

Christ The King Catholic Primary School

Glenfield Road, Leicester, LE3 6DF

Inspection dates 13–14 November 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Achievement of pupils		Outstanding	1
Early years provision		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- The school is expertly led and managed by the headteacher and senior leaders. They have established a highly successful and shared vision that has led to excellent teaching and high standards in all of the school's work.
- Children get off to a very strong start in the Early Years Foundation Stage. Outstanding provision leads to children making rapid progress.
- The excellent progress seen in the early years is sustained for all groups of pupils as they move through the school. Any gaps in achievement between individuals or groups are quickly identified and addressed. The great majority of pupils achieve very well and their results comfortably exceed national averages by the time they leave school at the end of Year 6.
- The quality of teaching is outstanding. Teachers have excellent subject knowledge and know and plan for the needs of their pupils very well. As a result, pupils are inspired by, and highly engaged in, their learning.
- Pupils' behaviour is outstanding. They have a genuine appetite for learning and behave exceptionally well, both in lessons and around the school. Their exemplary behaviour makes a strong contribution to their learning.
- The school makes sure that all pupils are safe and secure. Pupils have a very thorough understanding of how to stay safe and talk readily about the trust they have in the adults who work with them in the school.
- The school's work to promote spiritual, moral, social and cultural development is excellent. Pupils have an impressive knowledge of different faiths and cultures, showing tremendous respect and tolerance for their beliefs and customs.
- Well-informed governors hold school leaders rigorously to account and have ensured the school has improved significantly since the last inspection.
- Parents are overwhelmingly supportive of the school's work. They appreciate the opportunities the school provides for them to participate and express their views.
- Leaders recognise the need to ensure the quality of teaching remains as high as it currently is as teachers respond to the demands of the new National Curriculum. They plan to work in even closer collaboration with other schools to bring this about.

Information about this inspection

- Inspectors visited 15 lessons or part-lessons to observe teaching and learning. The majority of visits were observed jointly with the headteacher and deputy headteachers.
- During observations in lessons, inspectors spoke to pupils about their learning and looked at work in their books. They considered the role of additional adults where they were present.
- Inspectors scrutinised a wide range of the school's documents. These included records related to behaviour and safety, achievement, performance management, minutes of governing body meetings and the school self-evaluation and school development plan.
- Meetings were held with senior and middle leaders, groups of pupils and members of the governing body and a representative of the local authority.
- Inspectors considered the views of parents by speaking to them at the start of the day and through 49 responses to the online questionnaire, Parent View. Inspectors also took into account results of the school's own questionnaire for parents and the responses to the staff questionnaire.
- An inspector observed the breakfast club in operation.

Inspection team

David Edwards, Lead inspector	Additional Inspector
Keith Putman	Additional Inspector
Melanie Callaghan	Additional Inspector

Full report

Information about this school

- Christ the King is a much larger than average primary school situated on the outskirts of Leicester City. It is expected that pupil numbers will grow.
- Provision in the early years takes the form of a Reception class. Children enter at four years of age and attend full-time.
- The pupils are organised into 11 classes; seven single-age classes and four mixed-age classes. This is a denominational school and all pupils, including those from minority ethnic families, are Christian.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Pupils from minority ethnic groups make up over half of the whole school roll. The largest group comes from an Indian background, but there are smaller numbers of pupils with Pakistani, Bangladeshi and other Asian heritages. About 40% of pupils speak English as an additional language.
- At 18%, the proportion of disabled pupils and those who have special educational needs is broadly average compared to that seen nationally.
- The proportion of pupils eligible for additional support through pupil premium funding is much lower average. Less than 10% of pupils in school are eligible for this additional government funding. It is provided for pupils known to be eligible for free school meals and those in local authority care.
- The school has a breakfast club which is the responsibility of the governing body.
- The headteacher is the Chairperson of the local Development Group of primary, secondary and special schools. He is a Local Leader of Education (LLE) and an Ofsted inspector.

What does the school need to do to improve further?

- Extend the collaboration with neighbouring schools, so that the teaching of the new National Curriculum is as exciting and challenging as current provision.

Inspection judgements

The leadership and management are outstanding

- The headteacher is an exceptional leader. He and his senior leadership team communicate their high expectations extremely effectively. They have secured a clear understanding and acceptance by all staff of the levels of achievement and good behaviour that should be the norm in their school and a recognition that 'only the best is good enough'. This is underpinned by a strong commitment to staff training. Consequently, teaching and achievement have both improved sharply since the last inspection.
- Leaders' self-evaluation and plans for further improvement are clear and comprehensive. Leaders use their expertise to support other local schools very effectively.
- Leaders at all levels are highly skilled at using information about pupils' progress to adapt plans for teaching. Any pupil whose progress slows is quickly identified and plans are changed to make sure that they quickly get back on track.
- Subject leaders produce well-considered plans for improvement based on their detailed analysis of patterns in pupils' achievement. Their leadership skills are developing rapidly because of the excellent support and training provided by senior leaders.
- The curriculum is extensively enriched by music, sport, outdoor learning and visits, for example, to places of worship. These opportunities form the basis for pupils' outstanding spiritual, moral, social and cultural development. The curriculum is well-planned, with a sharp focus on reading, writing, mathematics and communication, and an equal emphasis on the need to be sensitive to the needs of others and those whose beliefs may be very different to their own. As a result, pupils are inspired and engaged by their learning and very well-prepared for the next step in their education and life in modern Britain.
- The promotion of equality of opportunity is a very strong feature of the school's work. All pupils are given full access to everything the school has to offer and the needs of each individual child are considered very carefully. Discrimination of any kind is not tolerated. Consequently, the achievement of all groups of pupils is outstanding.
- Additional funding is used very effectively for disadvantaged pupils to provide them with individual support. The needs of each pupil are catered for on an individual basis, with leaders and governors making informed decisions about how to use funding most effectively so that this is possible. This helps the small numbers of disadvantaged pupils to make the same excellent progress as their classmates.
- Primary school sports funding is being used very well to increase competition between schools, provide sports coaching in this school and to offer sports training for teachers.
- Parents are overwhelmingly supportive of the school's leadership. Their confidence is expressed through their participation in the many events and activities the school invites them to attend. When an inspector asked if there was anything they would change about the school if they could, they overwhelmingly replied 'No'.
- The local authority has enormous confidence in the school. It acknowledges its high standards of achievement and provides levels of support that reflect the school's quality appropriately. It encourages other schools to view the excellent practice that it rightly believes is going on at Christ the King. It is aware that the work of this school as well as its local cluster of schools has been enhanced by the lead taken by the headteacher in this work and his work as Chairperson to the Local Development Group of primary, secondary and special school headteachers.
- **The governance of the school:**
 - The governing body, whose members include many parents and representatives of the wider church, makes an extremely positive contribution to the school's success. Governors monitor the work of the school as well as their own work and performance, extremely well. They ensure that every pupil is given an equal opportunity to succeed. They have up-to-date knowledge of pupils' achievements and the

quality of teaching and provide sufficient challenge to the school to move it forward in both respects.

- The governing body places a strong emphasis on the best use of all available funding. Governors help to make sure that additional funding is used as effectively as possible to help all pupils achieve exceptionally well. They carefully consider the use to which the school puts additional funding for disadvantaged pupils.
- Governors are involved in setting targets for the headteacher and carefully oversee the arrangements for setting targets for other staff. They are fully aware that teachers' pay awards should always be securely linked to the progress that pupils make.
- Together with senior leaders, they ensure that all statutory safeguarding requirements are fully met and that, as a result, pupils are safe at school.

The behaviour and safety of pupils are outstanding

Behaviour

- The behaviour of pupils is outstanding. They are crystal clear about the high standards that all adults expect of them and which they have helped to create. They invariably live up to these standards because they understand their purpose.
- In lessons and as they move about the school, pupils demonstrate exceptionally positive attitudes to learning. Their exemplary behaviour makes a strong contribution to the learning that takes place. They value the time given to think about their work. They have been taught well how to work together to deepen their learning.
- Children in the Reception class behave very well and are extremely polite to each other. They are keen and enthusiastic learners who take delight in finding out things for themselves.
- Pupils relish the responsibilities they have been given for some aspects of behaviour and safety, for example, when working as play leaders organising games and activities at lunchtime. They help out with the organisation of playtime activities so that other pupils can enjoy these as much as possible. Pupils are extremely proud of their academic work and this is reflected in the excellent quality of presentation of work in exercise books. They also take good care of the school building and surrounding grounds.
- There have been no exclusions for many years. Learning is never disrupted by poor behaviour and the pupils say that, 'we can just get on with our learning.'
- The school breakfast club is very well-attended. It gives pupils an excellent start to the day and helps to ensure that pupils are punctual.
- Attendance is consistently above average, reflecting pupils' enjoyment of coming to school.

Safety

- The school's work to keep pupils safe and secure is outstanding. Pupils feel safe and have been taught well how to keep themselves safe. For example, pupils in Year 6 can explain the importance of keeping information about their identity safe when using the internet. All adults understand the need for safeguarding procedures to be clear and robust and work well together to ensure agreed procedures are implemented consistently. Communication between adults about matters regarding safety is very good.
- Pupils speak about how much they trust the adults who work with them. They feel that they can share any concerns with staff and are confident that these would be dealt with quickly and sensitively.
- Pupils have a secure understanding of the different types of bullying but insist that bullying is not an issue in this school. They say that they would not hesitate to speak to an adult if they were concerned, not just about themselves, but also about any of their friends being bullied. Parents who spoke with inspectors also endorsed the fact that bullying is not an issue in the school.

The quality of teaching is outstanding

- The quality of teaching is consistently good and much is outstanding. This helps pupils learn quickly and achieve exceptionally well during their time at this school.
- Teachers have very high expectations of pupils and insist on prompt starts to lessons and the highest possible standards in the presentation of work and on the amount of work to be completed by pupils in a given time. Pupils meet these expectations very well and work is usually finished to a high standard of neatness and accuracy.
- A particular strength of teaching is how well and how promptly pupils' understanding is checked as each lesson proceeds, and the skill with which staff question pupils to ascertain their knowledge. These features make a notably positive impact on the quality of the pupils' learning.
- Teachers have excellent relationships with pupils, which results in a very positive climate for learning in all classes. The atmosphere is one in which it is expected that pupils will seek to produce work of the very highest quality, whether in single or mixed-age classes.
- The teaching of phonics (letters and the sounds they make) is very good. Pupils decode and read words very well and they have regular opportunities to develop inference and comprehension skills in their reading. Guided reading is taught very well because it is very well-organised and this ensures that reading standards are high across the school.
- The teaching of mathematics is often impressive. Pupils are frequently asked to use and apply the skills that they have learned to real-life problem solving situations. Lessons are engaging and challenge the most-able to think really hard.
- Similarly in writing, teachers look to extend pupils' skills at all times and offer them regular opportunities to develop their writing at length in other subjects. This means that their achievement in writing is frequently very good indeed. Activities often help pupils to see how different subjects and topics relate to one another. For example, in a writing lesson on journeys, the teacher initiated a discussion about how weather influences the climate. Consequently, pupils quickly appreciated how their learning in English and science, for example, could be linked.
- The teaching of other subjects is imaginative and compelling. Teachers' subject knowledge is often excellent and pupils respond with alacrity to the stimulating insights and activities teachers use their knowledge to present them with. For example, in one excellent writing lesson, pupils used the skills they have learned in personal, social and health education to write a persuasive text about the merits of eating meat or being vegetarian, and went on to consider whether people ever had the right to take the lives of others.
- The skills of teaching assistants are considerable and targeted well to support individuals and specific groups of pupils to ensure they make excellent progress. Wherever possible, pupils are taught in groups which address their learning needs very precisely. The very skilled support these adults provide has ensured that pupils who have English as an additional language, disabled pupils and those who have special educational needs, all achieve well as they progress through the school.
- Teachers consistently challenge the most-able pupils in English and mathematics to reach the highest levels and deepen their knowledge and understanding. Teaching over time has been very effective in ensuring the most able reach high standards in their work.
- Marking is very effective. It ensures that all pupils are very clear about what they need to do to improve and it is very effective in accelerating progress.

The achievement of pupils is outstanding

- All groups of pupils make excellent progress from Year 1 to Year 6. By the end of Year 6, standards in reading, writing and mathematics are usually well above average. Standards have been sustained at a consistently high level for five years.

- In the Reception class, children make good progress in all areas of learning. They enter Year 1 with attainment that is just below the national average, but because of the good progress they make throughout Key Stage 1, they enter Key Stage 2 with attainment that is slightly above the national average.
- Checks on their knowledge of phonics (the sounds that letters make) indicate that nearly all pupils meet the expected standard by the end of Year 1.
- All pupils make at least the progress expected of them across Years 3 to 6, with a high proportion making more than expected progress. Work in pupils' books shows that they achieve very well in a range of subjects.
- The most-able pupils make excellent progress because staff do not place any limits on what they can achieve and they are encouraged to 'aim high'. Staff are usually ready to present these pupils with an 'extra challenge' in class should they complete their work quickly. The strength of their mathematical knowledge was clear in their explanations of the various approaches that could be used to calculate division in a Year 6 mathematics lesson. Year 6 results in mathematics are frequently better than those of other pupils nationally at the highest level (6).
- The numbers of pupils eligible for support through additional funding is low in most classes. These disadvantaged pupils make the same rapid progress as their classmates and progress as quickly as similar pupils nationally. The gaps in attainment between eligible pupils and their peers are small. In 2014, their combined results for mathematics, reading and writing show they were just over half a term behind other pupils in school, but above other pupils nationally. They were less than one term behind their school peers in mathematics, but above other pupils nationally. They were above other pupils in school and nationally in reading, and just over one and a half terms behind other pupils in school in writing, and a term behind nationally.
- Progress across the school is very strong in reading because pupils' skills in reading are developed exceptionally well. Pupils have a love of reading and, therefore, read often and widely. Fluent readers are encouraged by staff to read extensively and make regular use of the school library. Pupils have opportunities to read from a wide range of books and other materials and to study the works of various authors.
- Pupils who speak English as an additional language achieve as well as all other pupils. Skilful teaching and the school's rigorous tracking of their progress ensure that these pupils get the same opportunities to achieve well as their peers in school, and take full advantage of them.
- Disabled pupils and those with special educational needs receive very well-planned support which matches their needs accurately. They have equal access to the opportunities for learning which the school provides for all other pupils. This results in progress which, given their starting points, is at the same high level as that of other pupils.

The early years provision

is outstanding

- Children join the Reception class from a range of pre-school settings. Many of them speak very little or no English. Their skills levels on entry are broadly in line with those typical found for their age, but are weaker in speech, language and communication and reading and writing.
- Children make excellent good progress in the early years and, by the end of the Reception Year, the proportion reaching a good level of development is close to the national average. Children with very little English on entry acquire language ability quickly due to the effective support of bilingual teaching assistants and other extremely skilled adults in the setting.
- Staff place a very strong emphasis on helping children learn how to get along with one another. They take all the necessary steps to keep children completely safe at all times and that they understand the reasons for the school's procedures to promote safeguarding.

- Adults use talk very skilfully to promote rapid learning of phonics.
- Adults plan very effectively to ensure there is a good balance between activities requiring children to work directly with an adult and the provision of appropriate amounts of time for them to explore activities and equipment on their own or with their classmates.
- Adults ask questions and demonstrate new ideas very clearly for the children to ensure they understand the work they are doing. At the same time, they take careful note the children’s interests so that they can plan activities and resources which quickly capture the children’s interests.
- Children benefit from the many exciting and creative activities planned for all children by the staff. For example, during the inspection, children relished their time planning a birthday party where they designed invitations and organised refreshments for the guests.
- The early years leaders have an extensive knowledge of every child in the setting. They use this to ensure all staff plan stimulating and colourful learning opportunities which meet children’s individual needs but which also excite their interest and imagination and help them develop as individuals.

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	120221
Local authority	Leicester
Inspection number	449615

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	352
Appropriate authority	The governing body
Chair	Jim Etchingham
Headteacher	Martin Fitzwilliam
Date of previous school inspection	20 April 2010
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