

Christ The King Catholic Primary School

Inspection report

Unique Reference Number	113846
Local Authority	Bournemouth
Inspection number	363811
Inspection dates	12–13 July 2011
Reporting inspector	David Curtis

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

The registered childcare provision, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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	265
Appropriate authority	The governing body
Chair	Fr William Muir
Headteacher	Kathy North
Date of previous school inspection	17 April 2008
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Age group	3–11
Inspection dates	12–13 July 2011
Inspection number	363811

**Number of children on roll in the registered
childcare provision**

**Date of last inspection of registered
childcare provision**

Not previously inspected

Age group	3–11
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Introduction

This inspection was carried out by three additional inspectors. Fifteen lessons were observed, taught by nine teachers. Inspectors held meetings with staff, parents and carers, the school council, six pupils from Year 6, the Chair of the Governing Body and the member of the governing body with responsibility for safeguarding. They observed the school's work and looked at documentation, including safeguarding and child protection, the school improvement plan and the school's data showing pupils' attainment and progress. Inspectors analysed the 53 questionnaires returned by parents and carers, and those returned by staff and pupils in Years 3 to 6.

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

- The current attainment of boys in English, especially in Years 3 to 6.
- The current progress in mathematics, especially for girls.
- The effectiveness of leaders and managers in improving progress, especially through the monitoring and tracking of pupils' progress by groups.

Information about the school

This is a slightly larger than average size primary school. In the Early Years Foundation Stage, there is a Nursery where children attend either for the morning or afternoon. In addition, there are two classes for children in Reception. Most pupils are White British. The proportion of pupils with special educational needs and/or disabilities, most of whom have speech, language and communication needs, is below the national average, although there are variations within year groups. The proportion of pupils known to be eligible for free school meals is above the national average.

Three teachers, including a member of the senior leadership team, joined the school from 1 September 2010. The headteacher retires on 31 August 2011. The governing body manages The Orchard, Christ The King Neighbourhood Nursery which is housed in self-contained buildings on the school site. In addition, the governing body manages the breakfast and after-school clubs. The school is currently undergoing a major rebuilding programme.

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 that has made significant improvement since its last inspection, especially as the result of initiatives introduced in the current school year. Following the introduction of a commercial computer program to track pupils' progress, senior leaders and class teachers have an in-depth understanding of the performance of groups across the school and within year groups. Consequently, groups identified as in danger of falling behind are identified quickly and successful intervention programmes put in place to support them. There has been a significant improvement in the progress of girls in mathematics from inadequate to good and boys make good progress in reading and mathematics. Pupils make satisfactory progress in writing. The introduction of an intensive literacy programme in Years 3 and 4 is having a positive impact on improving boys' attainment and progress in writing. Achievement is good and most groups of pupils make good progress. By the end of Year 6, attainment is broadly average and on a rising trend, including boys in English.

The overall effectiveness of The Orchard, Christ The King Neighbourhood Nursery is good. In the main school, there are significant and outstanding strengths in the Early Years Foundation Stage, especially in children's behaviour and enjoyment. The use of assessment is excellent, with high-quality 'learning journals'. Partnerships with parents and carers are outstanding.

In Years 1 to 6, consistently good teaching has a major impact on pupils' good progress in lessons and over time. The quality of teachers' planning is a significant strength, especially in meeting the differing learning needs of pupils. The level of challenge for all pupils is high, especially for the more able. There is some inconsistency in the use of individual pupil targets for reading, writing and mathematics. While all teachers use 'success criteria' in lessons, these are not linked sufficiently well to pupils' targets, with the result that pupils are not always clear as to their next steps in learning.

The quality of care, guidance and support for pupils is outstanding and is reflected in positive comments written by parents and carers, and those made in discussion with inspectors. The school's partnership with parents and carers is effective. Pupils feel safe in school and are confident that adults will help them with worries and concerns. Pupils' enjoyment of school is reflected in their high attendance. Behaviour is good and, in lessons, often exemplary. Pupils are very enthusiastic about sport, with a number saying that physical education (PE) is their favourite subject. Many enjoy music, including singing and playing instruments such as the flute and recorder.

The headteacher and senior leadership team have driven significant improvements this year through very effective teamwork and a rigorous analysis of areas of underperformance. The school improvement plan rightly prioritises writing as the main focus for next year. School self-evaluation is broadly accurate, if a little conservative in

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relation to provision. Taking into account the significant improvement in moving the school from satisfactory to good and the quality of the senior leadership team's ambition for the school, it has good capacity for further improvement.

What does the school need to do to improve further?

- Improve pupils' progress in writing from satisfactory to good by extending the success of recent initiatives into Years 5 and 6.
- Improve the consistency of the use of individual pupil targets in reading, writing and mathematics, and link these more closely to the use of 'success criteria' in lessons.

Outcomes for individuals and groups of pupils

2

Children start school with knowledge and skills that are below expectations for their age. Pupils work hard in lessons and take care and pride in the way they present their work. Boys and girls contribute equally to question and answer sessions. In Year 6, through discussion with the teacher, pupils showed that they had made good progress in understanding the plot in 'Romeo and Juliet'. Pupils show good levels of concentration in independent work and apply themselves diligently to tasks, for example in Year 3 where more-able pupils worked on solving problems with money while the teacher worked with the rest of the class. Paired and group work is strong, with same gender and mixed-gender pairs working effectively together. This contributed to good progress in Year 5, in pupils' understanding and application of the features of a non-fiction book to their template designs for their books on 'The Aztecs'. Pupils with special educational needs and/or disabilities make good progress because of effective support from teaching assistants, especially at the start of lessons where they receive teaching adjusted to their particular needs. Pupils who are known to be eligible for free school meals make good progress and outperform similar groups nationally. They perform as well as other pupils in school. During the inspection, pupils in Years 3 to 6 showed impressive skills in singing, dancing and playing the flute at the dress rehearsal of 'Christ The King, The Musicals'. They held their audience of children from the Early Years Foundation Stage and Years 1 and 2 spellbound.

The school council plays an important part in the day-to-day life of the school. In Year 6, pupils take their roles as prefects and peer mediators seriously and perform their duties conscientiously. Pupils have a good understanding of healthy lifestyles, as is evident in their enthusiasm for sport. Pupils are very polite and, in lessons, were confident and mature in discussing their learning with inspectors, as indeed were the school council and the pupils from Year 6 who met with inspectors. Taking into account strengths in their personal development and their improving progress, pupils are prepared successfully for transfer to secondary school.

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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	1
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?

The significant strength of teaching is the way teachers plan for the start of lessons. These are brisk, relevant and adapted to the needs of pupils. Pupils do not sit listening to lengthy introductions and this is a key factor in their often exemplary behaviour because they are never bored. Teachers and teaching assistants are skilled in working with groups during lessons. For example, in Year 3, the more-able group who worked independently at the start of the lesson, later, sat with the teacher where she assessed and challenged their learning and thinking. Teachers make good use of interactive whiteboards to teach new knowledge and skills. Their questioning skills are good and there are strengths in the way teachers circulate to check on pupils' progress and understanding. Teachers' expectations are high, especially in keeping pupils on task. Marking is good and often gives pupils targets for improvement. However, these are not linked consistently to pupils' individual targets for reading, writing and mathematics.

Pupils enjoy and benefit strongly from the specialist teaching of PE and music. The curriculum has been amended successfully to improve pupils' progress in mathematics, especially in narrowing the range of calculation strategies taught. The introduction of initiatives in Years 3 and 4 are successfully engaging boys' interest and enthusiasm to write. The use of laptop computers has led to greater opportunities in lessons to develop key skills in the subject. There is a good range of extra-curricular activities and in

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opportunities for enrichment, such as Year 6 visiting a local technology college for a science lesson.

The arrangements for children joining the Nursery and Reception are excellent. Parents and carers are provided with high-quality information before their children start school. 'Work with us Wednesdays' gives parents and carers the opportunity to 'stay and play' with the children. Parents and carers spoken to by inspectors said how much they value this. There is excellent support for pupils with special educational needs and/or disabilities as well as those whose circumstances may make them vulnerable. In the questionnaire, all parents and carers agreed or strongly agreed that the school keeps their children safe. The breakfast and after-school clubs meet the needs of pupils and their families adequately.

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	1

How effective are leadership and management?

The headteacher, supported by an effective senior leadership team, has a clear vision for the school's future and a determination to build on the significant progress made in the current year. Staff and senior leaders have a detailed understanding of pupils' progress and more in-depth analysis of the reasons why groups previously underperformed. As a result, successful programmes are in place to improve the curriculum and teaching and learning so that the needs of all pupils are met and gaps in performance between groups are closed. The effective monitoring of teaching and learning contributes to the significant strength in the quality of consistently good teaching in Years 1 to 6.

The governing body is effective in its support for the school. It meets all statutory requirements for the safeguarding of pupils and child protection. It is particularly vigilant in supporting the school and the safety of pupils during the school's rebuilding programme.

Discrimination is not tolerated in the school and the recent closing of gaps in the performance of different groups of pupils confirms that the promotion of equality of opportunity is good. The school is a harmonious community. The promotion of community cohesion is good at local, national and international levels. The school plays a significant role in the day-to-day life of the local community and with the Catholic Church. Partnerships with the schools to which pupils transfer at the end of Year 6 are especially strong.

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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	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

The Orchard, Christ The King Neighbourhood Nursery meets the conditions of registration with Ofsted. It is led and managed effectively with clear ideas for further improvement. Children are happy and enjoy their learning. Planning of activities is good and focused on individual needs. Relationships with parents and carers are good and they are very supportive of what the setting offers their children. The assessment of children's learning is good but is not always linked sufficiently well to each of the six areas of learning. The Nursery has acted fully upon the recommendations from its last inspection report.

Children in the main Nursery and Reception make outstanding progress in their learning, especially in their personal, social and emotional development. In the Nursery, children showed very good concentration, for example in following instructions to build an aeroplane from a construction kit. In Reception, children enjoyed retelling the story of 'We're Going on a Bear Hunt' through role play in the outdoor area. Relationships are excellent and children get on noticeably well with each other and adults.

Teachers' planning is excellent and includes 'success criteria' which are shared with children so that they know what to do in order to be successful in their learning. Planning takes into account the needs of children of differing abilities and ensures a very good balance of child-initiated and adult-led activities. In both Nursery and Reception, there is excellent free-flow between indoors and outdoors. Adults make detailed assessments of children's learning which form part of the 'learning journeys'. These are currently being extended so that parents and carers can access them as an electronic version as well as hard copy.

There are significant strengths in partnerships with parents and carers, pre-school providers and other Early Years Foundation Stage settings locally. Staff work together as an extremely effective team and ensure that children are happy, safe and secure.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	1
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

Twenty per cent of parents and carers returned the questionnaire, which is below average for a school of this size. The vast majority are very supportive of the school and the positive impact it has on their children's learning and progress. Many wrote positive comments and the following is a fair reflection of those views, 'You are made to feel like you are part of a family. Both our children are happy and confident, their progress is paramount and the dedication of all the teaching staff is outstanding and second to none.' A few parents and carers raised concerns about the school's management of behaviour. Inspectors spoke to the school council and pupils from Year 6 about behaviour. Both groups stated that behaviour in the school causes them no worries or concerns. They were adamant that if 'bad' behaviour does occur then it is dealt with effectively.

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 265 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	41	77	10	19	0	0	0	0
The school keeps my child safe	40	75	13	25	0	0	0	0
My school informs me about my child's progress	37	70	13	25	1	2	0	0
My child is making enough progress at this school	33	62	18	34	2	4	0	0
The teaching is good at this school	33	62	18	34	0	0	0	0
The school helps me to support my child's learning	33	62	18	34	2	4	0	0
The school helps my child to have a healthy lifestyle	33	62	19	36	0	0	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)	28	53	17	32	4	8	0	0
The school meets my child's particular needs	32	60	18	34	2	4	0	0
The school deals effectively with unacceptable behaviour	28	53	15	28	8	15	0	0
The school takes account of my suggestions and concerns	29	55	15	28	1	2	0	0
The school is led and managed effectively	37	70	13	25	2	4	0	0
Overall, I am happy with my child's experience at this school	36	68	14	26	0	0	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.



14 July 2011

Dear Pupils

Inspection of Christ The King Catholic Primary School, Bournemouth BH11 9EH

Thank you for contributing to the inspection of your school by completing the questionnaire and meetings with the school council and Year 6. Inspectors enjoyed meeting you in lessons and around the school. I thought the dress rehearsal of 'Christ The King, The Musicals' was brilliant. I am delighted to tell you that you go to a good school. There are many strong features about your school and here are a few of them.

- You make good progress in reading and mathematics.
- Those of you in Nursery and Reception make an excellent start to your learning.
- Your behaviour is good and you know the importance of keeping fit and healthy.
- You work hard in lessons because teachers make sure that work is at the right level for you.
- Staff care for you exceptionally well, which helps you to feel safe in school.
- Those who lead and manage your school have contributed significantly to the improvements made in the last three years.

Although your school is good, I have asked your headteacher, staff and governing body to do two things to make it even better. I have asked them to:

- make sure that your progress in writing is good
- make sure that you all know your targets for reading, writing and mathematics, and that teachers link these to the 'success criteria' in lessons.

All of you can help by working harder at your writing and being willing to tell your teachers when you think you have reached a target. I wish you all every success in the future.

Yours sincerely

David Curtis

Lead inspector

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