

Christ The King RC Primary School

55 Tollington Park, London, N4 3QW

Inspection dates 10–11 December 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.

- Strong partnership between the school, the local authority and the diocese has strengthened leadership. New leaders, together with governors, have raised ambitions and ensured that good teaching and achievement have been sustained during a period of considerable staff changes.
- From low starting points, pupils achieve well in all subjects including reading, writing and mathematics. All groups of pupils make good progress in those subjects.
- Children in the early years make good progress and are well prepared for Year 1.
- Disadvantaged pupils achieve as well as their peers, and many make outstanding progress, especially in reading and writing.
- Pupils are positive about learning. This is reflected in the high quality presentation of their written work.
- Pupils' behaviour around the school is often exemplary. Pupils show a great deal of care and consideration towards each other. This is exemplified by the attention given by pupils in Year 6 to Reception children, helping them with their writing and acting as 'play makers'.
- Pupils say they feel safe and that the school helps them to understand how to keep safe. Parents agree. Bullying is rare and pupils have every confidence that staff will help them resolve any minor falling out.
- The school's work to support pupils who need extra help in overcoming barriers to learning is exemplary. Families are also given excellent support. This reflects the school's firm commitment to equality of opportunity.

It is not yet an outstanding school because

- Teaching is not yet outstanding, especially in mathematics. Activities do not always sufficiently stretch average ability pupils. As a result, their mathematical skills and vocabulary are not sufficiently developed.
- Although good, the progress of average ability pupils, particularly boys in mathematics, has not been as good as their peers.

Information about this inspection

- Inspectors observed pupils’ learning in 19 lessons or part lessons. Fourteen observations were made with the executive headteacher or other members of the leadership team. Inspectors also made a number of other short visits to classrooms.
- Inspectors heard pupils read, and looked at work from each year group, much of this with members of the leadership team.
- Inspectors looked at a range of documents, including the school improvement plan, behaviour, safety and attendance records and minutes of meetings held by the governing body. They also looked at information on individual pupils’ progress and records of checks on the quality of teaching.
- Inspectors met with pupils, interviewed a sample of staff, and spoke to parents. They also spoke to members of the governing body and representatives from the local authority and Westminster Diocesan Board.
- The views of parents were obtained through the school’s surveys and the 17 responses to the on-line Parent View survey. Written comments from 26 members of staff were also considered.

Inspection team

Brian Netto, Lead inspector	Additional Inspector
Una Maria Stevens	Additional Inspector
Diana Morgan	Additional Inspector

Full report

Information about this school

- Christ the King Primary is much larger than the average-sized primary school.
- Some children in the Nursery attend part time.
- Most pupils are from a wide range of minority ethnic backgrounds. Most speak English as an additional language. The largest minority ethnic group is of Black African heritage. These pupils make up just over a third of the pupils.
- The pupil premium provides support for four out of five pupils, well above the national average. The pupil premium is additional funding for disadvantaged pupils who are looked after and those known to be eligible for free school meals.
- The proportion of disabled pupils and those who have special educational needs, at around one in five, is above the national average.
- The school provides a breakfast club managed by the governing body. The after-school club is not managed by governors and is inspected separately.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- In September 2014 the school appointed an interim executive headteacher. He is also executive headteacher at Sacred Heart Roman Catholic Primary School in Islington. A head of school, deputy head of school and acting assistant headteacher were also appointed. Five newly qualified teachers joined the school in September 2014 alongside three other new teachers.

What does the school need to do to improve further?

- Secure outstanding teaching and accelerate progress for pupils in mathematics, particularly boys and those of average ability, so attainment matches reading and writing, by:
 - providing activities which help to challenge pupils' mathematical thinking and reasoning
 - encouraging pupils to use mathematical language with greater confidence and accuracy
 - helping pupils to identify misconceptions in calculations and methods so that they can improve their learning.

Inspection judgements

The leadership and management are good

- The school has sustained improvements in the quality of teaching notwithstanding significant changes in staffing both at leadership and classroom levels. The executive headteacher, who is also executive headteacher at another local school, is ably supported by an experienced team of senior leaders and governors who offer good support and challenge.
- The executive headteacher has raised expectations of all staff in the short period he has been at the school. Staff are held to account for the progress of pupils and how successfully they help to narrow gaps in achievement. This ensures that pay awards reflect best practice and good progress.
- Teachers plan topics so that a wide range of subjects are linked seamlessly together. This helps pupils make better sense of the topics. The recent focus on learning about the two world wars has allowed the pupils to reflect on moral and social matters. They were helped to empathise with the soldiers through poetry and other activities. The range of subjects taught is broad and balanced and makes a strong contribution to the pupils' spiritual, moral, social and cultural development. This is good preparation for life in modern Britain.
- Middle leaders provide good support and guidance to staff that are new to the school. Teachers work well in teams and this is helping the school to provide consistency in what is offered to the pupils. Staff morale is high as everyone shares the executive headteacher's ambitions for improving the school. However, middle leaders have not yet had time to close the gap in achievement in mathematics.
- The school invests a substantial portion of additional funding to purchase additional staff in classrooms. A balanced focus on disadvantaged pupils' academic and social needs is ensuring that these pupils enjoy valuable educational experiences, and gaps in achievement are narrowed.
- The school uses the national primary sport funding to hire specialist sports coaches, so that pupils experience more competitive games in a wider variety of sports. Together with partnerships with other schools, teachers' expertise and confidence in teaching sport are effectively enhanced.
- The local authority arranges good support for the school. Training for teachers who are newly qualified or new to the school is greatly appreciated. It is also helping the school with new ways to check how well pupils are doing in reading, writing and mathematics. It provides good advice to ensure that leaders have a secure view of the school's main strengths and priorities.
- **The governance of the school:**
 - Governors have worked effectively in partnership with the diocese and local authority to recruit the executive headteacher, and appoint a head of school, deputy head of school and acting assistant headteacher in quick time. This has helped to bring stability to the staff, and the expert leadership of the executive headteacher has quickly raised ambitions for the school. As a result, the school has a good capacity to sustain improvements.
 - Governors have organised themselves so that each has a designated responsibility and link with different aspects of the school. This helps to ensure that they fulfil their statutory duties, such as in relation to safeguarding. This also gives them good first-hand knowledge of the school, for example about the quality of teaching.
 - They have increased their expertise in understanding information about pupils' achievement and are able to compare the school's performance with other schools using the most recent information. This helps them ask searching questions of the leadership so that actions are taken to address areas that need improving, such as those in mathematics.
 - Governors' training has ensured that the governors are up to date with all recent developments. They are well informed about how well pupils' achievement compares to national expectations. They know the impact of additional funding in closing gaps and how well the primary sport funding is being used to promote healthy and active lifestyles.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Pupils have positive attitudes towards the school, and this has a strong impact on their learning. They are eager to learn and respond well to adult instructions. This is reflected in the considerable pride they show in the presentation of their work.
- Pupils show considerable kindness towards each other. This is no better exemplified than by the Year 6 volunteers who help children in the Reception classes to play well together. They also support them with

their early writing and reading skills. Around the school pupils typically behave extremely well and with great respect. As one pupil said, 'I like this school because everyone cares for each other and the teachers are very kind.'

- The school's support for pupils whose circumstances make them vulnerable is exemplary. Good links are made with a wide range of specialist agencies which gives expert support for pupils' behavioural and emotional needs.
- Occasionally, a few pupils lose concentration, especially when the work is too easy, and this slows progress.

Safety

- The school's work to keep pupils safe and secure is good. Careful checks on all staff and visitors ensure that safeguarding procedures are robust. Only those who are suitable to work with children are appointed.
- Pupils talk sensibly about how the school helps them to be safe, for example when using the internet. They understand how to keep safe when going on visits, and how to minimize risks.
- Pupils say that bullying is rare and dealt with appropriately by adults. Parents agree. Pupils know about how different types of bullying, including racist and homophobic bullying, can be hurtful, and they are quick in preventing this.
- Pupils are well supported in the breakfast club which provides a safe and happy start to the day for the early risers. Pupils enjoy coming to school, as reflected in their improving attendance which is around the national average.

The quality of teaching is good

- Teaching is good and, over time, has maintained outcomes which compare well with national standards at the end of Year 2 and Year 6. Recent appointments have continued to maintain these good standards.
- Teachers have high expectations of pupils' behaviour. Well established routines help pupils settle quickly to work. Year 2, for example, responded with enthusiasm as pupils learnt about how to write instructions. They showed good levels of concentration as a result of these strong relationships.
- The teaching of reading and writing is promoted through providing many opportunities to develop these skills through subjects other than English. Pupils in Year 5, for example, undertook an excellent science experiment to test the stickiness of glue. The teacher's expert subject knowledge helped pupils develop accurate scientific vocabulary and good opportunities to come up with hypotheses and predictions.
- Teaching helps the most able pupils achieve well. Teachers plan so that pupils can choose from the 'chilli challenge'. Many choose the 'hottest' activity which provides the most challenge. All adults pose questions which also help to deepen the pupils' understanding.
- Teaching assistants effectively support pupils and provide activities which match their needs. Specific training helps this team of adults provide expert support when needed.
- Teachers focus on developing pupils' basic calculation skills. Effective teaching helps pupils practise these skills regularly. Year 2, for example, showed good skills in putting decimal numbers into the correct order. Pupils who fall behind are given good support and well-targeted homework. However, opportunities for pupils to develop their reasoning skills are too infrequent. Similarly, teachers miss opportunities to help pupils identify their errors and develop more appropriate methods for solving problems.
- Teachers' marking provides detailed feedback. Pupils are encouraged to respond to these comments to extend their learning, and homework further consolidates these skills. Learning progresses more quickly as teachers focus on individual needs.

The achievement of pupils is good

- In 2014, Year 6 pupils' attainment in writing was significantly above the national average. Attainment in reading and mathematics was in line. Pupils made rapid progress in writing, and good progress in reading and mathematics.
- Pupils' reading skills are well developed. Pupils in Year 1 achieved above the expected standard in the check on phonics (letters and sounds they make) in both 2013 and 2014. Weaker readers are quickly identified and given good support. This includes Year 6 volunteers who help with early writing and reading skills in Reception classes.
- The school encourages the love of reading in all classrooms. Pupils read widely in school and at home. Carefully selected texts help to inspire pupils' pleasure in reading. Every opportunity is taken to listen to pupils read.

- Year 6 pupils' progress in mathematics was good, although pupils of average ability did less well than their peers. Across the school, pupils of average ability make less progress in mathematics than in reading and writing. Activities do not always challenge their thinking and reasoning skills, and some lack confidence in using mathematical language correctly.
- Disabled pupils and those who have special educational needs make progress in line with their peers. The school works extremely well with a range of different agencies to support behavioural and emotional needs. These pupils thrive in this supportive environment, reflecting the comment made by a member of staff, 'We offer the pupils in our care a very nurturing, supportive environment in which to feel safe and flourish.'
- Gaps in achievement for disadvantaged pupils widened with their peers between 2013 and 2014 in writing and mathematics. In 2014, the gap with their peers was nearly 12 months in writing and just over six months in mathematics. There was no gap in reading. When compared to national averages, there were no gaps in reading and writing. The gap in mathematics was around six months.
- Disadvantaged pupils' attainment at the higher levels was well above national averages in reading and writing. Information provided by the school shows that disadvantaged pupils across the school progress at the same rate as their peers, so that gaps are closing quickly.
- The most able pupils' attainment at the end of Year 2 and Year 6 in 2014 was in line with national averages. The proportions attaining the higher levels increased appreciably in Year 2 in reading, writing and mathematics, and in writing in Year 6.
- Pupils of Black African backgrounds achieve as well as their peers. This is the case also for pupils who speak English as an additional language. The school caters well for their needs.
- Achievement is not yet outstanding as teachers do not always expect the best work from all pupils, particularly average ability pupils in mathematics.

The early years provision

is good

- Most children join the Nursery class with skills well below those typically found for their age. Many have had limited opportunities to mix with other children. A strong focus on developing social and communication skills helps children to make a good start.
- The early years leader has well established routines in the Reception classes, so children engage in purposeful activities and quickly catch up on basic skills. Teachers plan activities so that all children have opportunities to develop their skills. A boys' group is helping develop confidence with using numbers. As a result, children quickly gain confidence so that by the time they enter Year 1 they are well prepared in all areas of learning.
- Children of all abilities and backgrounds, including disabled children, are welcomed into this warm and happy environment where they are kept safe. Children learn quickly to develop confidence in choosing activities which interest them, and show a good degree of concentration and resilience in what they do.
- Teachers provide a wide range of stimulating things to do which helps to engage the children. There is a good balance of learning indoors and excellent opportunities for physical development in the outdoor classroom.
- Every effort is made to ensure that children mix well and engage in a variety of different activities. This is reflected in the way that boys and girls cooperate when building and constructing, as well as in creative work and early writing.

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	100450
Local authority	Islington
Inspection number	448196

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	375
Appropriate authority	The governing body
Chair	Althea Fanus-Robinson
Headteacher	John Lane (Executive headteacher), Romy Hoster (Head of School)
Date of previous school inspection	29 June 2010
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