

Christ The King RC Primary School

Inspection report

Unique Reference Number	111696
Local authority	Stockton-on-Tees
Inspection number	378338
Inspection dates	24–25 January 2012
Lead inspector	Barbara Hudson

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	252
Appropriate authority	The governing body
Chair	Kevin Duffy
Headteacher	Morita Metcalfe
Date of previous school inspection	24 November 2008
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Introduction

Inspection team

Barbara Hudson

Zoe Westley

Jane Beckett

Additional inspector

Additional inspector

Additional inspector

This inspection was carried out with two days' notice. Inspectors visited 20 lessons or parts of lessons, including where sounds and letters (phonics) were being taught. Eight teachers were observed and approximately 12 hours were spent in direct observation of teaching and learning. Meetings were held with groups of pupils, members of the governing body and school staff. Inspectors observed the school's work in and out of the classroom and looked at documentation relating to safeguarding pupils, school improvement planning and governance. Inspectors took account of the response to the on-line questionnaire (Parent View) when planning the inspection. They also took account of questionnaires completed by staff and pupils and 68 returned by parents and carers.

Information about the school

This is an average-sized primary school. Nearly all pupils are of White British heritage and nearly all speak English as their first language. The proportion of pupils known to be eligible for free school meals is average. The proportion of disabled pupils and those with special educational needs is below average. The school has fewer pupils with a statement of special educational needs than is usual. The school meets the current government floor standard. The school holds numerous awards, including Healthy School status, Basic Skills Quality Mark, the Artsmark and Eco Schools award.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	1
Leadership and management	2

Key Findings

- This is a good school. The vast majority of pupils, parents, carers and staff are very positive about all it has to offer. The excellent spiritual, moral, social and cultural development the school provides ensures that all pupils thrive in a caring, welcoming, cohesive community.
- Children in the Early Years Foundation Stage get an excellent start to their education. They make outstanding progress and become confident, enthusiastic learners. The enthusiasm for learning is maintained throughout the school and the good quality teaching ensures pupils’ overall achievements are good. Pupils who need additional help to increase their rate of learning receive excellent support and achieve well. In Years 5 and 6, pupils’ progress accelerates because of the outstanding teaching so that by the end of Year 6, pupils’ attainment is significantly above the national average.
- Pupils’ behaviour is outstanding because they respond very positively to the teaching staffs’ very high expectations. Pupils say they feel very safe and secure in school because they know the staff are vigilant about their safety and well-being. Pupils’ attendance has been below the national average but recent initiatives are beginning to reverse this pattern.
- The effective way in which the staff and the governing body fulfil their roles ensures that there is a constant drive to improve pupils’ experiences. The leadership has a very clear view of the school’s strengths and where it can improve. Rigorous analysis of individual pupils’ performance is in place, but this approach is not extended to analysing the progress of the different groups of pupils in school. The curriculum is providing pupils with a wide variety of good learning experiences but is not providing them with sufficient quality opportunities to practise and apply their English, mathematics and information and communication technology (ICT) skills in other subjects.

What does the school need to do to improve further?

- Increase the rate of pupils' progress from good to consistently outstanding by:
 - providing pupils with more high-quality focused opportunities to practise their English, mathematics and information and communication technology skills across the curriculum
 - building upon the systems that have recently been introduced to improve attendance
 - rigorously evaluating the achievement of different groups of pupils and acting on the findings.

Main Report

Achievement of pupils

Pupils' achievement is good and this reflects accurately the views of parents and carers. Although overall achievements are good there is some variation through the school. For most children in the Early Years Foundation Stage and in Years 5 and 6 achievement is outstanding, whereas in Years 1 to 4 it is good.

Children in the Early Years Foundation Stage make outstanding progress because of the rich curriculum and sensitive and appropriate adult intervention. From starting points in Nursery that are below expectations, nearly all children by the end of Reception reach the level expected for their age in all areas of learning; in most years a good number exceed this. Most pupils in Years 1 to 4 make good progress. However, the lack of high-quality targeted opportunities for pupils to practise their English, mathematics and ICT skills across the curriculum hinders their progress. Pupils' attainment at the end of Year 2 is consistently above average and often significantly so. The highly focused use of pupils' targets and the inspirational way in which most lessons are delivered in Years 5 and 6 allows pupils' progress to accelerate. This enables them to attain significantly above the national average by the end of Year 6.

Pupils' progress in reading is consistently good. This is because of the school's focus on reading and the good partnership it has with parents and carers who support their child's reading. Attainment in reading at the end of Year 2 and Year 6 is consistently above the national average. The recent revision of provision for disabled pupils and those with special educational needs is significantly accelerating their progress from good to outstanding, so that the gap between their attainment and that of other pupils is closing rapidly.

Quality of teaching

Pupils, parents and carers greatly appreciate the good-quality teaching and the very positive relationships between pupils and the teaching staff. Teachers in all phases of the school foster pupils' enthusiasm for learning and have high expectations of their behaviour and work ethic. Pupils' outstanding spiritual, moral, social and cultural development ensures that pupils learn in a caring, respectful and supportive atmosphere where they can celebrate their successes and learn from their mistakes. For example, pupils' excellent spiritual development was very evident in a Year 5 lesson during which they reflected on the special memories that they would choose to put into a magic box and keep forever. Pupils develop

an awareness of their responsibilities as good citizens, so that they are tolerant of difference and caring and supportive of each other. Pupils say that learning is fun and their work is 'either just right or a little bit hard, and rarely too easy'.

Lessons are well structured and most include a range of interesting activities. In the outstanding lessons in Year 5 and 6, teachers ensure that pupils are very engaged in lessons. This is because there is a clear focus on what the pupils need to learn next and pupils have an excellent understanding of what they are learning in a lesson. This was very evident in a Year 6 science lesson during which pupils planned tests to work out which forces were in action. In otherwise good lessons in Years 1 to 4, pupils are not always clear about what they are learning. Their focus is sometimes lost because teachers talk too long and restrict time available for pupils' activities. Teaching in the Early Years Foundation Stage is consistently good and sometimes outstanding. A significant strength is in the detailed planning and comprehensive delivery of literacy skills which ensures that the majority of children make exceptional progress in literacy.

The assessment of pupils' work is accurate and is used well to plan appropriate tasks for the different ability groups in the class. It is also used increasingly well to identify when individual pupils need additional support to overcome a barrier to their learning. Teachers' marking of pupils' work is good but is better in pupils' writing books than in their mathematics and topic books.

Behaviour and safety of pupils

Pupils' behaviour is exemplary. They are very courteous and thoughtful, showing a real awareness of the need to care for and respect each other. The school's strong faith ethos contributes much to the pupils' understanding of what it is to be a good citizen, and their responsibilities to the school community. This nurturing ethos enables all pupils to thrive. Pupils and most parents and carers confirm that this is the norm.

Pupils report that bullying in any form is extremely rare and when it does occur, staff deal with it quickly and effectively. Although very few parents and carers have concerns about bullying, most compliment the school on the way it takes incidents of bullying seriously and deals with them promptly. Pupils show an excellent understanding of how to keep safe and are aware of the rules they must follow in and out of school. They learn about risks to their well-being so they are able to keep themselves safe. Pupils feel safe and secure in school, form excellent relationships with each other and their teachers, and they thrive in an environment that nurtures and celebrates the individual. Pupils' attendance is below the national average and this is mainly due to parents and carers taking their children on holiday during term time. Senior leaders and the governing body have recently introduced initiatives to improve pupils' attendance and these are showing very positive signs of reversing the trend.

Leadership and management

The headteacher, leaders and managers at all levels demonstrate a determination and ambition to continually improve the school. Senior leaders and the governing body are very clear about their roles and work together very effectively. This is very evident in the good progress the school has made since the last inspection and the way in which leaders are currently improving pupils' attendance.

Roles and responsibilities throughout the school are purposefully delegated and allow all staff to make a positive contribution to school improvement. The quality of teaching has improved through careful identification of pupils' needs, targeted opportunities for professional development and a focus on ensuring consistency of expectation and practice. A good example of this is the way in which senior leaders and the governing body have correctly identified variations in pupils' progress and are efficiently working through a planned programme of support in Years 1 to 4. Senior leaders rigorously evaluate and hold teachers to account for individual pupils' progress and this has had a positive impact on ensuring that all teaching staff, particularly those new to the school, have a clear understanding of expectations. Senior leaders, however, have not extended this approach to analyse the progress of pupils in different groups, so they do not have a clear overview of how well any one group, for example, more-able boys, are doing. Although the school has a firm commitment to promoting equality of opportunity, this lack of rigorous evaluation means the impact of the school's work in this area is not as strong as it might be.

The good curriculum is underpinned by pupils' outstanding spiritual, moral, social and cultural development. The curriculum provides a good range of learning experiences; however, too many opportunities are missed for pupils to apply their skills in English, mathematics and ICT across the curriculum. Pupils' good achievement, their high attainment and their excellent work ethic ensure that they are well prepared for the next stage of their education.

The governing body holds the school to account exceptionally well. Members bring a wide range of expertise and experience to the service of the school and community. They ensure the school policies, including safeguarding meet requirements and are understood and implemented by all staff. The governing body and staff make good links with parents and carers who are very appreciative of the education their children receive.

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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



26 January 2012

Dear Pupils

Inspection of Christ The King RC Primary School, Stockton-on-Tees TS17 9JP

Thank you very much for the friendly welcome you gave the inspection team when we visited your school recently. We enjoyed talking with you and appreciated the open way in which you answered our questions. I am sure you will be delighted to know that we judge that your school is a good school. This means that the school does lots of good things, some that are outstanding and some that need improving.

Some of the good and outstanding things about your school are:

- the outstanding way in which you behave and get on with your work
- the outstanding progress children make in the Early Years Foundation Stage
- your high attainment at the end of Year 6 because of the outstanding teaching you receive in Years 5 and 6
- your high quality spiritual, moral, social and cultural development which helps you to behave so well and to get on with each other and your work.

Even in good schools there are still things that can be improved. We have asked the headteacher, staff and the governing body to look at more ways to:

- provide you with high-quality opportunities to practise your English, mathematics and ICT skills in other subjects
- help some of you to attend school more regularly
- improve how well senior leaders evaluate the progress made by different groups of pupils and then act upon their findings.

You can help the school become even better by attending school very regularly and continuing to work as hard as you do now in your lessons. I would like to wish you every success in the future.

Yours sincerely

Barbara Hudson
Lead inspector

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