

Christ The King RC Primary School

Inspection report

Unique Reference Number	105950
Local authority	Salford
Inspection number	377333
Inspection dates	24–25 January 2012
Lead inspector	Declan McCauley

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	234
Appropriate authority	The governing body
Chair	Columb O'Shea
Headteacher	Rosanne Eckersley
Date of previous school inspection	22 September 2008
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Introduction

Inspection team

Declan McCauley
Stephen Helm

Additional inspector
Additional inspector

This inspection was carried out with two days' notice. Inspectors observed 20 lessons or part lessons taught by nine teachers. They held meetings with groups of pupils, staff and representatives of the governing body and had informal conversations with parents and carers attending a coffee afternoon at the school. They listened to individual pupils reading and talked with pupils about their work as well as behaviour and safety in school. Inspectors took account of the responses to the on-line questionnaire (Parent View) where one response was recorded, observed the school's work, and scrutinised the data the school collected on pupils' progress, safeguarding processes and work completed by pupils in their books. They also considered the 66 questionnaires returned by parents and carers as well as analysing questionnaires from pupils and staff.

Information about the school

This is a slightly smaller than average sized primary school. The proportion of pupils known to be eligible for free school meals is below average. Most pupils are from White British backgrounds, with a smaller than average proportion of pupils from minority ethnic backgrounds. The proportion of pupils for whom English is an additional language is well below average. The proportion of pupils with special educational needs is below average. The school meets the current floor standard.

The school is part of a local learning network with other schools and works in partnership with initial teacher education establishments. The school holds a number of awards, including the Inclusion Quality Mark and Investors in People.

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	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	2
Leadership and management	3

Key Findings

- This is a satisfactory school. Pupils achieve satisfactorily from broadly average starting points. Their attainment and rates of progress are in line with those expected nationally in English, although slightly below in mathematics. Comparatively few pupils reach the higher levels in national tests. Those pupils who are disabled and those who have special educational needs are making good progress.
- The quality of teaching varies between classes. Some teachers challenge all pupils effectively, enabling them to make rapid progress in their learning. Sometimes the pace of pupils' learning slows when teachers do not take sufficient account of what pupils are capable. Well trained teaching assistants support disabled pupils and those who have special educational needs well so they make good progress in their learning.
- Pupils are polite and friendly and their positive attitudes make them keen participants in learning. They behave well around school and care for each other effectively. The pupils are punctual and the proportion attending school regularly has increased during the last three years and is now above average. Pupils say they feel very safe in the playground with their friends. Older pupils look after younger ones well and take good care of their younger 'buddies'. On the rare occasions when difficulties do arise, pupils confidently approach adults who resolve issues quickly.
- Senior leaders set high expectations and in the main have accurately assessed the school's strengths and weaknesses although they perceive the quality of teaching to be better than it is. Members of the governing body are knowledgeable about the school and very supportive; they hold the school to account for pupils' progress, although this does not always result in sufficient improvement. The curriculum is stimulating and enriched satisfactorily; it promotes pupils' spiritual, moral, social and cultural development effectively.

Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Rapidly improve achievement for all pupils, particularly in mathematics and that of the more able by:
 - accelerating pupils' progress in lessons
 - raising attainment at the end of Key Stage 2 to above the national average.
- Ensure the quality of teaching is consistently good or better before July 2013 by:
 - requiring teachers to more precisely match learning tasks to the needs of all pupils
 - making sure all teachers use assessment information, including that gathered during lessons, to enable learning to proceed effectively
 - in marking and assessing work clearly explaining to pupils how they can improve
 - sharing existing good practice further.
- Strengthen the impact of leaders and managers, including the governing body by:
 - using monitoring information more precisely to secure improvement
 - more rigorously and accurately evaluating the success of actions taken to bring about improvement.

Main Report

Achievement of pupils

Attainment is broadly average. Pupils join the Early Years Foundation Stage with knowledge, skills and understanding that are broadly typical for their age. At the end of Year 2, pupils attain levels above the national average, particularly in writing. Parents and carers believe their children are making good progress but this is not entirely accurate. Historically, attainment for Year 6 pupils has been in line with the national average. However, inspection evidence and the school's data indicate that pupils in Key Stage 2 are now attaining at higher levels and beginning to make much better progress, thereby making up for a legacy of past underachievement. Nevertheless, more-able pupils do not attain quite as well as similar pupils nationally; this is more apparent in mathematics than in English. Especially good progress is now being made by pupils in Year 6 because of highly effective teaching. In a small proportion of lessons, pupils, particularly the more able, are challenged well and make rapid progress in their learning.

The teaching of linking letters with the sounds they make to help pupils acquire early reading skills is well planned and taught, ensuring pupils make good progress in this subject. Pupils enjoy reading and read fluently for their age. Attainment in reading by the end of Key Stage 1 and Key Stage 2 is above average.

Pupils who are disabled and those who have special educational needs and those who speak English as an additional language make good progress because they are supported well by teaching assistants who understand their needs. One such Key Stage 2 pupil was observed making rapid progress in multiplying numbers by two using counting blocks and in a very short space of time was able to answer questions using mental recall. All pupils listen attentively and do what their teachers ask in lessons. They respond politely to adults'

questions and work well in pairs and groups with few reminders from teachers to concentrate harder.

Quality of teaching

As a result of teaching that is satisfactory with some good or better elements, pupils achieve satisfactorily over time. Most teachers design learning tasks which enable pupils to progress in their learning using the assessment information available to them. A few teachers reshape their lessons in light of the progress being made by pupils. In the Early Years Foundation Stage, teachers often plan activities that enthuse children, such as the focus on Chinese New Year, where children were tasting Chinese food and spoke of their enjoyment when using chopsticks in their 'Chinese Takeaway' role play area. The same children were observed participating very enthusiastically in learning the names of animals and counting from one to nine in Spanish. At other times, learning slows when activities are less thought-provoking because they are not always precisely matched to pupils' needs. In one lesson, more-able pupils in a lower Key Stage 2 class, were asked to draw pictures in a flow chart showing a sequence of events when they were clearly capable of responding to a greater challenge. Targets to promote learning are used well, enabling pupils to know what National Curriculum level they are working at and broadly what they need to do to improve. These targets are not consistently supported by the marking in exercise books, which tends to celebrate success more than identify the precise next steps pupils should take to improve.

The strongest teaching, resulting in more rapid progress, takes place at the end of Key Stage 1 and Key Stage 2 key stages. Pupils in Year 6 were observed reflecting on the impact of the holocaust on their lives. They were taught skilfully to consider the emotions involved and to respond appropriately to the morality of how individuals were treated. Lessons such as these demonstrate how effectively the school provides for pupils' spiritual, moral, social and cultural development. The curriculum is suitably broad and balanced to meet the needs of the majority of pupils. It has been developed since the previous inspection and pupils benefit from the variety of exciting experiences in lessons.

Virtually all parents and carers say their children are taught well and some comment favourably on the teaching. Inspectors found teaching to be stronger in specific year groups with no inherent inadequacies apparent across school, but that its overall quality is no better than satisfactory.

Behaviour and safety of pupils

Typically, pupils behave very well around school making it a safe and orderly environment in which to learn. Pupils are very respectful of each other. Around school and in discussion, inspectors found pupils to be exceedingly polite and courteous. Pupils explain that the school deals firmly with occasional incidents of misbehaviour; this is a view which the inspectors endorse. Most parents and carers agree that behaviour is good and that any instances of poor behaviour are dealt with to their satisfaction. Pupils say they have a high degree of confidence in the adults in school to help and advise them should they have any concerns. Pupils know it is wrong to call each other names and spoke about how hurtful it can be. Other pupils reported that this kind of behaviour is infrequent and not acceptable in their school. An assembly held during the inspection, was focused on addressing name-calling, as a form of bullying, and pupils contributed sensibly confirming their distaste for such behaviour. Pupils feel safe and understand clearly what constitutes unsafe situations. All parents and carers who returned the Ofsted questionnaire agreed their children felt safe

at school. Pupils respect school property and take good care of resources. They are very proud of their contribution to school life.

Leadership and management

Senior leaders and members of the governing body have worked soundly since the previous inspection to bring about improvement. The headteacher is ably supported by the deputy headteacher in modelling good practice for staff. They set high expectations for the quality of education at Christ the King. Subject leaders, such as those leading English and mathematics, have a clear understanding of strengths and areas requiring improvement in their subjects. Their roles have been strengthened well since the previous inspection. Collectively leaders and managers have successfully improved aspects of pupils' achievement and some features of teaching, such as the quality of questioning used to assess pupils' progress. These improvements demonstrate school leaders have the satisfactory capacity to bring about further improvement.

The school holds a wealth of monitoring information, although it has not been used sufficiently rigorously to maximise improvement. The governing body challenges academic underperformance although this has not yet resulted in good achievement overall. School leaders evaluated the success of actions taken to improve teaching and judged them to have worked well, inspectors found this view to be over optimistic. Highly effective teachers have started to coach their colleagues in teaching methods, which have the most impact in increasing pupils' progress. Through the local learning network of schools, teachers are given opportunities to enhance their understanding of how they can further develop their practice in order to improve their teaching.

The curriculum has been further developed since the previous inspection. Through working with many partners, pupils benefit from creative opportunities to learn and develop their spiritual, moral, social and cultural understanding, which is a strength of the school. Equal opportunities are well embedded into school life and discrimination of any type is not tolerated. The school works robustly to keep pupils safe and its safeguarding arrangements meet statutory requirements.

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, Manchester – M28 3DW

Thank you for the very warm welcome you gave the inspectors when we visited your school. We would especially like to thank those pupils who talked to us about their experiences at Christ the King, those who read to us and all those who returned our questionnaires. You are clearly very proud of your school.

We have judged that yours is a satisfactory school. Here are some of the things that helped us to make our judgement:

- your behaviour is good and you all feel very safe in school
- overall your achievement is similar to that of other pupils nationally, although in Years 1 and 2 you do better than the older pupils
- in classes some teachers teach you well although this is inconsistent
- your school leaders have improved your school satisfactorily since the last inspection.

We have asked the headteacher and the governing body to make your school even better for you by:

- improving your achievement, particularly for those of you who find learning easier than most, in Key Stage 2 and in mathematics
- making all teaching at least good by the end of the next school year
- having a greater impact on improving the school further.

You can play your part by continuing to attend every day, working hard and enjoy your learning.

Yours sincerely

Declan McCauley
Lead inspector

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