

# Christ the King Catholic Primary School

## Inspection report

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<b>Unique Reference Number</b>	120221
<b>Local Authority</b>	Leicester City
<b>Inspection number</b>	339636
<b>Inspection dates</b>	20–21 April 2010
<b>Reporting inspector</b>	Paul Weston HMI

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	348
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ian D Knight
<b>Headteacher</b>	Martin Fitzwilliam
<b>Date of previous school inspection</b>	1 February 2007
<b>School address</b>	Glenfield Road Leicester LE3 6DF
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<b>Email address</b>	mfitzwilliam@christtheking.leicester.sch.uk

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## Introduction

This inspection was carried out by two of Her Majesty's Inspectors and an additional inspector. The inspectors visited 15 lessons and observed 12 teachers. They held meetings with governors, staff and groups of pupils and observed the school's work including a sample of pupils' books and looked at safeguarding procedures. They scrutinised internal assessment and tracking data, special educational needs and inclusion documentation and analysed questionnaires from 189 parents, 185 pupils and 27 staff.

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

- how well all groups of pupils attain and progress through the school, particularly those in Key Stage 2
- how successful strategies have been in improving the quality of teaching, particularly in matching work to pupils' needs effectively so that they make at least good progress
- how effective and accurate are assessment and tracking systems and how well are they used to intervene with those groups identified as making less than expected progress such as girls and higher attaining writers
- how effective leaders and managers are at all levels in identifying and driving through priorities which are leading to good improvement.

## Information about the school

This school is larger than the average and is situated on the outskirts of Leicester city. Although the majority of pupils are from White British backgrounds, just over a quarter of the pupils are from minority ethnic groups with increasing numbers joining in the Early Years Foundation Stage. The highest proportion of these has an Indian background. An average but increasing number of pupils are in the early stages of learning English. The percentage of pupils that have special educational needs and/or disabilities, including those with a statement of educational needs, is broadly similar to that found nationally. The nature of these difficulties varies widely but the largest groups have specific learning or behavioural, emotional and social needs. Fewer pupils are eligible for free school meals than average. The school has gained the Healthy Schools and Activemark awards.

The headteacher and almost half the teaching staff have been appointed to the school since the last inspection in February 2007.

**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 is a good school. It has some outstanding features. The school is a happy, friendly community where pupils feel exceptionally safe and have total confidence in the adults who care for them. One parent wrote: 'This is a very well run school. Staff are friendly and our child is happy there.' Throughout the school pupils are polite, well behaved and they enjoy their learning. Good provision is made for pupils' personal development and this ensures that they are well cared for. The majority of pupils have an excellent understanding of how to adopt healthy lifestyles, and demonstrate this through eating healthily and taking part in sporting activities.

Good leadership and management are at the heart of the school's success. The outstanding headteacher provides clear and collaborative leadership, which ensures the good quality of education in the school. Robust monitoring and evaluation systems are now in use. These help leaders to check regularly on how well pupils are doing and to hold staff to account for their progress. Self-evaluation procedures are effective and as a result leaders have an accurate view of what needs to be done to improve. For example, effective strategies have been implemented to improve the quality of writing throughout the school and these are beginning to pay dividends. Although governors are committed to the school, they rely too much on the headteacher for information and do not find out enough for themselves what is happening in school.

Achievement is good. Pupils make good progress and the majority attain standards that are above average by the time they leave the school. Despite recent improvements, writing standards are not as high as those in reading and mathematics, particularly for the higher attaining pupils. The school is successful in supporting pupils with special educational needs and/or disabilities and those who are learning English as an additional language. Teaching is good with an increasing proportion that is outstanding. Pupils are actively involved in lessons and make good progress, although the pace of some lessons slackens because occasionally teachers talk for too long. The best lessons fully motivate and engage the pupils in their learning. The new curriculum provision is well organised and imaginative and impacts positively on pupils' motivation and progress. Work is marked promptly, but it does not always identify clearly what pupils need to do next to improve.

The good procedures for safeguarding meet all statutory requirements and underpin the school's caring approach. The school has excellent partnerships with community groups, external services and local schools. There are extremely positive relationships with parents and carers. Regular information is provided about school events and the progress of their children. All issues from the previous inspection have been successfully addressed. The effective leadership of the school, the good record of pupils' progress

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and the commitment to continuous improvement by all staff indicate that this school has a good capacity to improve further.

### **What does the school need to do to improve further?**

- Raise levels of attainment further and continue to accelerate progress throughout the school, particularly in writing, by:
  - improving the quality of teaching so that 90% is good and 30% outstanding by March 2011
  - ensuring that the pace of all lessons is suitably brisk
  - ensuring that all teaching and learning tasks are matched to the individual needs of the pupils, especially the higher attaining pupils
  - ensuring marking is consistently applied and identifies clearly what pupils need to do next to improve.
- Strengthen leadership and management further by ensuring that governors find out more about what is happening in school for themselves and hold the school to account for standards and quality.

### **Outcomes for individuals and groups of pupils**

**2**

Standards in the 2009 national tests at the end of Key Stage 2 were above average in mathematics and science but were broadly average in English because fewer pupils attained the higher levels in writing. School leaders responded swiftly and implemented a range of strategies to remedy identified weaknesses. These are beginning to have a good impact and attainment in the current Year 6 is now above average. Teacher assessments in the past have been too generous, especially at the end of Key Stage 1. Consequently, national data suggest that pupils make satisfactory progress through Key Stage 2. This is not the case. The school's comprehensive data and pupils' current work show that the majority are making good progress and achieve well. Accurate and more frequent assessment coupled with a rigorous tracking system identifies underachieving pupils. These receive appropriate support through a range of intervention strategies. Pupils with special educational needs and/or disabilities and those from minority ethnic backgrounds, including those who use English as an additional language, make good progress.

Pupils are attentive and display an enthusiasm to do well. Most enjoy learning and make good progress. This was evident in a Year 5 and 6 science lesson where pupils were fully engaged when considering conditions that might effect the germination of plants. In groups, they worked collaboratively and successfully to design a fair test to measure which would work best.

Attendance is now above average and reflects pupils' enjoyment of school. Pupils enjoy the opportunities to take responsibility such as play pals and being assembly monitors. Pupils raise money for a range of charities and make a good contribution to the local community by organising events such as the grandparents' morning. The school council

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is active in supporting improvements in the school such as the development of 'Abby's garden'. The spiritual, moral, social and cultural development of the pupils is outstanding. They are reflective and show great respect for other people's feelings and values. Pupils' basic skills and ability to work with others are good. As a result, they are well prepared for their secondary education.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	2
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
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

### How effective is the provision?

Teachers plan lessons thoroughly, based on what pupils know and what they need to learn next. This is having a major impact on pupils' learning. The key aims of each lesson are shared so that pupils have a clear sense of what is expected of them. The majority of lessons have high levels of engagement and enjoyment, with paired talk being a key feature of activities. Teachers question well, often targeting different questions at different ability groups. Pupils commented upon the 'fun lessons and exciting work.' For instance, good use was made of 'Christine the crocodile' to help pupils develop their skills of division. Occasionally teachers talk for too long and keep their pupils sitting when they could be more usefully employed tackling what are often

<sup>1</sup> 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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exciting challenges. Sometimes, work is not matched to the specific needs of the pupils. On these occasions, pupils disengage with their learning. Teaching assistants provide good support, particularly for those with learning difficulties and disabilities and those in the early stages of learning English. Pupils are increasingly involved in assessing their own learning. They evaluate each other's work and make constructive suggestions. Teachers' marking of pupils' work is variable. They do not always make clear the small steps pupils need to take to improve the quality of their work.

Staff have recently adapted the curriculum by linking subjects together so as to make it more creative. The links between different subjects provides interest for pupils and supports the enjoyment of their learning. For instance, as part of their historical study of Ashleigh House, pupils have learnt about life in Victorian times, designed William Morris prints and researched famous people of the era. The effective curriculum provides well for pupils' interests and promotes well the application of their numeracy and information and communication technology (ICT) skills in different contexts. It is enriched by a good range of extra-curricular activities as well as educational visits and visitors to school. Pupils also have access to different sports along with the opportunity to learn to play musical instruments. These, together with residential trips, enable pupils to develop independence, team building skills and tolerance, preparing them well for life beyond the school.

Parents and carers appreciate the good level of care and support that their children receive. All staff know each pupil well and are fully involved in providing effective pastoral support, especially for the more vulnerable pupils. Learning difficulties are identified early. The recently introduced breakfast club provides good support for pupils. Those with special educational needs and/or disabilities have effective individual education plans. In-school support for individual pupils is well organised and monitored. The school draws well on the expertise of external agencies to devise programmes for those with more complex needs and it keeps in close contact with all parents about how well their child is progressing. Effective strategies have been implemented which have resulted in significantly improved rates of attendance.

*These are the grades for the quality of provision*

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

**How effective are leadership and management?**

The excellent headteacher, well supported by senior staff, has worked skilfully to secure improvements to provision. For example, staff now have a better idea of pupils'

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strengths and what needs to be improved due to improvements in the way information about pupils' progress is collected and monitored. New teachers appointed to the school have been suitably inducted. Although leaders have identified appropriate areas for development such as improving achievement in writing, the school improvement plan does not give precise targets for improvement nor does it describe clearly how leaders will know whether the actions have been successful. Governors are well informed of the school's progress and areas for development. Although they are committed to the school, they do not sufficiently find things out for themselves.

The school's engagement with parents and carers through newsletters, the website and the parent's forum is highly successful. School systems ensure that equality of opportunity is good. This is why all groups are making similar progress over time, there is no discrimination and every pupil has the same opportunities to join in with school activities and make a contribution. Safeguarding procedures are well met and arrangements are regularly reviewed. A number of projects promote community cohesion well. The school reaches beyond the local community by making links with communities in the city of Leicester as well as cultivating international contacts in Zimbabwe.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

### **Early Years Foundation Stage**

When children start school their skills are below those expected for their age. They make good progress because teachers and teaching assistants have a good understanding of how young children develop and learn. Adults work closely together to



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ensure that learning is fun. They carefully observe and record children's achievements and use this information to plan activities tailored to children's varying needs and abilities. Teachers use data effectively to plan children's next steps in learning. They also make good use of tracking information to identify areas of learning where there is underachievement. Parents and carers make valuable contributions to their children's learning journeys. Ongoing assessment charts individual progress throughout the year. This shows that children's progress within the Early Years Foundation Stage is good. Some make rapid progress within a few months of joining the class.

Children form good, caring and trusting relationships with each other and with adults. They are excited and motivated to learn and are confident to try new activities and speak in a large familiar group. Behaviour is good and children work well together. The consistent use of praise and encouragement helps children to develop positive self-esteem. Arrangements to promote children's health and safety are robust, and all welfare requirements are met, which ensures that children feel safe and are happy in school.

The leadership and management of the Early Years Foundation Stage are good and result in a clear vision and plans for future improvements. The curriculum provides positive experiences for children and covers the six areas of learning. Children have unlimited access to outdoors where their learning is extended. Activities provided for children are a healthy mix of child initiated and adult led. Opportunities for children to explore new experiences independently are very good, for example when they use a range of ICT and electronic equipment to play games and to listen to stories. However, the lack of large outdoor climbing equipment and resources from different cultures limits children's progress in these aspects.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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**

The overwhelming majority of the parents and carers who replied to the questionnaire are very content with the quality of education and care provided at Christ the King. Comments include: 'We are extremely pleased with the way the school is run', and, 'This is now a school where children can hold their head up and are confident and happy'. The inspectors found no reason to disagree with these views.

## 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 13 statements about the school. The delete as appropriate: inspection team received 189 completed questionnaires by the end of the on-site inspection. In total, there are 348 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	108	57	75	40	4	2	0	0
The school keeps my child safe	121	64	66	35	0	0	0	0
The school informs me about my child's progress	93	49	93	49	3	2	0	0
My child is making enough progress at this school	94	50	84	44	6	3	0	0
The teaching is good at this school	113	60	75	40	1	1	0	0
The school helps me to support my child's learning	101	53	82	43	5	3	0	0
The school helps my child to have a healthy lifestyle	92	49	94	50	2	1	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)	79	42	100	53	3	2	0	0
The school meets my child's particular needs	87	46	91	48	3	2	1	1
The school deals effectively with unacceptable behaviour	100	53	76	40	5	3	0	0
The school takes account of my suggestions and concerns	75	40	93	49	9	5	2	1
The school is led and managed effectively	120	63	68	36	0	0	0	0
Overall, I am happy with my child's experience at this school	113	60	75	40	1	1	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 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



22 April 2010

Dear Pupils

Inspection of Christ the King Catholic Primary, Leicester, LE3 6DF

You may remember that I visited your school recently with two other inspectors. We really enjoyed our two days at Christ the King. I particularly enjoyed the Mad Science assembly. It was great fun! I am writing to thank you all for being so friendly and helpful. I thought you would like to know what we found out.

You are rightly proud of your school because it is a good school. You told us how much you like your teachers and how they make learning fun and interesting. We agree that the teaching is good and helps you to make good progress in your lessons. Those of you who find things a little more difficult are given good support which helps you to do well. By the time you move on to secondary school, you are doing much better in English, mathematics and science than pupils in most schools. However, some of you are not doing as well in writing as you are in reading and mathematics.

You told us how much you enjoy school and like all the extra things you get to do, in sport and music for example. You behave well and all get on together. You have a very good understanding of the importance of living a healthy life and those lunches are delicious!

The school is better than it was when it was last inspected, thanks to the hard work of your headteacher, all the other staff and governors. They are determined to make things even better and we have asked them to do four things that will help:

- make sure that what you are asked to do in lessons is challenging enough, especially for those who are the fastest learners
- make sure that some teachers do not talk for too long in lessons which prevents you getting on with your work
- improve marking so that it gives you a much better idea of what you need to do to improve your work
- make sure governors visit you so that that they can find for themselves out all the good things that are happening at the school.

Best of luck to all of you

Yours sincerely

Paul Weston

Her Majesty's Inspector

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