

Christ The King Catholic Primary School

Inspection report

Unique Reference Number	104629
Local Authority	Liverpool
Inspection number	355607
Inspection dates	8–9 December 2010
Reporting inspector	Kathryn Gethin 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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	322
Appropriate authority	The governing body
Chair	Mr Robert Howell
Headteacher	Mrs Johanne Hennigan
Date of previous school inspection	15 July 2008
School address	Meadway Wavertree, Liverpool Merseyside L15 7LZ
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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 observed 12 teachers. Meetings were held with groups of pupils, governors and staff. Inspectors observed the school's work and looked at a range of evidence including: the school improvement plan, the tracking of pupils' progress and the work pupils were doing in their books. Inspectors scrutinised the responses from 53 questionnaires completed by parents and carers and those from pupils and staff.

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

- Whether teaching is consistent enough to improve outcomes for pupils further.
- How well pupils, particularly boys achieve, especially in English and mathematics.
- How well lessons meet the needs of the more able pupils.
- The effectiveness of leaders and managers in raising attainment.

Information about the school

This is a much larger than average sized school. The vast majority of pupils are of White British heritage. The proportion of pupils known to be eligible for free school meals is well below the national average, as is the proportion of pupils identified with special educational needs and/or disabilities. Since the last inspection a new model of senior management has been introduced. The school has gained a number of awards which include Eco status, Basic Skills Quality Mark and the International School award (foundation and intermediate). The school shares its site with a pre-school and out-of-school club. These are not managed by the school governors. A separate report for these is available 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

The school provides pupils with a good education. Under the new headteacher and deputy headteacher, much has been achieved, including improvements to provision which have resulted in the good achievement of all groups. Parents comment on the 'dedication of the school' and the 'great induction programme'. One wrote, 'My son has skipped happily into school since he began in September.' The school takes pride in being part of the community and excellent partnerships; pupils' contribution to the community and the school's promotion of community cohesion are testament to this. The newly created phase teams are beginning to play a useful part in supporting the headteacher and governors in improving the school. They have a good capacity to sustain improvement and continue to introduce new ways of working to improve the school further. There is a strong sense of purpose in the school as the staff team work effectively together to continue to improve outcomes for pupils. Effective procedures to evaluate the work of the school have driven improvement across all subjects.

Pupils, including those with special educational needs and/or disabilities, make good progress from the moment they enter school. By the time they leave in Year 6, they reach above average attainment in English and mathematics. This is because teaching quality is good. Nonetheless, there is a little inconsistency, for example in marking across the school. In addition, planning does not sufficiently challenge the higher ability pupils and questioning does not make them think hard enough.

Some aspects of pupils' personal development are outstanding. Pupils have an excellent awareness of the importance of adopting a healthy lifestyle and enjoy the multitude of extra-curricular activities available to support this. They are excited about residential trips and the amount of activities available. Pupils throughout the school say they feel safe, that bullying is rare and they are confident that staff will listen and respond to any concerns. A very enriching curriculum is ensuring that pupils have a deep understanding of the different cultures that exist within Britain and beyond.

What does the school need to do to improve further?

- Challenge pupils to make even better progress in their learning by ensuring:
 - marking is of a consistently high quality in every class and identifies the next steps of learning
 - teachers in their planning make clear what pupils of different ability are to learn
 - questioning always provides pupils with opportunities to extend their thinking and understanding of what they are learning.

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Outcomes for individuals and groups of pupils

2

Children enter the school with skills and abilities that are broadly typical for their age. As they move through the school to Year 6 they demonstrate good attitudes to learning and they clearly enjoy being at school. Pupils' current work supported by the school's own data, shows that attainment is above average and the progress they make is good. In the past, boys' attainment has been low. Now, in most classes, boys are performing closer to their challenging targets and their attainment has risen.

Pupils work independently and in groups with confidence. In Year 2 a group of pupils sat enthralled listening to an enactment of Horrid Henry and took delight in answering questions in character. They answered challenging questions with confidence; for example, explaining the meaning of the words 'resentful' and 'aggressive' in relation to Horrid Henry along with suitable facial expressions. Pupils with special educational needs and/or disabilities make good progress overall. Particular groups of pupils, such as lower attaining pupils have received well targeted support and as a result, many make good progress.

Overall, behaviour around the school is good. Pupils are well mannered, polite and speak positively about the school. In lessons behaviour is good when teaching is exciting and less so when it is not. Following a focus on healthy eating and the introduction of a salad bar, the uptake of school meals has doubled. Pupils in Year 6 understand their roles as prefects in caring for the well-being of younger pupils. They take great pride in this and rightly so. Pupils have a very clear set of personal values within which they consider their own experiences and those of others. Through good links with local schools and with schools in Italy and Uganda, pupils are developing a wider understanding of the richness of cultural diversity that exists.

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Please turn to the glossary for a description of the grades and inspection terms

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	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
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
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	2
The extent of pupils' spiritual, moral, social and cultural development	1

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

How effective is the provision?

The quality of teaching is good and is leading to pupils making better progress than previously. Pupils make good progress not just in literacy and numeracy, but across the curriculum. Teachers and teaching assistants have high expectations of pupils, although this is not always translated into clear planning for the different ability groups which exist. In the good lessons, teachers successfully engage and motivate all pupils through challenging questions and stimulating and fun activities. Pupils confidently recall past work and are able to predict the outcome of a story. Where teaching is less strong, activities are not always matched to pupils' needs; questions are asked and answered by teaching staff and when this occurs a few pupils become restless and distracted. Marking of books is generally helpful with comments such as, 'It is fine to make mistakes, just learn from them to improve your work'. However, this effective practice is not used consistently in all classes.

The curriculum is good and meets pupils' needs well. Good regard is given to basic skills, with effective links made between subjects to allow pupils to put these into practice. Pupils clearly enjoy what the curriculum has to offer, particularly the residential visits for Year 5 and 6 and the themed weeks such as multi-cultural, health and Spanish. The provision of a foreign language teacher in addition to the extra-curricular activities enriches the curriculum and taken together contribute well to pupils' personal development. The school

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attaches a strong importance to the development of pupils' art and design skills and as result they produce some high quality work.

Teachers enjoy good relationships with pupils. They give frequent praise and show genuine care for them. All pupils are guided and supported well. Transitions into and out of the school are well managed. There are good links with the on-site pre-school and with local secondary schools to ensure transfer periods are as stress free as possible. Attendance is above average and punctuality is improving. However, school leaders recognise there is more to be done in regard to punctuality with parents and pupils.

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	2

How effective are leadership and management?

The school is well led by the headteacher. Her drive and ambition is shared so that staff say they 'are proud to be part of the school' and understand the expectations of them. A reorganisation of roles has empowered staff and they have risen to the challenge. The governing body supports the school and holds its leaders to account well. The result of the good overall leadership is that there is no complacency: effective action has been taken to address issues, such as accelerating further the progress of boys in writing. The school's commitment to equal opportunity is demonstrated by the attention given to individual pupils through a comprehensive tracking and targeting system, and the progress of all vulnerable groups is tracked.

Outstanding features of leadership include the promotion of community cohesion and the effectiveness of partnerships. The result is that pupils are very aware of the diversity and cultures that exist within Liverpool and beyond. The school, for example, has been actively involved in a school project in Uganda. In addition, work with the local authority on extended services has resulted in highly effective provision at the end of the school day.

Partnerships with parents are good. Arrangements for keeping pupils safe meet requirements. All staff are trained and are able to demonstrate they understand the procedures in regard to child protection referrals. Leaders are currently reviewing their systems for record keeping.

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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	3
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

The Early Years Foundation Stage consists of a Reception class and a mixed Reception and Year 1 class. Approximately 30% of children enter Reception from the on-site pre-school, with the remainder entering from a large number of different providers. As a result of improvements to the induction arrangements between home and school, children settle into Reception very quickly and enjoy school. School information shows that the majority of children enter Reception with skills and abilities that are broadly typical for their age. The large majority then make good progress throughout their time in the Early Years Foundation Stage and enter Year 1 having reached or exceeded the nationally expected target.

Children are happy and confident learners and behave very well. They enjoy the mix of adult-led and child-led classroom activities and cooperate well in their play. For example, children helped each other to wrap Christmas presents by one holding the paper together and another sealing the package. Teaching is good with stimulating and exciting activities. Children took delight in making a number line using knitted teddy bears and converting floor number tiles into a hopscotch game. Children have a good understanding of how to adopt a healthy lifestyle and enjoy the fruit and drink provided. They have a good awareness of staying safe and move with ease between the areas.

Planning for indoor activities is good but opportunities for outdoor provision are limited due to building work and weather conditions. However, good use is made of the hall where children benefit from a range of physical activities. Typifying the good leadership evident, adults work together well to make regular observations and assessments to inform future planning and help children's progress. Good marking and comments, the star reward system in topic books for example, encourage children to progress. Staff have a strong commitment to working together with parents through the home links project.

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This has increased parental awareness of how children make progress through the sharing of activities.

These are the grades for the Early Years Foundation Stage

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

Only a very small minority of parents and carers completed and returned the questionnaires. A large majority of these were very supportive of the school. They say, 'It is a happy school' and refer to 'positive interactive teaching'. They recognise that there has been a 'dramatic improvement' under the new headteacher. A very small number of parents and carers reported that the school does not communicate well with them. Inspectors discussed these views with the headteacher and found evidence to support the good communication links in place.

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 inspection team received 53 completed questionnaires by the end of the on-site inspection. In total, there are 322 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	37	70	14	26	1	2	0	0
The school keeps my child safe	33	62	19	36	1	2	0	0
My school informs me about my child's progress	24	45	27	51	2	4	0	0
My child is making enough progress at this school	26	49	22	42	0	0	0	0
The teaching is good at this school	30	57	20	38	1	2	0	0
The school helps me to support my child's learning	24	45	25	47	1	2	0	0
The school helps my child to have a healthy lifestyle	22	42	28	53	0	0	1	2
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)	16	30	29	55	2	4	0	0
The school meets my child's particular needs	19	36	30	57	1	2	1	2
The school deals effectively with unacceptable behaviour	19	36	25	47	3	6	0	0
The school takes account of my suggestions and concerns	19	36	26	49	5	9	0	0
The school is led and managed effectively	23	43	24	45	3	6	1	2
Overall, I am happy with my child's experience at this school	29	55	20	38	0	0	1	2

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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 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"> ■ 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.

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.



10 December 2010

Dear Pupils

Inspection of Christ The King Catholic Primary School, Liverpool, L15 7LZ

Thank you for the kind welcome you gave to the inspectors when we visited your school recently. We very much appreciated the time you spent talking to us about your school. We were very interested to read the many comments made by your parents and carers. A large majority were very complimentary about the school and all the opportunities you receive.

We judged that your school is providing you with a good quality of education. You work and play extremely well together and told us that you feel very safe in school. We were impressed to see how much you know about keeping fit and how to lead a healthy lifestyle. We were also very pleased to see how you looked after the younger pupils.

Your teachers work very hard to make the school as good as it can be. To help them make it even better we have asked them to:

- make sure that all of the work they give you meets your needs, particularly those of you who learn quickly
- to ask you more questions in your lessons that challenge you to think
- to give you more ideas about how to improve your work when they mark it.

You can help by trying your very best in lessons and making sure you arrive at school in good time.

Yours sincerely

Kathryn Gethin

Her Majesty's Inspector

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