

Christ The King Catholic Primary School

Allport Road, Bromborough, Wirral, Merseyside, CH62 6AE

Inspection dates 11–12 September 2014

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

Summary of key findings for parents and pupils

This is a good school.

- As a result of well-organised provision, children settle quickly into the early years and, from starting points that are similar to those expected, achieve well.
- Pupils make good progress through Key Stages 1 and 2. Standards in reading, writing and mathematics are consistently above average by the end of Year 6 and are sometimes significantly above average.
- Pupils of all ages achieve particularly well in reading and this is a strength of the school.
- Behaviour and safety are good. Pupils enjoy school a good deal and achieve well. Attendance is above average.
- Pupils are encouraged to be respectful and tolerant of others, to acknowledge different viewpoints and to think about the consequences of their own actions.
- Teaching focuses clearly on developing pupils' basic skills in reading, writing and mathematics.
- The headteacher and other leaders provide good leadership. They have an accurate view of the school's performance, including teaching, and use this well to ensure that the achievement of all groups of pupils is good and continues to improve.
- Governors contribute strongly to the school's strategic direction. They are knowledgeable about the school's strengths and weaknesses.

It is not yet an outstanding school because

- Teachers' marking and feedback do not always provide the guidance pupils need to improve their work and pupils do not have the time they need to respond to and act upon such comments.
- Parents are not always made aware of actions taken by the school; they do not play a full part in supporting their children's learning nor participate or feel encouraged to be fully involved in the life of the school.

Information about this inspection

- Inspectors observed pupils in all classes, visiting 17 lessons in all, including a joint observation with the headteacher. In addition, pupils were observed at playtimes, lunchtimes and at the beginning and end of the day.
- Inspectors looked at pupils’ books, including some of last year’s work, as well as the work they were doing in lessons.
- Meetings were held with senior and subject leaders, representatives of the governing body, a representative from the local authority and groups of pupils.
- Inspectors reviewed the school website.
- Inspectors looked at a range of the school’s documentation, including the school’s evaluation of its own performance, the school’s own data on pupils’ achievement, minutes of governing body meetings, monitoring records and the records of how the school uses its funding, especially how money from the pupil premium and sports funding is used.
- Inspectors analysed the 86 responses to the online parent questionnaire (Parent View) and took into account these views. Analysis of the most recent parent survey undertaken by the school was taken into account. Inspectors also spoke to a large number of parents during the inspection.
- There were 31 responses to the staff inspection questionnaire and these were taken into account by inspectors.

Inspection team

Jane Salt, Lead inspector

Additional Inspector

Lyn Pender

Additional Inspector

Jennifer Platt

Additional Inspector

Full report

Information about this school

- The school is larger than the average-sized primary school.
- The very large majority of pupils are White British, with a very small minority who belong to minority ethnic groups or who speak English as an additional language.
- The proportion of disabled pupils or pupils with special educational needs supported at school action is below average. The proportion supported at school action plus or who have a statement of special educational needs is also below average.
- The proportion of disadvantaged pupils who are supported through the pupil premium is below average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals and those children who are looked after by the local authority.
- The school meets the government's current floor standards which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.

What does the school need to do to improve further?

- Improve the quality of teaching, to raise further pupils' achievement so that it is outstanding by:
 - ensuring teachers' marking and feedback always provide the guidance pupils need to improve their work and ensuring pupils have time to respond to and act upon such comments
 - involving pupils more in reviewing and checking their own work so they have a better understanding of how to improve their work.
- Continue to improve the effectiveness of leadership and management by:
 - ensuring that improvement plans have clear ways of measuring their success, so that leaders and governors can more easily check the impact of actions on improving teaching and pupils' achievement
 - improving engagement and communication with parents so they are aware of actions taken by the school and are able to play a greater part in supporting their children's learning and participate more in the life of the school.

Inspection judgements

The leadership and management are good

- Leaders and governors set a clear direction for the school, actively promoting high standards and a caring ethos. Their effective review of data showing the school's performance pinpoints any areas for improvement and these have been tackled successfully to maintain the school's high standards of the last few years.
- Middle leaders have developed their roles and, along with the subject leaders, are making a strong contribution to ongoing improvements. They use the detailed and accurate information about pupils' achievement to identify any pupils who are at risk of falling behind; action is quickly taken to make sure extra help is provided where needed.
- Systems in place to improve the quality of teaching are good. Teachers are regularly observed teaching and provided with feedback on how to improve. Leaders are aware that there remains some inconsistency in the quality of feedback pupils receive and are taking appropriate steps to further address this.
- The curriculum has recently been reviewed and new curriculum plans developed, which are thorough and clearly focused on developing pupils' basic skills across a number of topics. There are good opportunities for enrichment both in and beyond school, particularly within the arts. The curriculum is sufficiently flexible so that pupils of differing needs and abilities, including the most and least able and disadvantaged pupils, can make equally good progress.
- The performance of teachers is regularly reviewed. Any pay progression is closely linked to the progress made by pupils. Development and training are identified and provided where appropriate. The school's view of its own performance is accurate and closely influences the school's plans for improvement. While the plan identifies key priorities and gives information about actions to be taken, it does not always make clear how school leaders and governors will check and measure whether the actions have had the required impact on improving pupils' achievement.
- The school uses additional funding effectively. The pupil premium enables disadvantaged pupils to achieve well and make similar progress to other pupils. The primary school sports funding is extending the provision for physical education within the school and providing wider opportunities for the benefit of all pupils.
- The local authority has provided light-touch support for the school and agrees that this is a good school. It offers effective support, such as providing training and development opportunities for governors and other leaders.
- The majority of parents are happy with the school and praise the 'family' atmosphere, saying their children are happy and achieve well. A small minority of parents expressed their view that there is scope to improve the school's communication with parents, including opportunities to get involved in their children's learning. School leaders agree and this is why plans are now in place to review and improve procedures, including the website content.
- **The governance of the school:**
 - The governing body is well led and knowledgeable. It is at full strength and has no problems recruiting members. A wide range of skills and experience are represented and members are fully committed to supporting the school. Governors take full advantage of training opportunities and strive to improve their effectiveness further.
 - Governors have good understanding of the school's performance, including by reviewing data, and know how well the school's performance compares to other schools nationally. As a result, governors provide effective support and challenge for leaders. They check the school's work through regular visits and candid discussion at meetings. They are fully aware of how the school's leaders are improving the quality of teaching and learning. Governors have a good understanding of the use of additional funds, including the pupil premium, how it works and its impact on pupils' performance and the primary school sports funding.
 - Governors are aware of their statutory duties regarding safeguarding and have made sure the school's arrangements meet statutory requirements.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Pupils are polite and treat others respectfully. Older pupils enjoy being 'buddies' to the younger children starting school. Pupils of all ages behave well in lessons and are able to learn without disruption. Attitudes to learning are good, but occasionally a few pupils do not concentrate

as well as they could.

- The school's work to keep pupils safe and secure is good. Pupils say they feel safe at school and responses from parental surveys indicate that a vast majority agree that their children are kept safe. Pupils understand different forms of bullying, including cyber-bullying, and can recall what they learned from the 'Bully Busters' when they visited the school. Pupils say that any instances of bullying are dealt with quickly by teachers.
- Pupils enjoy opportunities to play and socialise with others and they use the increasing amount of outdoor equipment sensibly and with enthusiasm. Younger children said they enjoyed eating their lunch and 'having a chat' with their friends in the dining hall.
- Attendance is above average overall.

The quality of teaching is good

- Teaching is good overall and focuses on developing pupils' basic skills in reading, writing and mathematics. Teachers set high expectations and plan lessons that build up the skills pupils need to improve further, including the small number of pupils from minority ethnic backgrounds and those who speak English as an additional language. In a Year 5 literacy lesson, one pupil said that practising skills in the first part of the lesson had helped him to be confident in tackling work when working without adult support.
- Reading is promoted strongly throughout the school and pupils of all ages read well. The teaching of phonics (letters and the sounds they make) has been reviewed and strengthened and, as a result, more pupils are now achieving the required standard in the screening check in Year 1. Regular sessions to read in groups, with adult support, focus on developing pupils' comprehension skills. This ensures that pupils develop skills which will help with their understanding of a wide range of texts when reading without support.
- The teaching of numeracy is good. New resources to support the teaching of mathematics have ensured that the school uses a more consistent approach. This has improved standards for the younger pupils. Older pupils are well supported through the use of an additional teacher so that lessons are more tailored to pupils' varying needs and abilities.
- Work in pupils' books, both currently and from last year, shows that pupils' work is generally neat and well presented; they produce a good amount of work, particularly in writing and mathematics. Work in topic books is equally well presented.
- Regular checks of how well pupils are doing are undertaken. These, along with teachers' marking which identifies where pupils have been successful in their learning, ensure that pupils are clear about how they are getting on. However, marking does not always provide enough guidance to pupils on how to improve further. Pupils do not always respond to teachers' feedback and reflect on their next steps in learning. As a result, progress is sometimes hampered.
- Teaching assistants and other adults provide good support to those with special educational needs or requiring extra help.

The achievement of pupils is good

- From starting points that are similar to those expected when children join the school in the early years, pupils achieve well across the school. Standards by the end of Year 6 are consistently above average, and sometimes significantly so, in reading, writing and mathematics.
- Pupils achieve well in Years 1 and 2 and attainment at the end of Year 2 is consistently above average in reading, writing and mathematics. Changes to the teaching of phonics have ensured that the proportion of pupils reaching the expected level in the phonics screening check at the end of Year 1 in 2014 improved and is now above average. This improvement is also reflected in the quality of pupils' writing in Key Stage 1.
- Between Years 3 and 6, pupils continue to make good progress. Unvalidated data of test results at the end of Year 6 in 2014 indicate that most pupils made the expected rate of progress and a significant proportion have done better than this; in reading, the proportion doing better than expected is high.
- Standards in reading are high and this is a strength of the school. Pupils demonstrate a range of skills to tackle difficult words and texts, they are confident readers. Older pupils talk enthusiastically about the books they have read, which are from a wide range of genres. They read widely and regularly; they enjoy choosing their own books to read at home.

- In Year 6 in 2013, the attainment of disadvantaged pupils supported by the pupil premium was about one year behind others pupils in the year group overall in reading, writing and mathematics. This gap in attainment was slightly wider than the gap nationally. However, disadvantaged pupils made similar good progress from their previous starting points. School data and inspection evidence show that overall, the achievement of disadvantaged pupils is improving further, following the introduction of more focused support for individuals and groups, including that from an additional teaching assistant. As a result, the gap in achievement between disadvantaged pupils and other pupils is closing.
- Disabled pupils and those who have special educational needs make good progress from their individual starting points. They are well supported by teachers and teaching assistants who make sure they can access their learning well and progress at similar rates to their peers.
- The most able pupils make good progress and achieve high standards in reading, writing and mathematics. An above average proportion of pupils achieve at the higher levels. They often undertake more difficult work in lessons and respond well to the challenges set by their teachers.
- The very small proportion of pupils from minority ethnic backgrounds or who speak English as an additional language make progress in line with other pupils. The school promotes well equality of opportunity; school leaders ensure all pupils are given support so they have an equal chance to succeed.

The early years provision

is good

- Most children start school with skills and abilities typical for their age. Children settle quickly into the early years and achieve well. The proportion of children achieving a good level of development by the end of Reception Year is above average.
- Children observed during the inspection are not yet attending for full days, but are quickly getting to know their new environment. They are being introduced to the clear routines and expectations and are responding well to the adults working with them. During some of the activities observed that children chose for themselves, they were encouraged to copy the good quality speaking and listening of the adults, such as for example, when one child re-told her version of the Rapunzel story.
- Activities led by adults are well focused on developing basic skills, such as holding a pencil properly and forming letters correctly. Effective use of early assessments of what children already know and can do ensures children are grouped appropriately for different activities. A review of the school's information that records the achievements of children overtime provides clear evidence of good progress; children are well prepared for learning in Year 1.
- Leadership of the early years is good; there is a clear direction set for continuing improvement, though this is not yet fully reflected in the action plan.

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	105081
Local authority	Wirral
Inspection number	448283

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	412
Appropriate authority	The governing body
Chair	Sharon Moore
Headteacher	Kevin Doogan
Date of previous school inspection	3 Febraury 2010
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