

Christ The King Catholic Primary School

Inspection report

Unique Reference Number	108023
Local Authority	Leeds
Inspection number	331264
Inspection dates	28–29 April 2009
Reporting inspector	Lesley Clark

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	209
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr Phil Jackson
Headteacher	Mr Ryan
Date of previous school inspection	21 February 2008
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Kings Approach Bramley Leeds West Yorkshire LS13 2DX

Age group	3–11
Inspection dates	28–29 April 2009
Inspection number	331264

Telephone number
Fax number

0113 2146106
0

Age group	3-11
Inspection dates	28-29 April 2009
Inspection number	331264

© Crown copyright 2009

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by two additional inspectors.

Description of the school

Christ the King is a smaller than average Voluntary Aided Catholic Primary School. It serves two widespread parishes to the west of Leeds. The mix of pupils has changed recently with more coming from the surrounding area than formerly; 40% are from non- Catholic families. Most pupils are White British with 10% from minority ethnic groups. A small, but increasing, proportion of pupils are new to speaking English, with Gujarati, Polish and Shona being the languages most commonly spoken at home. A smaller than average proportion of pupils has learning difficulties and/or disabilities. A learning mentor assists the slightly larger than average proportion of vulnerable pupils. The school is currently working with a National Support School from a neighbouring local authority and is part of the Improving Schools Programme in partnership with Education Leeds. There has been considerable staffing disruption over the past two years with many changes in teaching staff and some temporary teaching appointments. The headteacher has been in post for five terms.

The school holds the Healthy Schools and Activemark awards.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

Christ the King Catholic Primary school gives its pupils a satisfactory education. It is rapidly improving and has some notable strengths. The provision in the Early Years Foundation Stage is good and children's personal, social and emotional development is outstanding because staff make excellent provision for children's welfare. Vulnerable pupils and those learning English as an additional language are given good support and so they have good attitudes to learning. Pupils with learning difficulties and/or disabilities make good progress as a result of effective support in lessons and improved teaching. They help to write their individual education plans and so they know exactly what to do to achieve the next steps in their learning. The achievement of more able pupils is less consistent because teachers do not give them sufficient guidance as to how to improve the quality of their work.

The rate of pupils' progress has accelerated dramatically over the past year as a result of much improved teaching quality and scrupulous assessment of pupils' learning. The school is still in the process of developing its practice so that all pupils learn well in every class. It is well on the way and the signs are hopeful. After three years of below average standards in Key Stage 1, pupils have made rapid gains this year and standards are now average in reading, writing and mathematics with a good proportion exceeding expected levels. The work of the current Year 6 pupils shows that the improved results in national tests in 2008 are being maintained with almost all pupils working within nationally expected levels in English, mathematics and science and an increasing number working within the higher Level 5. Teaching quality is now satisfactory with pockets of good and outstanding practice. In classes where teaching quality is excellent, pupils' achievement has soared. Overall achievement is now satisfactory because teachers have consistent expectations, assess pupils' progress accurately and use the information to help them plan what to teach. There is still a legacy of underachievement and this means that some pupils have missed out on learning some basic skills. Teachers do not always revisit the parts that pupils have difficulty with, or give them sufficient time to go over the areas they are uncertain of. Although teachers mark pupils' work conscientiously they do not give all pupils enough opportunities to check or correct their work and so they miss out on learning from their mistakes.

Pupils say the best things about their school are 'it's friendly' and 'the teachers are nice and if we are not sure they help us'. They talk enthusiastically about the recent 'school trips' and the 'focus fortnight' when the normal curriculum was suspended and the whole school engaged in practical and creative activities. These activities broadened their educational experience. The curriculum as a whole, though, does not exploit fully connections between subjects to make learning more relevant, purposeful and enjoyable, though it is beginning to do so in some classes. Pupils feel their views are not taken sufficiently into account. The school council meets very infrequently and achieves little. Pupils say that 'it does a useful job because we say what we think but the school always says we'll get around to it and it doesn't happen.' Pupils' personal development, therefore, is satisfactory overall because despite some strengths, the opportunities for them to take on responsibility are limited. They receive satisfactory care, support and guidance.

Parents express growing confidence in the school, commenting on its 'new energy', saying 'the direction of the school is clear and the teachers are all working together as a team.' The school certainly knows itself well and this is main reason why it has been able to accelerate achievement so quickly. School leaders and governors accurately assessed what needed to be done, brought in local authority support at an early stage and using assessment and challenging targets as the main tools, sharpened teaching and learning across the school. The school's rapid improvement is grounded in good systems, established over a year ago. It has made good progress in all the areas identified at the last inspection. The impact is seen in the continuing upward trend at the end of Year 6, confirming the school now has good capacity to improve.

Effectiveness of the Early Years Foundation Stage

Grade: 2

From broadly average starting points children achieve well, growing increasingly confident and independent. They are well taught and some of the teaching is outstanding. Staff are skilled at asking questions and at providing a good range of thought-provoking activities that stir children's curiosity and prompt them to find out for themselves. Imaginative resources, both indoors and outside, which cover all areas of learning hold children's attention. Adults assess children's progress well and base activities on their interests to help them make the next steps in their learning. Because most activities are child-led, children learn at the correct rate for their age and stage of development. For example, a Nursery child constructed an aeroplane out of cardboard boxes and explained very clearly how it worked and where the passengers sat, while older Reception children were fully absorbed in sorting out shopping into items suitable for breakfast, lunch and teatime, working out which were treats and which were healthy. As a result, by the end of the Reception Year most children are working comfortably within expected levels. They make outstanding progress in their personal, social and emotional development and start Year 1 with advanced personal and social skills. Provision for children's welfare is outstanding. The setting is well led and managed and children are well prepared for the next stage in their education.

What the school should do to improve further

- Improve teaching and raise pupils' achievement by going over areas where they are uncertain and enable them to learn from their mistakes by giving them enough opportunities to check or correct their work.
- Make the achievement of more able pupils more consistent by ensuring that they have sufficient guidance on how to improve their work.
- Improve personal development by giving pupils more responsibilities, listening to what they say and making the school council more effective.
- Make connections between subjects to make learning more relevant, enjoyable and purposeful.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Achievement is satisfactory overall. The rate of pupils' progress has increased significantly over the past year. Standards in the current Year 6 continue the upward trend shown in national tests in 2008. Standards at the end of Year 2 have been below average, but current evidence

confirms a decided upturn with a third of pupils exceeding expected levels. There is room for improvement in the achievement of more able pupils. The school sets challenging targets which it met in 2008 and is in line to do so in 2009. Boys and girls achieve equally well. Pupils with learning difficulties and/or disabilities make good progress because of the skilled help they receive from teaching assistants and their individual education plans which they help to write and use well.

Personal development and well-being

Grade: 3

Pupils behave well both in and around school. They are polite and friendly. They ask lots of questions and are keen to give their opinions. They have a strong sense of fair play. They value the school council, but would appreciate more regular meetings and the school taking action to implement the reasonable issues they raise, such as opportunities to play competitive sports with other schools. They have a budget but are not sure how this is administered or spent. Parents confirm these views saying 'there is a school council but only as far as meetings. The ideas need to be put in place.' Pupils' spiritual, moral, social and cultural development is satisfactory, with strengths in their spiritual and moral awareness. They have a good understanding of keeping healthy and know the importance of healthy food and exercise, confirmed in external awards. Pupils understand how to keep safe. They enjoy school and get on well with their teachers. They make a positive contribution to the local community and to caring for the environment. They work in the school garden and are well aware of the need to conserve energy and recycle waste. Pupils are satisfactorily prepared for their future lives. Recent visitors to school have discussed future career options with pupils to raise aspirations. Attendance is close to average. The school takes every measure to ensure pupils attend regularly.

Quality of provision

Teaching and learning

Grade: 3

Teaching quality is at least satisfactory, with a reasonable proportion that is now good and some examples of outstanding practice. In effective lessons, teachers use assessment successfully to match work carefully to pupils' different needs and provide suitable challenges for the more able. All teachers explain what the lesson is about and what pupils need to do to be successful. Relationships are good and teachers have good systems to check pupils' understanding, so that pupils feel confident to say when they are unsure. Teachers are less good at making sure they go over the parts that pupils do not understand. Less successful elements of lessons include unclear explanations and setting more tasks rather than suitably different ones for the more able. In outstanding lessons, learning is much more active and questions and activities really make pupils think. In these lessons, pupils take responsibility for their learning, for example, when average achievers in Year 3 decided whether they felt ready to tackle some of the more challenging tasks. Marking is satisfactory, but does not often indicate what pupils need to do to improve the quality of their work other than improve presentation. There is little evidence of pupils returning to previous work to improve or correct it.

Curriculum and other activities

Grade: 3

The curriculum meets statutory requirements with an appropriate emphasis on literacy and numeracy and an increasing emphasis on information and communication technology (ICT). It gives satisfactory support to pupils' personal development. A recent 'focus fortnight' inspired pupils and staff alike when each year group explored a different decade in a creative and practical way using all their different skills from different subjects. The result was some high quality work and as parents said: 'excellent performances with the school hall packed with supportive parents.' The school is currently working with two other schools to develop this approach to the curriculum. At the moment, subjects are largely taught in isolation. This means that they are not planned to enrich learning and enable pupils to use the skills they learn in one subject in another. The school is making increasing use of visits and visitors to school to widen pupils' understanding of the outside world.

Care, guidance and support

Grade: 3

The school takes good care of pupils and emphasises their safety and welfare. Safeguarding fully meets all current government requirements. The learning mentor plays a pivotal role in ensuring that the personal needs of all pupils, particularly the most vulnerable, are fully met. The care, support and guidance for pupils with learning difficulties and/or disabilities and the help given to vulnerable pupils and their families are notable strengths. The school has good systems to check all pupils' progress and these are being used increasingly effectively to raise standards, though the full impact has yet to be fully realised in sustained higher achievement in all year groups.

Leadership and management

Grade: 3

The headteacher, deputy headteacher and chair of governors have a very clear understanding of the school's strengths and weaknesses and use this to promote equality of opportunity. They took swift, decisive action at a very early stage to raise achievement across the school and standards are rising rapidly as a result. Stringent monitoring of the effectiveness of teaching and its impact on pupils' progress, involving all staff, mean that this fast rate of progress is based on sound and sustainable systems. The school now has a real buzz about it and pupils are beginning to be excited by learning. Senior leaders support the headteacher and deputy effectively.

The school is aware that some areas of subject leadership have yet to be fully developed and has suitable plans in place to do this. Governors have a developing understanding of their role and the chair of governors works hard to ensure they are fully involved in strategically guiding the school. They are beginning to ask the right questions to hold the school fully to account. The school makes a satisfactory contribution to community cohesion, with strengths in the way it evaluates the impact of its local links, but with international and global links at an earlier stage of development.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

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

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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	3
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

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/or disabilities make progress	2

¹Grade 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.

Personal development and well-being

How good are 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	2
The extent to which learners adopt safe practices	3
The extent to which 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	3
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 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

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	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	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

Annex B**Text from letter to pupils explaining the findings of the inspection**

We very much enjoyed meeting you. Thank you for making us so welcome and a special thanks to the groups of children from Years 2 and 6 who showed us their work and spent time talking to us. Your school is changing rapidly and no longer needs significant improvement. It gives you a satisfactory education. This means that it does some things well and there are other areas that it could do better.

This is what your school does well:

- it gives children in the Early Years Foundation Stage a good start and they get on exceptionally well because they have lots of opportunities to choose what they do and learn through finding out for themselves
- pupils who find learning more difficult than others make good progress because they write and use their individual education plans well
- your headteacher and other senior staff have made lots of changes to help you learn better and so you are reaching higher standards in your work.

This is what I have asked your school to do next to help it to improve even more:

- I want your teachers to give those of you who find learning easy more help so you know what to do to improve your work and not just make it neater
- I want all pupils to have time to check their work and go over the areas that they are less sure about
- I have asked your school to listen to what you say, give you more responsibility and make the school council more effective. By that I mean it should meet often, make decisions, carry out its good ideas and take charge of its budget
- lastly I have asked your teachers to make more connections between different subjects to make your learning more relevant, purposeful and enjoyable so that you can learn by using lots of different skills just as you did in the 'focus fortnight'.