

Christ The King RC Primary School Manchester

Inspection report

Unique Reference Number	105514
Local Authority	Manchester
Inspection number	355790
Inspection dates	23–24 May 2011
Reporting inspector	Stephen Rowland

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	321
Appropriate authority	The governing body
Chair	Fr Alan Denny
Headteacher	Mr Des Burns
Date of previous school inspection	31 October 2007
School address	Culcheth Lane Newton Heath Manchester M40 1LU
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Introduction

This inspection was carried out by three additional inspectors. They visited 16 lessons and observed the work of 15 teachers. They evaluated the school's work, and looked at relevant policies, the school development plan, minutes of meetings of the governing body, the school's monitoring records and analyses of pupils' attainment and progress. Meetings were held with staff, pupils and members of the governing body. The 127 questionnaires returned by parents and carers were also analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How well the school ensures that all pupils achieve as well as they can.
- The extent to which lively and challenging teaching helps pupils to learn.
- To what extent teachers use assessment information to help them plan their lessons.
- Whether managers and leaders at all levels contribute to the school's self-evaluation and planning for improvement.

Information about the school

This is a larger than average primary school. It offers full-time nursery provision. The large majority of pupils are of White British heritage but there are about 16% with other European, African and Caribbean backgrounds. A small number of pupils are at an early stage of learning English as an additional language. The proportion of pupils known to be eligible for free school meals is well above average. The proportion of pupils with special educational needs and/or disabilities is close to that usually seen. The school manages its own out-of-school club. It also holds the Healthy Schools National award, ICT Activemark, the Primary Quality Mark and the Leading Parent Partnership award.

Since the previous inspection a new headteacher and an additional deputy headteacher have been appointed.

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

This is a good school. It has improved strongly over recent years. The headteacher has set a very clear and strong direction for the school and all staff and the governing body are committed to achieving the best possible outcomes for pupils. The school has established an outstanding partnership with parents and carers. This is reflected in the many comments from them saying how comfortable they feel when visiting school and how they value the support the school provides for them, partly through the work of the Parent Support Adviser. One result of this highly successful partnership has been the improvement in pupils' attendance, which is now above average. The school knows itself well. Its self-evaluation is accurate and honest. There has been a clear focus on ensuring that teaching is consistently good and that teachers make effective use of assessment information to plan pupils' work. This has led to an improving trend in learning and progress. The school has successfully tackled the issues raised at the time of the previous inspection and this, along with the steadily improving outcomes, demonstrates that the school has a good capacity for sustained improvement.

Children make good progress in the Early Years Foundation Stage and are confident learners when they enter Key Stage 1. Attainment by the end of Year 6 is broadly average. Teaching throughout the school is good so pupils progress and achieve well. Teaching assistants are particularly effective in the way in which they work closely with teachers to support learning. This means that pupils with special educational needs and/or disabilities achieve as well as their peers. In a few lessons, teachers do not provide enough opportunities for pupils to work independently, with the result that they can become over reliant on the direction of adults. Occasionally, pupils do not get enough time to check on what they have learnt and to deal with any misconceptions which may have arisen. Pupils are very loyal to their school and many positive comments were made by them during the inspection, reflecting the good curriculum and the good quality of the care, guidance and support they receive. One typical comment was, 'Lessons are always interesting and the teachers are helpful and caring.'

Many parents and carers expressed similarly positive views on the school. One wrote, 'I walk with my child every day which is an hour's walk because I believe in the exceptional standards of staff and outstanding support.' Another comment was also representative of parents' and carers' views: 'This is a superb school which promotes every aspect of my child's development. My child can't wait to tell me what he's learnt.'

What does the school need to do to improve further?

- Accelerate progress and hence attainment by:
 - increasing the opportunities for pupils to develop their independent learning skills

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- ensuring that there are regular opportunities for pupils to consolidate their learning and to deal with any misconceptions they may have.

Outcomes for individuals and groups of pupils

2

Pupils enjoy learning and appreciate the many engaging activities offered to them. This means that all pupils, including those with special educational needs and/or disabilities, make good progress and achieve well. In one very successful technology lesson, for example, Year 6 pupils were working in teams to programme small robots using their computers. They used technology skilfully to achieve their results and were able to work effectively in teams.

Children enter the Early Years Foundation Stage with skills that are generally well below those expected for their age. Attainment in Key Stage 2 has improved steadily over recent years. In 2010, pupils' attainment at the end of Year 6 was broadly average. The school's detailed tracking system shows that the rate of pupils' progress has accelerated over recent years and that most pupils reach the ambitious targets set for them. The school has been able to identify groups of pupils who have not performed as well as expected and have taken action to deal with these issues. The performance of boys in writing, for example, has been successfully tackled and tracking data show that this gap in performance has narrowed significantly. The pattern of improving achievement is due to the school's drive to ensure a calm and orderly environment in which pupils can learn and by greater success in ensuring consistency in the quality of teaching. Support for those pupils with special educational needs and/or disabilities is effective and consequently, they make good progress.

The behaviour of pupils is good. They are attentive in class and live up to the school's high expectations of them. Many pupils have responsibilities in school, such as those of junior wardens, who help to look after the younger children or those who are facing difficulties. The school council has been very active in helping to bring about improvements to the school environment, improving the variety of playground equipment, for example. They have also helped with the introduction of the 'Buddy Bench' where pupils who feel anxious can find support: children feel safe in school and are confident that action will be taken to deal with any problems. Pupils' spiritual, moral, social and cultural development is good. They are strongly aware of the needs of others both locally and around the world and help to support those who are facing difficulties. Their involvement in the local community is strong. They have supported the Newton Heath in Bloom project, planting and tidying up in the area. Attendance has improved steadily over recent years and is now above the national average for primary schools.

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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	2
The extent to which pupils adopt healthy lifestyles	2
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	2
The extent of pupils' spiritual, moral, social and cultural development	2

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?

Teaching is good. Lessons are planned carefully with a brisk and business-like pace which keeps pupils involved and interested. As a result, they make good progress. Resources are used skilfully to support learning and pupils have routine access to computers and interactive whiteboards. Teachers and teaching assistants work well together to help pupils. The quality of discussion and questioning is often very good and challenges children to think and to explain their ideas. In an outstanding Year 1 numeracy lesson, for example, the teacher and teaching assistant worked with groups of children engaged in a variety of activities asking them to explain what they were doing and so helping them to clarify their thinking. Occasionally, teachers do not give pupils enough time to work independently.

Pupils understand the targets which are given to them and teachers give useful feedback which helps them to see what they need to do to reach the next steps in learning. Teachers use their knowledge of each pupil's progress to plan their lessons to enable each individual to make progress. Pupils are increasingly getting used to assessing their own and their peers' work and talking together to give them a better insight into what has to be done to improve their work. Occasionally, there are insufficient opportunities in lessons to allow pupils to pause to consolidate what they have learnt and to deal with any misconceptions. Marking is consistently helpful and supportive, offering pupils good advice on how they can improve their work.

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The school has an effective and stimulating curriculum. Close attention is given to the development of basic literacy and numeracy skills. Information and communication technology (ICT) is a growing strength, with pupils becoming increasingly confident to use developing technologies for a range of purposes. All pupils learn a modern foreign language, either French or German. A broad variety of activities is offered both in the classroom and beyond, including music, sporting and artistic events.

The care, guidance and support are good. Transitional arrangements between key stages are robust so that pupils are well prepared for the next stage of their education. The close links the school has with the local high school mean that pupils moving into the secondary phase are confident about the move and know what to expect. The support for vulnerable pupils is good. Their needs are carefully assessed and provision is matched to ensure that they can make good progress. An out-of-school club takes place every day in the school hall. This provides a secure and friendly place for pupils who choose to stay at school for longer than the normal school day. The school has worked hard to improve attendance so that is now above average. There are now very few pupils who are regularly and persistently absent from school.

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 headteacher provides strong and focused leadership for the school. In this, he is supported by an experienced and committed group of senior managers who share his determination to ensure the best possible achievement and well-being for pupils. Staff feel that they are valued and respected and take an active role in evaluating how well the school is doing and planning for improvements. There is a strong sense of working together. Staffing responsibilities have been reorganised significantly over recent years, so that good use is made of individual strengths and areas of expertise. Teaching is monitored thoroughly and systematically, and good practice is routinely shared. Staff say how much they value the opportunities they have to develop their expertise and to share this with their colleagues.

The school has a clear awareness of its strengths and what it needs to do to improve further. All leaders and managers, including the governing body, take an active role in this. Members of the governing body are experienced and committed. They play an active role in the life of the school and are not afraid to question and challenge when needed.

A key element in the school's success is the outstanding quality of its partnerships with parents and carers. This has been highly effective in helping to improve attendance and achievement. Communications with parents and carers are thorough and varied, including

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through the school's excellent website. Parents and carers say they feel welcome in school and that the school has provided invaluable support. The school benefits from a range of partnerships locally and works closely with the church, the local high school and neighbouring primary schools to share good practice and resources. Discrimination of any type has no place at Christ the King and the school ensures that pupils have an equal chance to succeed. The school's systems to care for and to protect pupils are robust. This includes an appropriate focus on the suitability of staff and the appointment of new staff. The school works well as a civilised community and has many active links to promote good community cohesion in the local area. The Friends of Philip's Park Cemetery project, for example, helps to promote mutual respect and understanding between local religious groups.

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	1
The effectiveness of partnerships in promoting learning and well-being	2
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

Children generally enter the Early Years Foundation Stage with skills which are well below those expected for their age. All children, including those with special educational needs and/or disabilities and those who are an early stage of learning English, make good progress. Children make outstanding progress in developing their language and social skills. Children are happy and secure and develop a positive attitude to learning. They learn how to be independent learners and how to share with others. They are able to make choices about what activity they wish to do and can talk confidently about what they are doing.

The school is developing an interesting, well-equipped indoor and outdoor learning environment. Staff are deployed well to support children's learning and observations are used effectively to plan for the next steps. Teaching is good and children make good progress. There is appropriate balance between adult-led and child-initiated activities and

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these take into account the level of development of each child. Partnerships with parents and carers are very strong with regular formal and informal meetings and a thorough induction process.

The Early Years Foundation Stage team works well together with a common sense of purpose which ensures that every child has the opportunity to learn and develop. There is an effective process for self-evaluation so that priorities for development can be identified and plans formulated to ensure that they are addressed. Safeguarding procedures are continually reviewed and evaluated to ensure they remain effective. A wide range of partnerships with external agencies helps to support the specific needs of particular children. These include speech and language therapists and English as an additional language support for the growing number of children who are at an early stage of learning English.

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

About 40% of parents and carers responded to the questionnaire. This is above the average rate of response for primary schools. A very large majority of responses were positive with very supportive comments. All the respondents felt their child enjoyed school. A very small minority of parents and carers felt that the school did not deal effectively with unacceptable behaviour. Inspectors considered the way that the school dealt with unacceptable behaviour through discussions, including with pupils, observations in and around the school and by examining records of incidents. During the inspection, no evidence was found to suggest that the school did not deal effectively with such behaviour.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Christ The King RC Primary School Manchester 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 127 completed questionnaires by the end of the on-site inspection. In total, there are 321 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	82	65	42	33	3	2	0	0
The school keeps my child safe	89	70	34	27	4	3	0	0
My school informs me about my child's progress	69	54	55	43	2	2	0	0
My child is making enough progress at this school	67	53	57	45	0	0	0	0
The teaching is good at this school	82	65	44	35	1	1	0	0
The school helps me to support my child's learning	74	58	47	37	4	3	0	0
The school helps my child to have a healthy lifestyle	64	50	58	46	4	3	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)	68	54	53	42	3	2	0	0
The school meets my child's particular needs	71	56	53	42	3	2	0	0
The school deals effectively with unacceptable behaviour	67	53	51	40	8	6	0	0
The school takes account of my suggestions and concerns	59	46	61	48	4	3	0	0
The school is led and managed effectively	75	59	49	39	3	2	0	0
Overall, I am happy with my child's experience at this school	80	63	41	32	6	5	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 2010 and 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.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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.



25 May 2011

Dear Pupils

Inspection of Christ The King RC Primary School Manchester, Manchester, M40 1LU

Thank you for making us so welcome during our recent inspection of Christ the King. We were particularly grateful to those of you who agreed to meet us during your lunch break. Thank you also to those of you who completed the questionnaire. All your responses were very useful.

Christ the King is a good school. It has improved a great deal in recent years. We were very impressed by your behaviour and how considerate you are towards each other and towards visitors. You all look after the school and work with other people in the local community to make Newton Heath a good place to be. We were particularly impressed by how closely the school works with your parents and carers.

Your teachers work very hard to make sure you have interesting lessons and that you make good progress. Your teachers often challenge you to think hard with searching questions. You get excellent support from your teaching assistants. We thought that there are some things that would help you to learn even more. We thought that at times you could be given more opportunities to work in pairs and small groups or to research things for yourselves so that you become more independent in your learning. Also, we thought that at times it would help to pause to make sure that everyone understands.

You are very proud of your school. Please try to help your teachers by always behaving as well as you did during the inspection, by always trying your very best and by helping each other. Once again, thank you for your kindness and help.

Yours sincerely

Stephen Rowland

Lead inspector

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