



Christ The King Catholic Primary School

Inspection Report

Unique Reference Number 120221
Local Authority Leicester City
Inspection number 291672
Inspection dates 1–2 February 2007
Reporting inspector Arnalena Bee

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

Type of school	Primary	School address	Glenfield Road
School category	Voluntary aided		Leicester
Age range of pupils	4–11		LE3 6DF
Gender of pupils	Mixed	Telephone number	0116 2857261
Number on roll (school)	350	Fax number	0116 2540896
Appropriate authority	The governing body	Chair	I D Knight
		Headteacher	P A Galvin
Date of previous school inspection	4 November 2002		

Age group 4–11	Inspection dates 1–2 February 2007	Inspection number 291672
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Christ the King Catholic Primary is an above average-sized school. It takes pupils from a wide catchment area. The children's attainment when they start school is average. Pupils are mainly from White British backgrounds. For a small minority of pupils, English is not their first language. The proportion of pupils who have learning difficulties or disabilities is average.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

Christ the King is a satisfactory school. It is a calm and happy school where pupils make satisfactory progress. Personal development is good. The school works hard to enable pupils to become well-rounded individuals. All pupils matter and their opinions and the work they do is valued and respected by all. As a result, pupils are confident, polite and respectful of their classmates and of the adults who help them. They fully appreciate everything that is done for them. Pupils show a good awareness of the need to live a healthy and safe lifestyle. They know which foods are healthy and understand the importance of drinking water regularly. Pupils say they feel safe and secure in school and begin to learn how to keep themselves safe in the wider world. All pupils are able to speak maturely and confidently to visitors about what they are doing. Consequently, pupils leave the school with good personal and social skills which help them considerably in later life. Standards are average. Attitudes to learning are good throughout the school and pupils work hard in the activities which the satisfactory curriculum provides. Opportunities provided, however, do not always fully match the needs of all pupils. Provision for the youngest children in the Foundation Stage is satisfactory and enables them to get off to a steady start.

Care, guidance and support are satisfactory. The care and personal support that pupils receive are good but academic guidance is less effective. Although pupils are given targets in writing and numeracy, not all of them understand their targets because teachers do not consistently reinforce what they are. When teachers mark work, comments are supportive but do not always inform pupils what they need to do to get better. Teaching and learning are satisfactory. It is better in some parts of the school than in others and varies in quality, particularly in Years 3 to 6, because activities do not consistently match the needs of the wide range of abilities and sometimes ages within classes. This results in a few pupils not always doing as well as they should.

Leadership and management are satisfactory. The school has a satisfactory idea of how well it is doing and has adequate capacity to improve further. The leaders and managers have focused well on improving the system that tracks pupils' progress so that they can ensure all pupils achieve satisfactorily. As a result, the small number of pupils who are not doing as well as they should has been reduced. Although there has been a considerable amount of monitoring of teaching, it has not focused sharply enough on identifying and addressing the weaknesses. Issues from the previous inspection, in particular improving the provision for information and communication technology (ICT), have been addressed satisfactorily.

What the school should do to improve further

- Monitor teaching more effectively to ensure that all weaknesses are identified and then addressed.
- Improve planning, especially in Key Stage 2, by ensuring that activities are carefully matched to the needs and understanding of all pupils.
- Improve guidance to pupils to ensure that they know what they have to do to improve.

Achievement and standards

Grade: 3

Children in the Reception Year reach expected levels by the time they start in Year 1. They make satisfactory progress. In Year 2, standards are above average in reading, writing and mathematics. In relation to their prior attainment, these pupils achieve well because of good teaching by the teachers who have Year 2 pupils in their classes.

Standards at the end of Year 6 are average. The 2006 national test results show that standards at the end of Year 6 are average and, in relation to their prior attainment at the beginning of Year 3, these pupils achieved satisfactorily. The school has recently focused on writing and, when comparing 2006 and 2005 national test results, standards at the end of Year 6 have improved, in particular in English. However, achievement remains satisfactory. In Years 3 to 6, activities are not always accurately matched to pupils' needs. Consequently, progress is not always as rapid as it should be. In effective lessons in Key Stage 2, progress is good because pupils' needs are considered carefully. Pupils with learning difficulties or disabilities and the few pupils who speak another language other than English achieve well because they are generally well supported both inside and outside the classroom by teaching assistants with activities well matched to their needs.

Personal development and well-being

Grade: 2

As a consequence of the school's approach to the promotion of consistently good behaviour, positive relationships and raising pupils' self esteem, personal development is good. Pupils work well with their classmates and the overwhelming majority of pupils respond keenly and eagerly to all that they are offered. All pupils willingly volunteer for opportunities to contribute to the community inside and outside school. They accept responsibility maturely and carry out their duties conscientiously. There are good opportunities for individuals to take responsibility, for example, being a 'Playground Pal' and serving on the school council. The youngest children, in the Reception class, sensibly and confidently walk up to the office to take the register. Pupils enthusiastically respond to charitable appeals in the wider world. The pupils' spiritual, moral, social and cultural development is good. Imaginative and successful steps have been taken to widen the multicultural experiences of the pupils. Pupils speak enthusiastically of enjoying visits by an Indian music group and a Zulu warrior drummer. Pupils are satisfactorily prepared for their next school, in relation to the standards they reach by the age of 11, but are well prepared in relation to their personal development.

Quality of provision

Teaching and learning

Grade: 3

In the Foundation Stage, teaching and learning are satisfactory. Teaching is good in Year 2. This is because teachers plan accurately for the different abilities within their classes. As a result, pupils learn well. In Years 3 to 6, learning is not so rapid because this aspect of teaching is inconsistent. Although there is some good teaching, too much is satisfactory with activities not always accurately matched to individual needs. When this happens, lessons lack pace and progress slows down. Pupils with learning difficulties or disabilities make good progress, especially during literacy and numeracy lessons, because activities are well focused on pupils' needs with effective support from teaching assistants. In lessons where teaching assistants give individual support to the pupils who speak another language other than English, they achieve well because they are able to contribute to the lesson.

Curriculum and other activities

Grade: 3

The curriculum meets most pupils' needs satisfactorily. For pupils with learning difficulties or disabilities and for pupils who speak another language other than English, provision is good. Staff make sure that these pupils receive the support and planned activities matched to their needs and as a result they make good progress. The curriculum enables most pupils to make satisfactory or better progress in developing literacy and numeracy skills. However, there are not sufficient planned opportunities across all subjects to meet the needs of the wide range of ability and mixed ages within classes. The provision for ICT has improved since the previous inspection and now enables pupils to make better progress. A good range of visits, including a residential visit for older pupils and visitors to the school such as coaches from Leicester Tigers, enriches the curriculum well and contributes effectively to pupils' enjoyment and to their personal development.

Care, guidance and support

Grade: 3

All pupils are well cared for. Procedures for safeguarding pupils are adequate. Pastoral care is good and staff place a high priority on creating a caring and safe environment in which pupils can thrive. Good links have been developed with external agencies to provide support for the specific needs of some pupils. The good quality support from the teaching assistants contributes greatly to the good achievement made by pupils with learning difficulties and disabilities and those who speak a language other than English. However, academic guidance is only satisfactory. Not all teachers promote targets effectively, either during lessons or when they mark pupils' work. Marking, although supportive, does not consistently inform pupils what they need to do to

improve. In particular, lower attaining pupils often need more guidance in setting out their work.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The governing body, headteacher and senior management team have a good, close working relationship. This has resulted in joint cooperation, for example, in the writing of the school improvement plan. Governance is satisfactory. Systematic monitoring and evaluation are in place, data is analysed regularly and the progress of pupils is tracked. The recent focus on writing has resulted in an improvement in standards, showing how action taken has resulted in improvement. However, leaders and managers and the governors are very aware of the variations in the quality of teaching and learning, in Key Stage 2, but have not successfully tackled it. The number of pupils who have not done as well as they should has been reduced as a result of strategies taken by the school but inconsistencies in provision still remain. Subject leaders are making an increasingly effective contribution to the development of their areas of responsibility. Finances and resources are managed well, resulting in, for example, much improved teaching facilities for ICT for both pupils and staff. Parents are very appreciative of all the school does and feel that their views are taken into consideration when appropriate.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

You may remember that we came to visit your school a few weeks ago to see how well you were all getting on. Thank you so much for making us feel so welcome. We really enjoyed talking to you and think that you are all very polite and kind to each other, the adults who help you and to visitors.

I am writing to you to tell you what we especially liked about your school.

- We think you are well cared for and looked after by everyone who works in the school.
- We think you all try your best and work hard in lessons and behave well.
- Most of you make satisfactory progress but the pupils in Year 2 do a little better and make good progress.
- Most of you reach standards that are normally expected by the age of 11 but many of the younger children in Year 2 reach standards that are higher than expected.
- The teachers organise a good range of visits out and visitors into school to make learning more interesting.

To make the school even better, we have asked your teachers to:

- Make sure that in all lessons, everyone gets activities that are not too easy or too hard.
- Check that teaching in all lessons is good.
- Check that you always know what to do to improve.

Keep smiling and working hard.