

Christ The King Catholic Primary School

Lulworth Road, Reading, RG2 8LX

Inspection dates 19–20 September 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress and achieve well from their very different starting points. Test results at the end of Year 6 are improving steadily.
- Pupils achieve well because teaching is consistently good and sometimes of high quality. Teachers provide a range of interesting and demanding tasks that motivate pupils.
- Learning support assistants work well with pupils both within the class and with small groups outside the main classroom.
- Pupils' behaviour is good. Pupils enjoy school, are very respectful towards each other and their teachers and have positive attitudes to their learning.
- The school welcomes all, providing good opportunities for pupils who have experienced difficulties in their earlier school careers.
- The excellent experiences children enjoy in both Nursery and Reception provide them with a very good start to their school career.
- This is a very safe and caring school. Pupils recognise this and report that they are looked after very well.
- The senior leadership team and governors have created a staff team that has successfully focused on raising achievement and improving teaching to support all pupils attending the school.
- The school enjoys good partnerships with parents and local schools.

It is not yet an outstanding school because

- The quality of teaching is not yet of sufficiently high quality to ensure that all pupils make rapid progress.
- Pupils do not have enough opportunities to write at length or to practise their writing skills in subjects other than English.
- There is some inconsistency in the quality of teachers' marking and feedback to pupils about how to improve their work, especially in writing.

Information about this inspection

- Inspectors observed 13 teachers teach 22 lessons, including several joint observations with members of the school’s leadership team. In addition, inspectors made several short visits to lessons and observed a number of small groups of pupils taught by learning support assistants.
- Inspectors heard pupils read from Key Stage 1 and 2 and also held meetings with two groups of pupils.
- Inspectors spoke to the Vice Chair of the Governing Body, members of the school management team and a representative of the local authority. Inspectors also met with parents at the start of the school day.
- Inspectors looked at a range of documents, including school improvement plans, achievement data on pupils’ current progress and documents relating to safeguarding children. The inspectors looked at pupils’ work in books and consideration was given to past and current information about pupils’ progress.
- Questionnaires were analysed from 29 staff.
- Inspectors took account of 38 responses from parents and carers to the online Parent View survey during the inspection and a letter from a parent.

Inspection team

Sarah Jones, Lead inspector	Additional Inspector
David Beddard	Additional Inspector
Fiona Robinson	Additional Inspector

Full report

Information about this school

- Christ The King Catholic Primary School is a larger-than-average primary school.
- Since the previous inspection, a 10-place specialist resource base has been set up to cater for pupils with Autistic Spectrum conditions, most of whom have previously experienced difficulties in their education.
- More than half of the pupils who attend Christ The King Catholic Primary School are from minority ethnic groups, with a large proportion whose first language is not English.
- The proportion of pupils with disabilities and special educational needs supported by school action, school action plus or with a statement of special educational needs is above average.
- The proportion of pupils known to be eligible for free school meals and for whom the school receives additional income (pupil premium) is above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The headteacher has worked with another school in the locality to help raise achievement and share good practice.
- The school is an active participant in competitions organised by the local cluster of Catholic schools.

What does the school need to do to improve further?

- Improve the quality of teaching from good to outstanding by:
 - making sure the teaching of writing is highly effective, by providing pupils with more opportunities to write at length and to practise their writing in other subjects
 - making sure that teachers' marking and feedback to pupils about how to improve their work are of consistently high quality.

Inspection judgements

The achievement of pupils is good

- Pupils make good progress from their varying starting points. They enjoy their learning as a result of good teaching, and school tracking data indicate that progress continues to improve.
- Children's knowledge and skills when they join the Nursery are below the expected level for their age, especially in language and communication. However, the good environment provided encourages children to settle into clear routines and prepares them well to start in Reception.
- Attainment by the end of Year 2 has improved, especially in reading and writing. Attainment by the end of Year 6 has continued to improve in reading and mathematics. Pupils are now performing better than at the time of the previous inspection.
- Pupils whose first language is not English make rapid progress in all areas, through targeted intervention both within the class and within small groups. Pupils of different abilities and from different ethnic backgrounds achieve well as a result of the individual and small-group support they receive on entry to the school. This includes effective work with the family support worker.
- The improvement in progress is best in reading and mathematics and, as a result, considerably more pupils in Years 3, 4, 5 and 6 are on track to achieve their targets. This is a result of better teaching and the support provided in the intervention groups.
- More-able pupils generally make good progress because teachers and learning support assistants typically make sure the work is demanding and tailored to their particular needs.
- Learning in lessons is usually good. Pupils work together well; they treat each other's views with respect, share resources, help each other and discuss progress with their 'talking partner'. On occasions the learning slows down when pupils are not as involved or are not clear about how well they are doing or how to improve their work.
- Improvements made in teaching are securing good progress for all pupils, especially for those who are disabled or have special educational needs.
- Pupils entitled to the pupil premium also make good progress and there is no gap in attainment in English and mathematics between these pupils and the others at the end of Year 6. Many of these pupils, including pupils from the resource base, are making accelerated progress across the school from their individual starting points. This the result of well-focused support and effective interventions delivered by teachers and learning support assistants.
- The learning needs of pupils who move to the school from elsewhere are rapidly assessed and responded to, enabling them to settle quickly. As a result, they quickly achieve a good rate of progress in line with others, ensuring equality of opportunity.

The quality of teaching is good

- Teachers have good subject knowledge and expertise, which they use effectively to develop skills in literacy and numeracy across all subject areas.
- Teachers use assessment information well to make sure that pupils' work is carefully matched to their needs and differing abilities. They provide a range of interesting and demanding tasks that motivate all pupils and help them achieve well, including pupils integrated into the main class from the resource base. For example, in a Year 5/6 science lesson on liquids, solids and gases, pupils worked enthusiastically and collaboratively on their experiments.
- Teachers work closely with the large number of learning support assistants and keep them well informed about what pupils should achieve in lessons. This helps support the planning for individuals and small groups of pupils both within the class and for those withdrawn for support. This consistent approach helps the learning support assistants to make a valuable contribution to pupils' learning, especially when supporting disabled pupils and those who have special

educational needs.

- Teachers use a wide range of teaching methods effectively. Teachers' questioning is frequently searching, making pupils explain their thinking accurately and carefully and helping pupils explore and express their understanding. However, pupils do not always have sufficient opportunities to write at length or practice their writing skills in other subjects, which inhibits their progress.
- The school has recently changed the way teachers mark work, but these new approaches are not fully embedded. There is evidence of good marking, but advice to pupils on how to improve their work is not always clearly set out. As a result, pupils do not always know what they need to do to improve their work.
- Teachers set a good example to pupils in the way they respect each other and other adults. This contributes to building good relationships between pupils, who show respect and celebrate each other's achievement and success.

The behaviour and safety of pupils are good

- The school is a very harmonious community, with pupils valuing one another's religions and ways of life. Every opportunity is taken to teach pupils about respect in lessons and assemblies.
- Pupils are enthusiastic about learning and mostly work hard. Their behaviour is usually good, and sometimes outstanding.
- When pupils are playing outside, moving around the school or interacting with each other and adults, their behaviour is good. They are polite, friendly and helpful; they are respectful, tolerant and considerate.
- Behaviour is managed consistently well by all staff, including midday supervisors. The rules and procedures are applied consistently and evidence from school records shows that incidents of poor behaviour are infrequent, both within the main school and the resource base.
- Pupils interviewed agreed that they enjoy school. The school council provides pupils with an opportunity to take an active role in the decision making at their school. The Year 6 representatives have participated in the local school council cluster which has worked with the local council and the local Member of Parliament to bring about changes in the local community.
- Pupils have a good understanding of the different forms of bullying. They are aware that bullying does happen in everyday life; however, they report few incidents in school and say that any incidents are dealt with effectively.
- Pupils entering the school at times different from the normal start of the school year are well supported by staff and their peers to make sure they settle into their new school as smoothly as possible.
- Attendance has improved since the previous inspection and is broadly average. This reflects the diligence of staff in encouraging good attendance of all groups of pupils. The school is rigorous in its approach to dealing with absence, and works effectively to improve the attendance of all pupils.

The leadership and management are good

- Leadership and management are good because the headteacher provides excellent direction for the school to improve, with a strong focus on ensuring that teaching is good or better. This has

helped to speed up the rate of pupils' progress since the previous inspection. Leaders at all levels are agreed on what the school's areas of development are and what needs to be done to address these.

- Teachers' professional development is closely matched to the school's targets for improvement as well as to individual training needs. Teachers are given clear feedback on how to improve their practice and they are set specific targets linked to pupil progress and their areas of responsibility. These are also related to the national teachers' standards. Regular reviews and observations are implemented to support and monitor the whole process effectively.
- The school self-evaluation sets out the main areas for development, based on regular and rigorous monitoring. The school's actions to improve in these areas are evaluated for their effectiveness and appropriateness on a regular basis.
- Links with the local authority are strong. The local authority provides good-quality training as part of the school's programme of professional development to improve teaching.
- The school uses tracking data very effectively to monitor the progress of different groups of pupils, including those supported by the pupil premium, and to intervene and provide extra support where necessary. The pupil premium grant has been used for additional staffing to create smaller teaching groups and also to respond to the needs of pupils who start school mid-term with English as an additional language. As a result, pupils eligible for support are making good progress, at times better than other pupils in the school.
- The curriculum is vibrant and exciting and responds to the pupils' needs and aspirations. Extra funding for physical education will be used to renew the previously successful sports partnership led by a local secondary school. The school is very proud of its achievements in both football and basketball organised by the local cluster of Catholic schools.
- Opportunities to find out about their own locality and the wider world are good, and help pupils to learn about and respect the values and beliefs of different cultures. This promotes their spiritual, moral, social and cultural development well, and helps eliminate all forms of discrimination.
- Parents are pleased with the school. They report that their children are getting a good start to their education, that the school is well led and managed and that staff are professional, friendly and welcoming.

■ The governance of the school:

- The governing body has a clear understanding of the school's strengths and areas for development within the context of the community it serves and the needs of the pupils. The governing body is very clear about the performance of pupils and how it relates to the national picture. Governors make sure that statutory responsibilities are met; safeguarding requirements are fully in place and effective. Governors have a good understanding of the school, including the management of teachers' performance and the implementation of 'Teachers' Standards' and how they affect salary progression. Governors know what the school is doing to reward good teachers and are ready to tackle any underperformance. Governors monitor spending carefully and are aware of how the school is using the pupil premium funding to improve pupils' achievement. Governors make sure they are kept up to date with training to improve their effectiveness, especially when holding leaders to account.

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	110005
Local authority	Reading
Inspection number	427291

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

Type of school	All-through
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	365
Appropriate authority	The governing body
Chair	Marguerite Crockford
Headteacher	John Cosgrove
Date of previous school inspection	16 November 2010
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