

Christ The King Catholic Primary School

Scots Lane, Coundon, Coventry, CV6 2DJ

Inspection dates

12–13 March 2013

Overall effectiveness	Previous inspection:	Not previously inspected
	This inspection:	Good 2
Achievement of pupils	Good	2
Quality of teaching	Good	2
Behaviour and safety of pupils	Outstanding	1
Leadership and management	Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils' skills in English and mathematics are above average. They make good progress in reading, writing and mathematics.
- The proportion of pupils reaching high standards in English and mathematics is above average.
- Teachers have high expectations of pupils. Most lessons interest the pupils and help them to learn well. Teachers are particularly skilful at teaching reading.
- Pupils' behaviour, in lessons and around school, is exemplary. Pupils are extremely proud of their new school. They feel very safe at school.
- Attendance is high.
- Parents are extremely positive about the school. They praise the staff's commitment to keeping their children safe and happy at school.
- The headteacher and deputy headteacher provide strong leadership. Their focused actions to bring two schools together and improve teaching have been successful.
- Governors have a good understanding of how well the school has progressed since opening. They are clear about what it needs to do to improve further.

It is not yet an outstanding school because

- A small minority of teaching requires improvement. At times pupils spend too long listening to teachers. This limits the time they have to learn independently.
- The quality of marking in books does not always help pupils to improve their work.
- Lower attaining pupils do not make progress as rapidly as others in writing and mathematics. This is because teachers do not always adapt activities if work is too easy or too difficult.
- Leaders and managers do not check closely enough the different actions taken to improve the school.

Information about this inspection

- Inspectors observed 25 lessons, of which 10 were joint observations with senior leaders. In addition the inspectors listened to pupils read.
- Inspectors also observed the headteacher and the deputy headteacher reporting back to teachers on the quality of their teaching.
- Inspectors looked at a range of documentation including the school improvement plan, the school’s own assessment data, minutes of governing body meetings and the school’s safeguarding documentation.
- Meetings were held with the Chair of Governors and other members of the governing body, staff including senior and middle leaders, two groups of pupils and a representative from the local authority.
- Inspectors took account of the 54 responses to the online questionnaire (Parent View), and met some parents informally at the start of the school day.
- During this inspection, inspectors asked additional questions designed to ascertain the school’s view of the impact and effectiveness of local authority services to support school improvement. This information will contribute to work being carried out by Ofsted to assess the use, quality and impact of these services.

Inspection team

Marilyn Mottram, Lead inspector

Her Majesty’s Inspector

Malcolm Johnstone

Additional Inspector

Elaine Long

Additional Inspector

Full report

Information about this school

- This school opened in September 2011 following the amalgamation of an infant and junior school.
- The school is larger than the average-sized primary school.
- The proportion of pupils who speak English as an additional language is very low.
- The proportion of disabled pupils and those who have special educational needs supported at school action is above the national average.
- The proportion of pupils who have a statement of special educational needs or who are supported at school action plus is above average.
- The proportions of pupils who are known to be eligible for free school meals or in the care of the local authority, for whom the school receives additional income (the pupil premium), are below average.
- The large majority of pupils are White British.
- The school meets the government's current floor standards, which set minimum expectations for pupils' attainment and progress.
- All pupils are educated on-site. The school does not use alternative provision to support any of its pupils.

What does the school need to do to improve further?

- Improve teaching so that it always leads to good or outstanding progress by ensuring that:
 - pupils have enough time in lessons to practise the skills being taught
 - feedback to pupils helps them to understand how well they are doing and how they can improve their work.
- Increase the progress of lower-attaining pupils, particularly in writing and mathematics, by:
 - checking their understanding more closely in lessons and adapting lesson activities to meet their needs.
- Further increase the effectiveness of leadership and management by:
 - closely checking the impact of the different activities taken to improve the school.

Inspection judgements

The achievement of pupils is good

- From the time they enter the school, pupils make good progress in reading, writing and mathematics across all key stages. Standards in English and mathematics are above average and pupils are well prepared when they leave the school.
- Many pupils achieve the higher levels in English and mathematics. This is because of the opportunities provided for them to discuss their learning and solve problems independently. During the inspection pupils were engaged in a range of different problem-solving activities, older pupils were measuring and investigating angles and very young pupils were drawing nets and constructing cuboids.
- Pupils make outstanding progress in reading. Teachers are highly skilled at helping weaker readers and challenging more confident readers. They frequently read aloud to pupils and offer pupils lots of opportunities to talk about their own reading. These activities foster a love of books.
- Writing skills are above average. The school provides opportunities for pupils to write in a range of styles and on topics that capture their imaginations. Teachers make good links between reading, writing and speaking and listening. For example, during the inspection, some pupils were writing a letter to a popular author, others were writing a newspaper report from an incident in a book they had read.
- The progress made by low attaining pupils in English and mathematics is not as rapid as it is for other pupils in the school. This is because teachers do not always check their progress frequently enough in lessons. As a result, some pupils struggle to get on with their work while others find the work set too easy.
- Disabled pupils, or those who have special educational needs, make good progress towards challenging individual targets. Their progress benefits from the good partnerships between the school and other agencies. This leads to effective additional support and accurate assessment of pupils' needs. Parents and carers talk very positively about the care and help their children receive.
- In the summer of 2012, the small number of Year 6 pupils who were eligible for pupil premium funding attained standards in English and mathematics that were on average half a national curriculum level below others in the school. The school has used additional funding to purchase new resources and additional support for those pupils eligible for pupil premium funding., The attainment gap between pupils eligible for pupil premium funding and others in the school is closing rapidly.
- Pupils achieve well in a wide range of subjects. Work in art and music is particularly strong. Teachers make good links between subjects and make the most of pupils' interests and enthusiasm for learning.

The quality of teaching is good

- Teachers plan lessons that excite and interest pupils and help them to make good progress. Pupils are particularly enthusiastic about topic work and enjoy the visits they make to support their studies. For example, they talk enthusiastically about their study of the Tudors and of world religions and the visits that inspired them. This contributes to their excellent attitudes towards

learning.

- Teachers use the spaces in classrooms and corridors creatively to support pupils' learning. Pupils know where to find prompts, reminders and resources to support them as they are working. This helps pupils to develop a pride in their work and be independent.
- In the best lessons teachers have high expectations of all the pupils. They use questioning well so that pupils have to think more deeply and explain their thoughts clearly to others. This promotes some outstanding social skills and contributes to pupils' good speaking and listening skills.
- Teachers make good links between subjects. For example, in a Reception class children were singing nursery rhymes and using percussion instruments to learn about sounds and letters. They were able to use their skills later when they worked in reading groups and recognised words, letters and rhymes with a sense of pride and enjoyment.
- In the best lessons, teachers check how well pupils are doing and give clear advice about how they can improve. For example, in a lesson investigating angles, pupils were encouraged to think for themselves, misunderstandings were quickly dealt with and pupils were kept on track. As a result, all groups of pupils made good progress.
- In a few lessons, too much time is spent introducing tasks or interrupting the lesson with new activities before pupils have had the opportunity to complete work. This slows down learning.
- Work set for lower-attaining pupils is not always suitable. Occasionally, the tasks are either too easy or too difficult and are not suitably adjusted. This hampers pupils' progress.
- Some marking in books does not help pupils to improve as much as it should. The best examples give clear feedback to pupils who have the chance to respond and improve their work.

The behaviour and safety of pupils are outstanding

- Pupils take responsibility for managing their own behaviour and set themselves very high standards. They take pride in their new school and pupils get along well together. When given the chance to be headteacher for a day, older pupils said they would spend the day with the younger children, looking in books, talking to them and holding an assembly.
- Attendance is high. There is a friendly and purposeful atmosphere as the day begins. Pupils arrive promptly and show by their enthusiasm that they are keen to learn.
- A particular feature of this school is the care and kindness pupils have for one another. Disabled pupils and those with special educational needs are included in every aspect of school life. There is a strong link with a local special school and exchange visits help all pupils to understand each other's differences and interests.
- Pupils' attitudes to learning in lessons are outstanding. Pupils willingly offer to work with others and help each other to improve. Relationships between pupils and adults are also outstanding; there is a strong sense of teamwork amongst the whole staff.
- Pupils have a strong sense of right and wrong. They know about different types of bullying but report that it is exceptionally rare. Good systems, such as the buddy bus stop and the friendship

bench, encourage pupils to care for each other and keep a watchful eye for anyone who might feel left out.

- The school prepares pupils well for their spiritual, social, moral and cultural development through the subjects taught, assemblies and trips. Pupils have regular opportunities to meet people of different faiths and backgrounds and visit different places of worship. This prepares them very effectively for life in our diverse society.
- Pupils feel safe in school and they know what to do in potentially unsafe situations. For example, they talk confidently about using the internet safely and about what is safe to do and what is not safe. They are clear about who to go to in school if they feel worried or upset. Parents and carers who responded to the Parent View questionnaire, and those who spoke with inspectors, agree that their children feel safe at school.

The leadership and management are good

- The headteacher and deputy headteacher have skilfully managed the smooth transition to a new school. They are ambitious for the school and are continuing to successfully drive improvement. They are very effectively supported by other staff.
- Subject leaders and phase leaders lead their areas well. They observe lessons, look in books and analyse the results of assessments carefully. This is giving them a good understanding of how to improve standards in their areas of responsibility.
- Arrangements for managing teachers' performance are very good. Teachers have performance targets linked to the progress of the pupils they teach and to the school's priorities. Teachers value the support and training they are given and this has raised the quality of teaching in school.
- Pupils who are eligible for additional funding are beginning to benefit from the programmes recently purchased to help them with mathematics, reading and writing. Small group work is carefully planned and targeted to improve pupils' progress in areas of need. These actions are helping pupils who were behind in their learning to catch up. It shows the school's commitment to equality of opportunity.
- The school does not yet have rigorous systems to check how successfully the actions they are taking are helping the school to achieve the key priorities in their improvement plan.
- The school promotes the pupils' personal development exceptionally well. The school has close links with two schools in very different settings. They share their knowledge of different cultures including art, music, dance and cooking. These links are good examples of how the school successfully helps the pupils gain awareness and respect of the range of cultures within the United Kingdom.
- The local authority carries out regular reviews of the school's work and has helped the school to arrange a variety of specialist support. It has provided additional support to help the school improve the teaching of mathematics. It has also helped the school to establish successful partnerships with other local schools and share best practice. As a result, there have been improvements in the quality of teaching. The local authority has supported the governing body well through the transition into one school. As a result of this support, the school has an exceptionally committed governing body with a range of appropriate skills. The local authority has provided training for new governors. This has enhanced the governors' understanding of how

to ask well-informed questions and challenge the school leaders.

■ **The governance of the school:**

- Governors know the school's strengths very well and what still needs to be done. They are in school often and regularly visit lessons. They have a good knowledge of how well the school performs in comparison with other schools. They have been closely involved in all the recent changes to the school. They are well qualified to check that the headteacher is setting appropriate performance targets for teachers, rewarding good teachers and challenging underperformance. The local authority has supported the governing body well through a period of major change. Its training programme has enabled governors to fulfil their roles including the performance management of the headteacher. Governors have been fully involved in decisions about how the school spends the pupil premium funding.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	137283
Local authority	Coventry
Inspection number	400294

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	474
Appropriate authority	The governing body
Chair	Roger Ladbury
Headteacher	Elizabeth Burnett
Date of previous school inspection	N/A
Telephone number	024 76335790
Fax number	024 76333358
Email address	admin@ctk.coventry.sch.uk

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