

Christ The King Catholic Primary School

Inspection report

Unique Reference Number	108023
Local Authority	Leeds
Inspection number	309571
Inspection dates	21–22 February 2008
Reporting inspector	Carmen Markham

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	3–11
Gender of pupils	Mixed
Number on roll	
School	217
Appropriate authority	The governing body
Chair	
Headteacher	Mr Ryan
Date of previous school inspection	5 July 2004
School address	Kings Approach Bramley Leeds West Yorkshire LS13 2DX
Telephone number	0113 2146106
Fax number	0

Age group	3–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

The school is of broadly average size. Currently 60% of pupils are from Catholic families but this figure is declining. The majority of pupils are White British. Fewer pupils than average are from minority ethnic backgrounds and of these very few are at an early stage of learning English as an additional language. The proportion of pupils with learning difficulties and/or disabilities is below average. The school draws its pupils from a wide area but generally pupils are from more advantaged backgrounds than the local authority average. The percentage of pupils known to be eligible for free school meals is below the national average. The headteacher was appointed in September 2007.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 4

In accordance with section 13(3) of the Education Act 2005, Her Majesty's Chief Inspector (HMCI) is of the opinion that the school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a Notice to Improve. Significant improvement is required in relation to pupils' achievement in Key Stages 1 and 2 in English, mathematics and science, the quality of teaching and the effectiveness of the curriculum.

Pupils' achievement is inadequate. Although the new headteacher has introduced a series of well planned strategies for improvement, it is too soon for these to have had sufficient impact on standards and achievement in Key Stages 1 and 2. While standards are broadly average at both key stages they have been declining since 2004. In Key Stage 2, the drop in standards has been quite marked. Pupils of all abilities and with a variety of individual needs from Years 1 to 6 have not been making the progress that is expected of them given their above average attainment on entry to the school and their good progress in the Foundation Stage.

The headteacher is the driving force for improvement and with the governors has recently appointed a team of senior and middle managers to help deliver the vision of 'high quality teaching and learning'. There are weaknesses in the leadership and management team because it is still at the early stages of learning to work together and some of its judgements about the school's performance have been over generous. However, the team has accurately identified what the school does well and what needs to be done to improve it. Appropriate priorities for improvement have been identified and a full range of strategies has been implemented to improve learning. There is evidence that standards are beginning to rise because of the improving provision. The leadership team is therefore demonstrating satisfactory capacity to improve. However, the school currently provides inadequate value for money.

Pupils behave well and enjoy good relationships with staff and their peers. They want to learn and are aware that they have a responsibility to make the choices to help them stay safe and healthy. They are also very aware of their responsibility to help others and respond positively to the ethos of a Catholic school. However, the limited tracking of pupils' progress and the weaknesses in academic guidance have contributed to pupils' underachievement; this has limited their personal development particularly in relation to the development of basic skills. The school is now determined to address this and is beginning to work in partnership with parents to support pupils' learning.

Teaching is not yet strong enough to ensure pupils learn and achieve as much as they should and there remains a legacy of underachievement that has yet to be eradicated. New teaching approaches introduced by the leadership team are beginning to increase the effectiveness of teaching although the quality remains too inconsistent and is consequently inadequate overall. Many pupils are not learning enough because teachers are not using the new tracking systems and assessment data well enough to help them in planning lessons to improve achievement. The level of challenge provided for pupils is not as high as it should be and poor quality marking does not help pupils to understand what they need to do to improve. The curriculum is inadequate and does not help teachers to meet the needs of all groups of pupils. Too much time is wasted in relation to lengthy lunchtime arrangements and there are few extension and enrichment activities to extend the skills and interests of pupils. Teachers have now accurately identified pupils with learning difficulties whose progress needs to improve. A well-managed

range of additional support programmes outside lessons has been set up to help these pupils but support within lessons is very limited as there is insufficient adult help to assist pupils' learning in class.

Effectiveness of the Foundation Stage

Grade: 2

Most children enter the Nursery with knowledge, skills and understanding that are a little above the national expectations for three year olds. Their attainment is particularly good in personal and social development, communication, language and literacy and mathematics. They make good progress overall as most are working well above the expected levels for their age by the end of the Foundation Stage. The Foundation Stage leader is working very well with her strong team to ensure that children have access to good quality learning experiences. Assessment is thorough and used to help teachers plan lessons. Children who need extra support are quickly identified and helped. Very good and developing links with parents ensure that they are willing partners in their children's learning. Good planning for the development of knowledge and basic skills ensures the needs of all children are met. Effective classroom organisation provides a safe and happy learning environment that is well resourced. Relationships are strong. Children work and play happily together, follow school routines sensibly and enjoy the opportunity to participate in joint activities. A typical comment from a parent was, 'my daughter's academic ability has developed significantly over the past five months and she thoroughly enjoys school'.

What the school should do to improve further

- Make effective use of the assessment and tracking systems to improve the achievement of pupils in Key Stages 1 and 2 in English, mathematics and science.
- Improve the quality and consistency of teaching in Key Stages 1 and 2 so that it enables all pupils to learn and achieve as well as they should.
- Review the curriculum to ensure that time is used effectively and extension activities extend and engage pupils.
- Ensure the learning needs of all groups of pupils are effectively met in all lessons.

Achievement and standards

Grade: 4

Standards are average but achievement is inadequate. In 2007 standards at the end of Year 6 were broadly average in English and mathematics but below average in science. At the end of Year 2 standards were broadly average in reading and writing but were significantly below average in mathematics. This represents inadequate progress in both key stages in relation to pupils' above average attainment on entry to the school. Pupils with learning difficulties and/or disabilities also make inadequate progress because their individual needs have not, until recently, been thoroughly assessed to ensure that the right level of support is provided. The progress of pupils who speak little English is hampered because there is limited additional help available in class to support their learning. The senior management team has put in place a range of strategies to improve standards and achievement; there is secure evidence in the termly assessments that standards are beginning to rise and challenging targets are now being set.

Personal development and well-being

Grade: 3

Pupils' personal development, including their spiritual, moral, social and cultural development, is satisfactory. It is well supported by the school's caring ethos and a programme of personal and social education. Pupils say they enjoy their lessons and show good attitudes to their work. However, in some lessons pupils become distracted when their individual learning needs are not fully met. Levels of attendance are broadly average but, despite the efforts of the school and external agencies, levels of unauthorised absence are higher than average. Pupils have an awareness of personal safety and an understanding of healthy eating. This is helped by the work done in achieving the Healthy Schools award and also through a recent anti-bullying project. Pupils behave well and contribute effectively to the school community. They have opportunities to contribute to the wider community through fundraising. An example of this is a whole school Lent fundraising event where each class decides on a stall to raise money for charities chosen by the school council. Both the gardening and eco-school projects contribute to the future economic well being of pupils. However, their underachievement in relation to basic skills, including information and communication technology (ICT), limits their personal development.

Quality of provision

Teaching and learning

Grade: 4

Pupils do not learn enough because the quality of teaching is inadequate overall, despite examples of good teaching in some lessons. Weaknesses in teaching at the time of the previous inspection have not been addressed and this has contributed significantly to pupils' underachievement. Most teachers have high expectations of behaviour. Pupils respond positively to this and are willing to learn. However, planning for lessons is inconsistent and does not meet the needs of all groups of pupils. In some lessons work is too easy for higher attaining pupils and this leads to low levels of disruption. Support for those pupils at the early stages of learning English is not always available due to the lack of additional adult help. Consequently, these pupils also fail to learn as much as they should. Teachers do not use resources such as interactive whiteboards well enough to improve pupils' learning. In some classrooms computers are ill placed making it difficult for pupils to use them so restricting pupils' opportunities to undertake independent research. Teachers do not mark pupils' work consistently. Most marking rarely shows pupils how they can improve their work. Where teaching is good, pupils' prior learning is taken into account and more stimulating activities are undertaken. An example of this was a pupil discussion with 'talking partners' on the fairness of the distribution of an odd number of sweets in a mathematics lesson. The new emphasis on a more practical approach to science is also beginning to improve pupils' learning in the subject.

Curriculum and other activities

Grade: 4

The curriculum does not fully meet the needs of all pupils. The timing of the school day is not used effectively, largely because of the two hours taken to get all pupils through lunchtime arrangements. The morning session is too long for some year groups and in the afternoon there is too little time for creative activities such as physical education and ICT. Poor accommodation and limited resources also prevent pupils from experiencing a rich and balanced curriculum.

New strategies provide better support for pupils with identified needs and this is beginning to improve their learning. However, the provision for gifted and talented pupils and those with English as an additional language is not sufficiently developed. There are not enough experienced teaching assistants to support pupils' individual learning needs adequately. Enrichment activities are limited and pupils and parents would like to see the introduction of residential experiences and more visits to places of interest to stimulate pupils' interest and independence. However, one example of existing good practice is the visit by Years 5 and 6 to the cricket ground in Headingley that took place prior to the inspection. This provided a very exciting trigger to some interesting literacy work during the inspection.

Care, guidance and support

Grade: 3

Procedures for safeguarding, including child protection, are clear and comply with current requirements. The school is sensitive to the needs of its pupils, and takes all reasonable actions to ensure their personal well-being and safety. Adults who work in the school show a good level of care and concern, which gives the pupils a sense of confidence and safety by knowing that there is an adult they can turn to about any personal issues they have. The clearly identified 'friendship bench' in the playground helps pupils who may be troubled or feel isolated to find a friend, or get support. Pupils with learning difficulties and/or disabilities are identified and provided with satisfactory individual pastoral support and improving academic guidance. The school has recently introduced a system to track pupils' progress and use the information to set learning targets but these have not had enough time to impact on pupils' learning and standards. However, the school is working hard to improve this and parents are being fully involved in the process.

Leadership and management

Grade: 3

The newly appointed headteacher is working hard to bring about improvement in the school. He leads a recently constructed team of experienced and newly appointed senior and middle managers who share a clear vision for the school. Governors are supportive and are currently undertaking training to further develop their role as critical friends, to enable them to hold the school leaders more to account for their actions. The school's evaluation of its performance is broadly accurate, if a little generous in some areas, and has enabled a full range of strategies to be identified and implemented to improve provision and learning. Procedures to assess and monitor pupils' progress and identify targets that pupils and parents understand are a significant development. However, many of the strategies relating to improving learning are at an early stage of implementation and are not yet significantly impacting on pupils' achievement, although some improvements in standards are evident. The clear identification of weaknesses and the action taken to resolve them demonstrate that leaders have the necessary capacity to move the school forward.

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Annex A

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?	4
Effective steps have been taken to promote improvement since the last inspection	No
How well does the school work in partnership with others to promote learners' well-being?	3
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	3

Achievement and standards

How well do learners achieve?	4
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	4
How well learners with learning difficulties and disabilities make progress	4

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3
The extent of learners' spiritual, moral, social and cultural development	3
The extent to which learners adopt healthy lifestyles	3
The extent to which learners adopt safe practices	2
How well learners enjoy their education	3
The attendance of learners	3
The behaviour of learners	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	4

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	4
How well do the curriculum and other activities meet the range of needs and interests of learners?	4
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.

Annex A

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 leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	4
How effectively and efficiently resources, including staff, are deployed to achieve value for money	4
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?	Yes

Text from letter to pupils explaining the findings of the inspection

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

On behalf of the inspection team I would like to thank you for making us so welcome in your school. You helped us to find our way around the school and we enjoyed looking at the displays of your work in the building and in class. We also enjoyed talking to you and finding out about your school council and the work you do in lessons. You behave well, respect each other and visitors and take good care of your school.

You know what your targets are and you are beginning to understand what you need to do to improve your work. You also know how to stay healthy and safe. Most of you attend school regularly and arrive on time so that you do not miss any lessons. This is important as teachers are working hard to improve learning in school so that standards can improve and they can't do this if you are not there.

In spite of all the good things about the school, the standards you reach in your work are not high enough and many of you do not make enough progress so you are not getting as good an education as you should. We decided that the school needs significant improvement and extra help to improve. Inspectors will visit again soon to see how it is getting on.

One of the reasons for our visit was to see what your school can do to improve. We have asked your teachers to regularly check your progress very carefully in English, mathematics and science so that they can quickly give you extra help if you need it to help you achieve as well as your can. We have also asked that teaching should be improved so that the work you are given is not too easy or too difficult so you can learn more. Some of you also need more help in class to help you to learn. We have asked your headteacher to have a look at how the school day is organised so that better use of time is made for planning the different subjects. We have also asked for more interesting activities to help you with your learning, such as visits and out of school clubs as you all said there were not enough of these. This all means hard work for everyone in school including you, but if you all work together you will enjoy success.