

Christ the King Catholic Primary School

Inspection Report

Unique Reference Number	103423
Local Authority	Birmingham
Inspection number	336077
Inspection dates	16-17 September 2009
Reporting inspector	Marian Harker HMI

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 of pupils on the school roll	349
Appropriate authority	The governing body
Chair	Father Michael White
Headteacher	Adam Hardy
Date of previous school inspection	7-8 June 2007
School address	Warren Farm Road Kingstanding Birmingham B44 0QN
Telephone number	0121 464 9800
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. The inspectors visited 16 lessons, and held meetings with the chair of governors, staff, groups of pupils, parents and partners. They observed the school's work, and looked at documentation relating to self-evaluation, the tracking of pupils' progress and the safeguarding of pupils. They analysed the responses of 62 parental questionnaires, 53 staff questionnaires and 100 pupil questionnaires. Inspectors looked at pupils' work, the latest school improvement partner's monitoring report and the school improvement plan.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- current levels of attainment across the school and in particular at the end of Key Stage 2
- current rates of pupils' progress and the quality of their learning, particularly in English, for higher ability pupils and boys
- the school's capacity for sustained improvement

Information about the school

Christ the King Catholic Primary School is a larger than average school and is situated in Kingstanding, close to Birmingham city centre. A higher than average proportion of pupils are eligible for free school meals. Over a quarter of the pupils have special educational needs and/or disabilities. The proportion of pupils who have a statement of special educational needs is much higher than average. The school has a unit for pupils with visual impairments. The school has a number of awards, including three National Leading Aspects Awards for promoting healthy lifestyles, Healthy Schools Award, Investors in People, Artsmark Gold, Quality Mark, International School Award and Activemark.

Pupils at the school have access to a breakfast club and an after-school club which are managed independently from the school. This provision is inspected separately and the report published on the Ofsted website.

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?

2

The school's capacity for sustained improvement

2

Main findings

Christ the King Catholic Primary is a good school which has consolidated and improved its performance since the last inspection. Outstanding spiritual, moral, social and cultural development clearly reflects the school's mission statement: 'Through faith and education Christ the King Catholic Primary School seeks fullness of life for all members of the school community'. Parents are very positive about the school, and say such things as: 'My children look forward to going to school in the morning and don't even want to miss a day when they are sick!' Behaviour is outstanding and pupils have an extremely good knowledge of how to lead a healthy lifestyle, which they carry into their everyday lives, even influencing their parents. Support, guidance and care provided for pupils and their families are outstanding. The school works very closely with all parents and make very good use of external agencies to ensure that pupils with specific difficulties, such as those who are visually impaired, received good quality support.

Pupils make good progress through the school as a result of the good teaching they receive. They join the school with starting points much lower than expected for their age and progress well, so that by the time they leave at the end of Year 6 they achieve levels in mathematics and science that are in line with national averages. Results are not quite as high in English, particularly in writing. The school is in the process of embedding a structured approach to the teaching of writing and providing pupils with opportunities to develop their writing skills across the curriculum. Teachers involve the pupils in interesting practical activities that encourage them to talk about their work and enjoy their learning. However, on occasion, opportunities are missed to enable pupils to reflect on their work and consolidate their learning through further discussion and for teachers to check on pupils' understanding.

The headteacher provides passionate, clear and dedicated leadership which has enabled the whole school community to move forward since the last inspection. He has developed a strong team with a common purpose who are fully involved in monitoring the school's effectiveness. By working together they have built a clear picture of the school's strengths and areas for development. This, along with sustained progress since the last inspection, indicates that the school has a good capacity to improve.

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What does the school need to do to improve further?

- Raise standards in English, particularly in writing, to match those achieved in mathematics and science by summer 2010 by:
 - embedding a structured approach to teaching writing
 - increasing opportunities for writing across the curriculum
- Further improve the quality of pupils' learning in lessons by:
 - ensuring that pupils are given time to reflect, discuss and consolidate on their learning
 - providing teachers with effective strategies to check on pupils' understanding

Outcomes for individuals and groups of pupils

2

Attainment on entry to the Nursery class is much lower than expected, particularly in key areas such as early reading skills, writing and aspects of mathematics. Progress through Reception is good as a result of good teaching. Children leave the Early Years Foundation Stage with attainment that is generally in line with expectations for this age but with lower levels of attainment in key skills. Progress through Key Stages 1 and 2 is good with slightly weaker performance at the lower end of Key Stage 2. However, the school's most recent data shows that this situation is improving. Overall, boys' achievement across the school is slightly weaker than girls'. The school is fully aware of this and has already implemented plans to ensure boys are more fully engaged in their learning, for example through the use of visual literacy lessons to improve writing. The latest school data indicates that the attainment gap between boys and girls is narrowing. Since the last inspection the school has worked hard to raise attainment in reading across the school and ensure that a greater proportion of pupils achieve the higher levels at the end of Key Stage 2. The latest unvalidated test results indicate that the school has been successful. Pupils with special educational needs and disabilities, particularly those with visual impairments, make good progress as a result of individualised programmes implemented by the school and highly effective support.

Pupils are enthusiastic learners and participate eagerly in lessons. They particularly enjoy practical activities in science and writing for a real purpose. For example, pupils and parents were particularly proud of a recently published book of pupils' writing. Pupils often make good progress because of their excellent behaviour and attitudes to learning. They enjoy doing well and receiving 'golden stamps' to reward their efforts. Pupils work well together and this is helping to prepare them effectively for their future learning. Attendance is broadly in line with national averages and has improved since the last inspection. Pupils' knowledge of how to keep themselves

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healthy is excellent and they make a strong contribution to the school and local community through a range of responsibilities and fund-raising activities. Pupils and parents report that any concerns and worries are listened to and dealt with promptly. The strong links with the parish permeate all aspects of school life and contribute substantially to outstanding spiritual, moral, social and cultural development. Visits to, and excellent links with, the local church community increase pupils' awareness of religious concepts such as faith and belief, and reinforces the school's values.

These are the grades for pupils' outcomes

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

How effective is the provision?

Teaching at Christ the King is good. Lessons are consistently well planned, using up-to-date assessment information. The enthusiasm of the pupils is captured through lively teaching alongside learning through practical activities. Pupils work well with each other and they have good cooperation skills from an early age. Support staff are used very effectively to enhance and consolidate learning. In many lessons teaching is brisk with a good rate of learning. For example in one lesson observed, pupils in Year 6 were revising the concept of place value and were given opportunities to discuss their answers in groups as the teacher checked their understanding through carefully targeted questions. Opportunities to check that all pupils understand the key concepts of the lesson and are given time to discuss and evaluate their learning are not yet fully embedded across the school.

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

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Pupils' work is regularly marked and assessed by teachers. Their progress is systematically tracked in reading, writing and mathematics. This enables the school to intervene early when a pupil is at risk of falling behind, by providing individualised support to quickly get them back on track. The curriculum is carefully planned to meet the needs and aspirations of the pupils. Good provision is made for the development of basic skills. Since the last inspection, a structured reading programme has been introduced and has been instrumental in improving attainment reading across the school. A wide range of extra-curricular and enrichment opportunities are offered, including a community choir, residential trips and a wide variety of sporting activities.

Care, guidance and support for all pupils are outstanding. The school has a very effective strategy for supporting individual pupils and their families. This has been particularly successful for those pupils who have significant barriers to their learning, for example pupils with visual impairments. All pupils, and their circumstances, are extremely well known by the staff and this ensures that their needs are addressed most effectively. One parent typically commented: 'I would like to thank the school for taking care of my children, helping them achieve their full potential and guiding them well through their early years.'

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher leads by example in setting out and sharing his vision for the school. Teamwork is strong and a distributed leadership style ensures that there is not an overdependence on the headteacher. All staff and governors are involved in development planning and self-evaluation. This gives a strong sense of shared ownership of the school's priorities. There is a clear focus on monitoring the quality of teaching, with all subject leaders and senior staff involved in the process.

The school places a strong emphasis on child protection procedures and all staff have received appropriate training. At the time of the inspection, safeguarding procedures were robust and met all statutory requirements. Governors play an active role in school life. The chair of governors is committed to improving pupils' life chances and raising their aspirations through high quality education. Governors are

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well informed and knowledgeable about the performance of the school. The school regularly seeks the views of the local community and as a result has established very strong links. This engagement contributes effectively to good community cohesion.

The headteacher plays a leading role in ensuring that equal opportunities are promoted at Christ the King. The performance of different groups of pupils are regularly tracked and effective action has been taken to promote greater equality where necessary. The school is highly committed to working in partnerships. For example, its work with creative practitioners has given pupils the opportunity to develop their creativity through film and animation. Partnerships are many and the school is highly regarded. As a result, pupils thoroughly enjoy their learning and make good progress.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Induction procedures, including home visits, are good and as a result children settle quickly into life at school. From low starting points they make good progress as adults are skilled at questioning, which develops children's skills well, particularly in speaking and listening. For example, children were fully engaged and enjoying a 'counting hats' lesson, where through discussion and questioning the children were learning to order numbers and count. The children enjoy a stimulating environment with a good range of activities, many of which they can choose for themselves. However, the school is aware that the Nursery resources are in need of updating.

The needs of the youngest children in the school are well met and links with parents

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are strong. Good leadership and management ensure that there is close teamwork between all adults involved and children's individual needs are well catered for.

These are the grades for the Early Years Foundation Stage

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

Views of parents and carers

Parents who responded to the questionnaire, those met by inspectors, and parents who wrote separate letters to the inspection team have an overwhelmingly positive view of the school. A very small minority of parents felt that they would like to be informed more quickly if a discipline issue arose in school, or if a lesson had been disrupted by poor behaviour. The inspection team fully investigated these issues during the inspection and found behaviour to be consistently outstanding. Parents typically report that: 'I would recommend this school to other parents because I am very happy with everything it does for my children.'

Christ the King Catholic Primary School

, 16-17 September 2009

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 12 statements about the school.

The inspection team received 62 completed questionnaires by the end of the on-site inspection. In total, there are 349 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	49	79	11	18	0	0	0	0
The school keeps my child safe	53	85	8	13	0	0	0	0
The school informs me about my child's progress	47	76	15	24	0	0	0	0
My child is making enough progress at this school	50	81	12	19	0	0	0	0
The teaching is good at this school	44	71	18	29	0	0	0	0
The school helps me to support my child's learning	43	69	19	31	0	0	0	0
The school helps my child to have a healthy lifestyle	41	66	20	32	0	0	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)	48	77	12	19	0	0	0	0
The school meets my child's particular needs	38	61	24	39	0	0	0	0
The school deals effectively with unacceptable behaviour	39	63	22	35	0	0	0	0
The school takes account of my suggestions and concerns	34	55	28	45	0	0	0	0
The school is led and managed effectively	40	65	22	35	0	0	0	0
Overall, I am happy with my child's experience at this school	51	82	11	18	0	0	0	0

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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

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>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.



18 September 2009

Dear Pupils

Inspection of Christ the King Catholic Primary School, Birmingham B44 0QN

Thank you so much for your warm welcome when we visited your school this week. We really enjoyed talking to you, looking at your work and watching you learn. We thought you would like to know the outcome of the inspection and what we thought your school could do to become even better.

- You go to a good school and your parents agree.
- You have a really good understanding of how to keep healthy and your behaviour is excellent.
- You are given many opportunities to develop your values and beliefs.
- All the staff at your school care about you a lot, want you to do well and make sure that those of you who need extra help are well supported.
- Your play leaders and school council members do a really good job.
- You have many opportunities to develop your interests, including sporting activities, music and many visits to places of interest.
- Your school works really well with other organisations to give you the best education they can.
- Your headteacher leads the school well.

In order to make your school even better, we have asked your headteacher and senior staff to do the following:

- to make sure you do as well in English and in your writing as you do in mathematics and science. They are going to do this by giving you more opportunities to write in different subjects and introducing some new ideas for your teachers to use in writing lessons
- to give you more opportunities to think about what you have learned in lessons and ask your teachers to regularly check if you have understood your work.

Yours faithfully

Marian Harker
Her Majesty's Inspector

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