

Christ The King Catholic Primary

Inspection report

Unique Reference Number	112909
Local Authority	Derbyshire
Inspection number	378603
Inspection dates	21–22 September 2011
Reporting inspector	Jeremy Spencer 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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	221
Appropriate authority	The governing body
Chair	Peter Connolly
Headteacher	Helena Carrazedo
Date of previous school inspection	26 February 2009
School address	Firs Avenue Alfreton DE55 7EN
Telephone number	01773 832919
Fax number	01773 832919
Email address	Headteacher@christtheking.derbyshire.sch.uk

Age group	3–11
Inspection date(s)	21–22 September 2011
Inspection number	378603

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011



Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. Inspectors visited 11 lessons, observing eight teachers. They also held meetings with staff, pupils and members of the governing body. They observed the school's work, and looked at a variety of school documents including safeguarding arrangements, policies, minutes from meetings, data about pupils' progress, pupils' exercise books and the school's improvement plans. The inspection team also analysed responses on 73 questionnaires from parents and carers, together with 23 from staff and 105 from pupils.

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

- Is teaching good enough to secure improving pupil progress across the school, particularly for pupils with special educational needs and/or disabilities and those who come from low starting points?
- Have leaders and managers been successful in implementing plans to accelerate pupils' progress in writing, particularly boys, and in planning increased opportunities for pupils to develop their writing skills across the curriculum?
- How successful have the school's strategies been to improve pupils' attendance?

Information about the school

This is an average-sized primary school. The proportions of pupils known to be eligible for free school meals and with special educational needs and/or disabilities are slightly below the national averages. The large majority of pupils are of White British heritage. The proportion of pupils who join the school after the reception year is higher than usual. The school's Early Years Foundation Stage has both a Nursery and a Reception class. The school has achieved the Activemark award and has gained Healthy School status.

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. The school operates in an atmosphere of calm, warmth and understanding. Pupils feel safe and well cared for and appreciate the school's strong focus upon their spiritual, moral, social and cultural development. These extremely positive features of the school combine to engage pupils very well and support their outstanding behaviour.

Most pupils, including those with special educational needs and/or disabilities, and those who come from low starting points, make good progress in school. Children enter the Nursery with skill development that is broadly in line with national expectations. They make good progress during the Early Years Foundation Stage and through Key Stage 1. By the end of Year 2, pupils reach standards above those normally expected in reading, writing and mathematics. Progress slows slightly as pupils move into Key Stage 2 but accelerates in Years 5 and 6. Pupils leave Year 6 with standards above those normally expected. Pupils make good progress because the quality of teaching and the curriculum are good. A small minority of lessons observed during the inspection were outstanding. Although the school's curriculum is good overall, with some notable strengths, there are not enough opportunities for pupils to practise using and applying their mathematical skills in other subjects.

The sharp drop in pupils' attendance over the last three years has been halted. Pupils' attendance is now in line with the national average. However, the school accepts that it must work harder to support and work closely with families of children who are persistently absent, so that they bring their children to school more often.

The leadership and management of the school, including the work of the governing body, are good. The school has been successful in raising pupils' achievement in writing, including boys, and in improving the quality of teachers' marking and feedback to pupils. Both of these were areas for improvement outlined by inspectors in the previous inspection. When combined with improvements in pupils' outcomes, particularly in their behaviour and in their spiritual, moral, social and cultural development, the strong track record of the leadership team indicates that the school has good capacity to continue to improve. Despite the many strengths of leadership and management, middle leaders are not always able to support colleagues to improve the quality of their teaching well enough, because they do not have the opportunity to observe them teach frequently enough. Their opportunities to analyse pupils' assessment data in order to evaluate the impact of curricular initiatives and pupils' progress over time are also limited.

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

What does the school need to do to improve further?

- Increase the rate of pupils' progress by:
 - working together as a whole school community to improve attendance
 - providing pupils with more frequent opportunities to use and apply their mathematical skills in all areas of the curriculum.
- Improve the effectiveness of leadership and management by:
 - ensuring that middle leaders have increased responsibility for analysing pupils' tracking data, to enable curricular initiatives and trends in pupils' performance over time to be more sharply evaluated
 - ensuring that middle leaders are given more frequent opportunities to observe and support the continued improvement of colleagues' teaching
 - keeping the school's safeguarding arrangements under regular review.

Outcomes for individuals and groups of pupils

2

Pupils enjoy coming to school and their achievement is good. National test results for pupils in Year 6 over the last three years show that most groups of pupils meet their targets and make good progress from their starting points. Pupils' work, as observed in lessons and in exercise books by inspectors, and the school's pupil progress tracking records indicate that pupils continue to achieve well. Pupils with special educational needs and/or disabilities achieve well and are often very effectively supported in lessons by teaching assistants.

All pupils report that they feel safe in school, and parents and carers agree. Pupils take pride in their school and make a good contribution to the life of the school. For example, pupils were observed happily watering the school's vegetable and herb growing areas during their lunchtime break. Pupils also take responsibility for organising the sale of 'ethically-sourced' healthy snacks at breaktimes, demonstrating their keen interest in ethical issues. Relationships between children are strong and they demonstrate a strong understanding of each others' needs. Pupils demonstrate very good cultural awareness, and this has been well supported by their direct links with schools in Africa. Pupils also spoke enthusiastically about a visit made to the school by African nuns. The school provides very good opportunities for pupils to engage in quiet reflection or prayer during stimulating assemblies, through good interactive school displays and in lessons. This supports their strong spiritual development. Pupils' behaviour is exceptional in all areas of the school and this facilitates the good progress they make in lessons.

Pupils make a good contribution to the wider community. For example, they have been involved in projects to help to ease traffic congestion at peak times on the roads surrounding the school and have also made contributions to a local communal garden area. Pupils are aware of the importance of healthy eating and the need to exercise. They are active at breaktimes and enjoy a broad range of well-attended

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

school sports clubs. Some older pupils help to organise sports activities, including dance sessions, for younger pupils. Although pupils' attendance is no higher than average, their well-developed basic skills indicate that they are securing good development of workplace and other skills that will contribute to their future economic well-being.

All statutory safeguarding requirements are met by the school. However, the arrangements and timings for reviewing safeguarding policies and documentation are unclear.

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	2
Pupils' behaviour	1
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	3
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

The quality of teaching and learning is good. Inspectors observed two outstanding lessons. During these lessons, pupils made very good progress because they were completely clear about how their learning was developing, and learning was pitched at exactly the right levels for pupils of differing abilities. Teachers in these lessons also demonstrated outstanding flair and imagination in their delivery, which completely engaged and absorbed all pupils in their learning. In one of these lessons, the teacher skilfully established the pupils' current levels of understanding, before transforming himself into a 'robot.' Pupils then had to think of adjectives to describe the teacher both before and after the transformation. Finally, the pupils engaged in writing both simple and compound sentences, containing their best adjectives. By the end of the lesson, most pupils not only said how much they had enjoyed the lesson, but also had a clear understanding of adjectives and could clearly articulate the

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

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

differences between simple and compound sentences.

Teachers adhere to the school's marking policy well and this ensures that pupils receive clear guidance as to how they can improve their work. Pupils are also given the opportunity to evaluate their own learning and that of their peers on some occasions. This supports their good engagement in the learning process.

The school provides a rich and varied curriculum. A wide range of visits, visitors and extra-curricular activities support the curriculum effectively. The school has worked innovatively, using technology and other resources well, to enhance learning. The school has also recently devised and introduced a set of 'golden skills' for pupils. These skills are mapped out across different subjects and outline the minimum expectations of the skills that should be mastered by pupils in each year group.

The school makes good provision for pupils' care, guidance and support. Strong links with external agencies ensure that pupils receive prompt access to specialist services at times of need. Pupils receive clear guidance on how to progress to the next level of learning, through the use of individual targets in reading and writing. As a result, older pupils can often articulate the next steps they need to take to move forward in their learning. These targets are not yet in place to support pupils' mathematical development.

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?

Staff demonstrate a clear determination to continue to improve and feel proud to be a part of the school. They have full confidence in the school's senior leadership team. This is because senior leaders have established a calm and well-organised environment and directed the work of the staff team effectively. Priorities have been clearly communicated and expectations are high across the school. New staff have worked successfully alongside more experienced staff to develop their middle leadership skills. The emerging middle leaders have become highly skilled and are now ready to take greater responsibility for monitoring and evaluating the impact of the school's work.

The governing body is undergoing a period of significant change and eight new members were undergoing appropriate induction training at the time of the inspection. The Chair of the Governing Body has a clear understanding of the

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

school's current priorities and effective systems are in place to ensure good communication with the school. The governing body provides both challenge and support to the school's leadership team in equal measure. This has resulted in generally good and sometimes better outcomes for pupils. The governing body supports the school well in securing good value for money and actively compares the school's expenditure patterns with other similar types of schools in order to help support effective decision making.

The school listens to the views of parents and carers well, which accounts for the good level of satisfaction expressed in their responses to the inspection questionnaires. There is a commitment to inclusion and equality of opportunity, reflected most in the sensitive care and management of pupils with learning or behavioural difficulties, as well as those whose circumstances may cause them to be more vulnerable. Any discrimination is tackled robustly. The school's contribution to community cohesion is good. Pupils show a high degree of tolerance and understanding for others in the school and in the local community. Good partnership working, for example with another school in Sheffield and links at international level, have helped to ensure that children are well prepared to live and work in a global community. Partnerships are also strong with other schools in the area, including the local secondary school. For example, the introduction of philosophy sessions to the curriculum, was the result of a joint project between a cluster of local schools.

Nationally required safeguarding checks have been undertaken by the school and child protection arrangements are secure. Staff and members of the governing body demonstrate a satisfactory understanding of child protection processes and procedures. Appropriate risk assessments are in place for all school activities and resources. Although all statutory policies are in place, the school acknowledges that a clear cycle of review needs to be re-established, to ensure that all policies continue to be reviewed systematically.

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	3
The effectiveness with which the school promotes community cohesion	2

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

The effectiveness with which the school deploys resources to achieve value for money

2

Early Years Foundation Stage

Children enter the school with expected skills and experiences in most areas. They make good progress from their starting points in the school's Nursery and Reception classes, particularly in the development of their communication, personal and social skills. By the time they enter Year 1, their skills are generally slightly above the expected level.

Teachers plan engaging learning activities that enable children to make good progress. Teachers and other staff use observations and assessments effectively to support and extend children's learning and to identify areas for improvement. Children are well engaged in their learning and strong relationships are evident at all levels. Well-established routines enable the children to respond with confidence to all that is on offer. They feel well cared for and demonstrate considerate behaviour towards each other. Children work well together, during learning tasks and structured play activities. Teachers make effective use of the new and improving outdoor area and stimulating indoor learning environments. Staff work closely with parents and carers, who feel well-informed about their child's progress. Parents appreciate the individual targets prepared for their children, which are clearly displayed on eye-catching 'working our socks off' displays in both the Nursery and Reception classes.

Strong leadership underpins the good and safe provision in both classes. Effective communication and well-structured planning ensures a high level of consistency across the Early Years Foundation Stage.

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

The overwhelming majority of parents and carers who returned questionnaires, or who spoke with inspectors during the inspection, have a positive view of the school and are happy with their children's experience. One parent commented, 'There is a wonderful atmosphere in the school. It is like being part of a big, happy family.' Other parents and carers made similar comments. A small number of parents and carers raised individual concerns. All of these were considered during the inspection

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

and, while preserving anonymity, discussed with the headteacher.

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 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 73 completed questionnaires by the end of the on-site inspection. In total, there are 221 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	50	68	22	30	1	1	0	0
The school keeps my child safe	50	68	22	30	1	1	0	0
The school informs me about my child's progress	30	41	39	53	4	5	0	0
My child is making enough progress at this school	29	40	41	56	2	3	0	0
The teaching is good at this school	36	49	34	47	2	3	0	0
The school helps me to support my child's learning	37	51	30	41	4	5	0	0
The school helps my child to have a healthy lifestyle	38	52	32	44	2	3	1	1
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)	39	53	31	42	1	1	0	0
The school meets my child's particular needs	37	51	32	44	0	0	1	1
The school deals effectively with unacceptable behaviour	33	45	33	45	3	4	1	1
The school takes account of my suggestions and concerns	24	33	37	51	5	7	3	4
The school is led and managed effectively	35	48	31	42	1	1	2	3
Overall, I am happy with my child's experience at this school	44	60	27	37	1	1	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 08 April 2011 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.



23 September 2011

Dear Pupils

Inspection of Christ The King Catholic Primary, Alfreton, DE55 7EN

Thank you for the help you gave us when I came with my colleagues to inspect the work of the school and to check how well you are doing. Your views were very helpful to us as we carried out the inspection.

We are very pleased to report that Christ The King Catholic Primary School is a good school. You are well cared for in school and the teachers plan good, interesting lessons for you. Your behaviour is outstanding and you should feel very proud of this. This helps you to learn well and be well prepared for secondary school when you leave Year 6. You also get on very well with each other in the playground and in lessons and feel safe; this helps you to enjoy school. The inspectors were very pleased that you knew so much about other countries in the world, including Africa and that you understood and valued the differences between your own and other cultures. We enjoyed being in your school assembly and noticed how carefully you listened and how thoughtful you were. It was also really good to see how enthusiastic you are about taking responsibility in the school.

In order to help you do even better we have asked the school to make sure that you have more chances to practise using your mathematics skills in lessons other than mathematics. This will help you to improve your skills more quickly. We have also asked the teachers to make sure that everybody attends school as often as they can and to keep checking the arrangements in place to keep you as safe as possible in school. We would like the teachers to watch each other teach and share good ideas about how they can improve more often. Finally, we would like the teachers to all keep a closer eye on how well you are learning and how well you are doing in tests, so that they can decide which of their ideas are working best and which are helping you to learn the most. You can help by continuing to try as hard as you can in lessons and coming to school as often as possible. Thank you once again for your help.

Yours sincerely

Jeremy Spencer
Her Majesty's Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234, or email enquiries@ofsted.gov.uk.**