

Christ The King Catholic Primary School

Durdells Avenue, Kinson, Bournemouth, BH11 9EH

Inspection dates 11–12 February 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Require improvement	3
Leadership and management		Require improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Too many pupils do not achieve well in English and mathematics.
- Standards have not been high enough.
- Teaching has for some time been inconsistent in its quality and impact. More-able pupils in particular do not always reach their full potential in lessons or in national tests.
- Pupils' work is sometimes marked too generously and pupils are not consistently expected to act upon their teachers' comments.
- Subject leaders have not had sufficient opportunities to check the quality of teaching and learning effectively in their subjects.
- Behaviour in lessons varies. Less-experienced staff do not always make sure that pupils have the positive attitude towards learning which would enable them to make good progress.
- Several of the school's efforts to improve the quality of teaching and learning, including the sharing of good practice, are at a relatively early stage and are therefore not yet having a full or sustained impact.

The school has the following strengths.

- Achievement is improving as staff help all groups of pupils, including disabled pupils and those with special educational needs, and those supported by the pupil premium, to make better progress.
- Pupils feel very safe and well cared for.
- The great majority of parents and carers are very positive about the school.
- The school makes sure that pupils benefit from good opportunities to develop spiritual, moral, social and cultural awareness.
- Governors are committed to tackling areas of concern.

Information about this inspection

- The inspectors observed 22 lessons, taught by 14 teachers. Four of the observations were carried out jointly with the headteacher. Inspectors also observed some classes for short periods of time and saw some pupils with specific learning needs being supported outside the classroom. They also heard pupils read.
- Meetings were held with the headteacher, other staff, pupils, several members of the governing body and a representative from the local authority.
- The inspection team took account of 28 responses to the online questionnaire, Parent View, and 29 questionnaires returned by staff.
- Inspectors observed the school’s work and scrutinised a variety of documentation, including the school improvement plan, information on pupils’ progress, records of monitoring, the school’s evaluation of its own work and records relating to safeguarding.

Inspection team

John Laver, Lead inspector

Additional inspector

Elizabeth Strange

Additional inspector

Michael Pye

Additional inspector

Full report

Information about this school

- The school is larger than the average-sized primary school.
- The great majority of pupils are of White British heritage.
- The proportion of pupils known to be eligible for the pupil premium, which is additional funding provided by the government for children in local authority care, pupils known to be eligible for free school meals and other groups, is slightly below the national average.
- The proportion of disabled pupils and those with special educational needs supported through school action is below average. The proportion supported at school action plus or with a statement of special educational needs is above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- There are a Nursery and two Reception classes in the Early Years Foundation Stage. There are two classes in each of Years 1, 2 and 3, reflecting an increasing school roll, and one class in each of Years 4, 5 and 6.
- The school runs its own nurture group for pupils who sometimes find aspects of lessons difficult to cope with.
- The school operates a breakfast club and an after-school club.
- The headteacher joined the school two-and-a-half years ago. Since then, there have been several changes in teaching staff, including at senior leadership level.
- The school is a 'Rights Respecting School' and in September 2013 adopted a new curriculum with an international dimension.

What does the school need to do to improve further?

- Improve teaching, so that it is consistently good or better, by:
 - strengthening the expertise of less-experienced staff in managing behaviour so that pupils always have a positive attitude towards learning in lessons
 - making sure there is more consistency and accuracy in the ways teachers mark work and how they expect pupils to act upon teachers' comments.
- Raise the attainment and improve the progress of pupils, especially the more able, in English and mathematics, by:
 - making sure that pupils are set tasks and activities which are sufficiently difficult.
- Improve the impact of leadership and management by:
 - strengthening the role of subject leaders by checking teaching and learning to bring about sustained progress in their subjects
 - making sure that the sharing of good practice is spread across all teaching staff so that teaching improves more rapidly.

Inspection judgements

The achievement of pupils

requires improvement

- Since the previous inspection, many of the pupils have only made expected progress, mainly due to inconsistencies in teaching. Children join Reception with levels of skill and knowledge below those expected for their age. Although girls sometimes leave school with levels of attainment just above the national average, too many pupils have not attained the expected levels by the time they leave school at the age of 11.
- Too few pupils, including the more able, have reached the higher levels of attainment in English and mathematics. This is because the work they do in lessons is not consistently suited enough to their abilities.
- Historically, pupils' progress has varied, especially in Years 3 and 4, because of inconsistency in the quality of teaching between classes. The differences in the rate of progress between classes are also evident in the Early Years Foundation Stage, where children in the Nursery make more rapid progress than in Reception.
- Progress in reading in particular has not been as good as it should be. This is because there were not enough resources and approaches to teaching reading that catered sufficiently for all pupils' interests.
- The progress of pupils supported by pupil premium funding, although improving, is uneven, as is the progress of disabled pupils and those who have special educational needs. This is because the measures to cater for their needs are still at an early stage of making an impact.
- Achievement is not as good as it should be in some lessons. This was seen, for example, when pupils were doing tasks which were too easy for them, such as repetitious mathematical exercises. This took up too much time before pupils moved on to more interesting and difficult tasks which they were capable of doing much earlier in the lesson.
- The school's efforts to improve achievement are having a positive impact. Pupils in Year 1 are on track to do better than in some previous performances in reaching or exceeding the expectations for their age in the annual reading check of their skills in phonics (the linking of letters and sounds). Pupils were able to talk confidently to inspectors about their reading, and read with interest and fluency.
- Pupils were observed making good progress in several lessons. Pupils in a personal, social and health education lesson collaborated well in discussing the likely consequences of choosing different courses of personal action, thereby developing both personal qualities and speaking skills.
- Evidence of improved achievement is also evident from the school's own tracking of pupils' progress. In some classes and year groups, a substantial proportion of pupils are now making progress at a faster rate than expected nationally.
- The previous gap in progress between boys and girls has disappeared in most classes. Many pupils are now on track to meet their targets.
- The gaps in progress between pupils supported by pupil premium funding and the others in the school have also narrowed significantly, from a situation when it was sometimes up to two terms behind that of many other pupils in mathematics and English. The improvement is due to the school's efforts to provide additional support.
- The progress of disabled pupils and those with special educational needs requires improvement, because although there have been improvements, there is still some unevenness.

The quality of teaching

requires improvement

- Teaching was inadequate in the previous two years, resulting in the inadequate progress reflected in recent assessment data. During the current year teaching has improved, but it requires further improvement because there are still inconsistencies which affect pupils' progress

in some classes.

- Pupils enjoy many lessons, but their learning is not always as good as it could be. Partly, this is because the activities pupils do in class are sometimes too easy, or pupils do not have enough time to complete the more difficult tasks because they begin them too late. This is the case in both English and mathematics lessons.
- Inadequate teaching has been eradicated and much teaching is now good. However, there are still inconsistencies, which is why the improving progress in reading, writing and mathematics is more evident in some year groups and classes than in others.
- Teachers do not always manage behaviour well, so that their pupils do not learn new skills and knowledge as effectively in lessons as they should.
- Although there is a considerable amount of good marking of pupils' work, some of the work is marked too generously. Pupils are not always expected to act upon teachers' comments about how to improve their writing.
- There is some good display work around the school, showing pupils' achievements, but in some classrooms the display of pupils' work and achievements is less prominent.
- Good teaching typically engages pupils' interests well, whatever approaches the teacher uses. Children in the Nursery talk thoughtfully about the toys with which they were playing. Older pupils talk enthusiastically about the news topic they are studying.
- Disabled pupils and those who have special educational needs make good progress in developing their basic literacy and numeracy skills, as well as their confidence, when teaching assistants work with them effectively.
- Improvements in teaching are the result of the headteacher's actions. There have been several changes in the teaching staff since the previous inspection. Leaders have also provided a good range of opportunities for teachers to develop their professional skills. Parents and carers believe that the teaching is good. However, not all the best practice seen is shared effectively throughout the school, which is why there is still too much teaching over time that is not yet good.

The behaviour and safety of pupils

require improvement

- The behaviour of pupils requires improvement. Although it is usually good around the school, older pupils told inspectors that they do not think it is always good in lessons. Several of the staff who sent in questionnaires to the inspection team did not regard behaviour as good, and a few parents and carers agreed.
- In some lessons, pupils do not show a very positive attitude towards learning. Some staff do not always know how to engage all the pupils in the class effectively. In these situations, the pace of learning slows.
- The school's work to keep pupils safe and secure is good. Parents and carers, and pupils, confirm that they feel very safe in school. The school gives a high priority to supporting pupils from potentially challenging circumstances. Such pupils get additional support, for example, in the nurture group, so that they have a good opportunity to develop their confidence and personal skills as well as their academic skills.
- Older pupils enjoy taking on responsibility, through serving on the school council, fund-raising and helping other pupils.
- The leadership has worked hard to improve pupils' attitudes towards learning, through activities such as celebration assemblies and various reward systems. The school now holds Rights Respecting status.
- Pupils' enjoyment of school is shown in the above average rate of attendance. There have been few exclusions and no racist or homophobic incidents. Pupils are taught to recognise and deal with various forms of bullying, and despite some concerns about behaviour, they do not regard bullying as an issue for the school.

The leadership and management require improvement

- Leadership and management require improvement, because progress in improving the school has been relatively slow. This is largely due to the fact that leaders have had to deal with major issues in teaching and there have been several significant staff changes.
- There have been several initiatives to improve teaching and achievement, but they are quite recent. They have not become fully embedded and so are not yet secure enough to show sustained improvement.
- Subject leaders are enthusiastic about supporting colleagues and managing developments in their subjects, but they have not had enough opportunity to check the quality of teaching and learning or pupils' progress in their subjects.
- The local authority has provided support for the school since the previous inspection, for example in bringing in expertise to support staff training which has helped to improve teaching.
- Leaders' analysis of the school's strengths and weaknesses is mostly accurate, although occasionally optimistic. They are focusing on the right areas for improvement and the headteacher is working to move the school forwards at a faster pace.
- Pupil premium funding has been spent on additional staff and resourcing, and the impact is evident in the improving progress of eligible pupils in developing better literacy and numeracy skills, more in line with other pupils.
- Primary sports funding is being used constructively, for example in providing good training for staff, and the school employs specialist sports coaches. Sport has a high profile in the school and pupils are successful in various sporting competitions.
- Other initiatives are also having an impact. The school has invested in new reading resources which are improving reading standards and enjoyment. The adoption of a new curriculum is very popular with older pupils, who talked enthusiastically to inspectors about the topics and the wider perspective it has given them on the outside world.
- The school makes effective use of its links with several local schools. These provide good opportunities for pupils, for example, to use sports facilities elsewhere. They also provide staff with training possibilities, although some staff have had limited opportunities to observe and share best teaching practice. The school provides a Saturday school for gifted pupils.
- The headteacher has a very robust policy towards accountability and rewarding success. Staff performance is managed carefully. Pay and responsibilities are linked to performance, and there is now a shared understanding of what is expected of staff.
- There are very good opportunities to promote spiritual, moral, social and cultural development. Links with the church are strong, and the school's Christian message is given a high profile. Parents and carers are invited into the school for various events and activities such as hearing their children read. Music is particularly strong in the school, including its very successful choir.
- The school's safeguarding policies and practices meet requirements. Staff awareness is updated, and parents and carers get information about how to keep their children safe. As a result, although there are variations in pupils' academic progress, there is a strong sense in the school of every pupil having an equal opportunity to enjoy what the school offers within its supportive Catholic structure.
- **The governance of the school:**
 - Governance has improved since the previous inspection. Governors identified that accountability was not strong enough in the past. Governors have always been active, but are also now more secure in their knowledge of the school's strengths and weaknesses. They understand how pupils perform compared to pupils elsewhere in the country. They appreciate the importance of linking initiatives like pupil premium funding to the impact it has on learning. Governors now understand more clearly the quality of teaching. They appreciate their role in ensuring accountability and managing performance, and keep themselves updated in aspects such as safeguarding so that they can fulfil their responsibilities conscientiously. Governors challenge the leadership when appropriate, for example querying what was being done to improve reading standards in the school. Governors share the headteacher's determination to improve the school's performance and make the school good.

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	113846
Local authority	Bournemouth
Inspection number	441006

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	348
Appropriate authority	The governing body
Chair	Father William Muir
Headteacher	Clare Tickel
Date of previous school inspection	12–13 July 2011
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