas of their learning. The school recognises that lack of a stimulating environment in the outdoor area does not always enable pupils to develop their language, communication and vocabulary well enough through imaginative play.
- This good progress continues across Key Stage 1. Attainment in reading, writing and mathematics has risen since the previous inspection and faster than the national trend. By the end of Year 2, standards are broadly average to slightly above and pupils known to be eligible for support through the pupil premium do as well as their peers. In addition, in both 2012 and 2013, an above average proportion of pupils reached the expected standard in the Year 1 phonics (letters and sounds) screening check.
- Since the previous inspection, pupils' progress and attainment across Key Stage 2, particularly in mathematics and to a lesser extent in writing, has not been as good as it should have been, given their broadly average starting points on entry to Year 3. Attainment improved in 2013, but was still broadly average in reading, writing and mathematics. Pupils' achievement in Key Stage 2, therefore, requires improvement.
- Improvements in teaching and pupils' better attitudes and involvement in learning are now beginning to have a positive impact on Key Stage 2 pupils' progress and attainment. Inspection evidence, including lesson observations, scrutiny of pupils' work and consideration of internal school performance data demonstrates that pupils in the current Years 3, 4, 5 and 6 are now on course to reach their challenging targets. Without doubt, pupils' progress in reading, writing and mathematics is accelerating and the attainment of all groups is beginning to rise. Following a significant 'dip' in 2012, attainment in mathematics rose in 2013, as it did in writing.
- Wise use of pupil premium funding, to provide extra support for pupils known to be eligible for free school meals, led to a significant closing of the gaps in the performance of these pupils and their peers in reading and mathematics, but not in writing.
- Sensitive support for disabled pupils and those with special educational needs is ensuring that their progress and attainment, particularly of those supported at school action plus, are rising too. The increasing numbers of pupils with English as an additional language are also supported well and their short-term achievement in lessons observed was good. Pupils from minority ethnic backgrounds achieve similarly to their classmates.
- The majority of parents who responded to Parent View or who returned the school's questionnaires are satisfied with the progress their children are making.

The quality of teaching

requires improvement

- Since the previous inspection, teaching has not been effective enough to ensure that pupils made good or better progress, particularly in mathematics. Teaching therefore requires improvement.
- However, the quality of teaching is becoming better and during the inspection no inadequate teaching was seen and there were examples of good practice in all three key stages.
- Strong relationships between pupils and the adults who work with them and effective support from teaching assistants for pupils who are finding things difficult are evident in classrooms across the school.
- Pupils make good progress in lessons when the work they receive is matched closely to their abilities and learning needs. Calculations concerning perimeter in a Year 4 mathematics lesson, for example, were modified to ensure that the challenges met the needs of each individual. On occasions, however, there is a 'one size fits all approach' and the work is too easy for some

pupils and too difficult for others.

- Similarly, teachers recognise that pupils are not always given problems in mathematics which are linked to real-life situations. When this does happen, pupils can see the value of the calculations they are completing and their progress accelerates as a result.
- When pupils are given opportunities to work in pairs and in groups to discuss their ideas, such as in a Year 6 English lesson, their writing improves and they are able to present their work to their peers with confidence. Pupils do not always have such opportunities to rehearse their ideas with their classmates before they begin their writing assignments.
- The pace of learning in lessons is generally good. On occasions, and sometimes at the end of lessons, pupils are not given sufficient opportunities to reflect on what they have learned in order for them to recognise the progress they have made and what they need to do to improve their work.
- Staff plan their lessons well. There is close collaboration between teachers and teaching assistants to ensure that groups and individuals who are finding the work difficult are given the right support at the right time to ensure they can take full advantage of what the lessons have to offer.
- Marking is generally good but its quality is variable. The best marking informs pupils of the standards they are reaching and also gives them accurate and sometimes detailed advice on the next steps in their learning.

The behaviour and safety of pupils are good

- When asked if they feel safe in school, pupils answer 'Definitely! The grown-ups are helpful and kind and we can always talk to them if we are unhappy.' Indeed, pupils are proud of Christ the King, feel secure within its walls and are taught how to stay safe when they are not in school. They have a keen awareness of how to stay safe when using the internet.
- Most parents who responded to the online questionnaire and who also returned the school questionnaire believe their children are safe and happy in school. Parents value the input of the family support worker, who runs 'nurture' groups in the Reception class and Year 1, liaises closely with outside agencies and who spends time with pupils whose circumstances make them potentially vulnerable.
- A minority of parents expressed concerns about bullying and the leadership is now planning to hold information evenings on this topic for the families of pupils who attend the school. Pupils themselves are of the view that bullying does happen, but that it is rare and is dealt with effectively when it occurs.
- Pupils' behaviour has improved since the previous inspection and is now good. Most display good attitudes to learning and, on the rare occasions when there is low-level misbehaviour in class, teachers adopt effective strategies to address it.
- Pupils enjoy the opportunities they have to take on responsibility, for example, as members of the school council, playground leaders and register and assembly monitors. The school council is always willing to express its views on how the school can be improved and, through their good offices, toilets have been refurbished and new playground equipment has been purchased.
- Pupils' spiritual, moral, social and cultural development is promoted effectively. Pupils have a keen understanding of right and wrong, get on well with each other and are proactive in their support for a wide range of charities. They are welcoming and courteous to visitors and inspectors lost count of the number of times pupils held doors open for them! However, their knowledge of cultures and religions which are different to their own is underdeveloped.
- Attendance is broadly average. Pupils' punctuality to school and to lessons is a strength.

The leadership and management requires improvement

- Leadership and management require improvement overall because the quality of teaching and learning and pupils' achievement, particularly in mathematics, have not been as good as they should have been since the previous inspection.
- However, an accurate evaluation of the school's performance by the headteacher and deputy headteacher has led to the introduction of effective strategies to address these issues. As a result, teaching is improving, pupils' progress is accelerating and attainment is beginning to rise. In addition, pupils' attitudes to learning are better and their conduct and involvement in lessons are now good.
- Leaders are fully aware that links with other schools are not as well developed as they could be and, as a consequence, that opportunities are sometimes missed for teachers to learn from each other. Similarly, leaders know that more links with the increasing number of Nursery providers would give staff an even more accurate view of the skills and knowledge of children on entry to the Reception class.
- Staff have a high regard for the school leaders and say, 'We are a team of hard-working staff and there is now a more shared vision for how the school can move forward.' They believe that performance appraisal arrangements are both rigorous and fair and that they have many opportunities to attend relevant training programmes. They would like even more opportunities to share best classroom practice across the school and would welcome more 'coaching', so that they could receive more advice on how they can develop their teaching skills further.
- Although some subject coordinators are relatively inexperienced, they adopt a serious approach to their responsibilities and have already identified how they can ensure that teaching and pupils' achievement in their subject areas can be improved.
- The curriculum, including topic work, meets the interests of pupils well and there is also a wide range of extra-curricular activities, including visits and visitors. The Primary School Sports funding is used to provide coaches in a range of sports and games. The school is attempting to ensure the sustainability of the impact of the funding by training non-specialist staff in the teaching of physical education. However, over time, the curriculum in Key Stage 2 has not always promoted good or better progress in English and mathematics.
- Child protection and safeguarding policies and practice fully meet requirements and the school promotes equality of opportunity soundly. The increasing numbers of pupils from minority ethnic backgrounds and who speak English as an additional language are well integrated into school life and this demonstrates that the school rejects discrimination in all its forms.
- The local authority continues to provide good support for the school, particularly in relation to the provision of relevant training, advice on the establishment of 'book corners' and also on support for inexperienced subject coordinators.
- **The governance of the school:**
 - Governors support the school effectively and have a greater understanding of how well it is doing than they had at the time of the previous inspection; the activities of the Joint Review Group are enabling them to ask more searching questions of the leadership. However, their awareness of school performance in all areas of its life is still not sharp enough to enable members to hold the leadership to account with the required rigour. For example, they are fully aware of how pupil premium funding is spent but their understanding of the groups of pupils for whom it is intended and also the impact of the spending is patchy.
 - Nonetheless, individual governors are now linked to classes and there are examples of governors observing teaching and learning. Some governors are fully aware of the different kinds of data which the school uses to gauge the achievement of its pupils, but they are not always sure of the trends in achievement in different subjects.
 - Governors oversee performance appraisal arrangements and ensure that staff only receive financial reward if they meet their targets in relation to pupils' progress.

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	<p>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.</p> <p>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.</p>

School details

Unique reference number	108023
Local authority	Leeds
Inspection number	425773

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	190
Appropriate authority	The governing body
Chair	Paul Redmond
Headteacher	Neil Ryan
Date of previous school inspection	28 November 2011
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