

# Christ The King RC Primary School

Tedder Avenue, Thornaby, Stockton-on-Tees, Teesside, TS17 9JP

**Inspection dates** 6–7 May 2015

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
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		Outstanding	1

## Summary of key findings for parents and pupils

### This is a good school.

- The school benefits from strong leadership by the headteacher. She is well supported by the deputy headteacher and other leaders who all have the same commitment to improve the school.
- Pupils of all abilities make good progress in their learning and the proportion that makes more progress than is expected is increasing quickly.
- Teaching is consistently good and is sometimes outstanding in its impact on learning and achievement. Teachers have high expectations and plan interesting lessons that make pupils want to learn.
- Pupils are unfailingly polite and courteous. They are very proud to be members of their school community.
- The school's work to keep pupils safe is outstanding. Leaders have developed excellent systems to make sure that pupils are safe and secure, both in school and when on visits.
- Pupils enjoy coming to school and attend punctually. Attendance has improved, so that it is now above average.
- Leaders at all levels monitor teaching and learning closely and standards have improved as a result. Governors check on pupils' progress regularly and challenge leaders to secure the best outcomes for them.
- Leaders and governors ensure that the curriculum provides a broad set of learning experiences. These promote pupils' spiritual, moral, social and cultural development and ensure that pupils are well prepared for life in modern Britain.
- Provision in early years is outstanding. Children thrive in the caring and safe environment created by a committed team under the strong leadership of a dedicated and highly effective leader.

### It is not yet an outstanding school because

- The school's improvement plans do not have precise enough measures for judging the success of actions accurately.
- Pupils' recall of basic number facts is not always strong enough for them to make quick and accurate calculations.
- Pupils do not use or apply their mathematical skills often enough in their mathematics lessons.
- Marking does not provide pupils with consistently clear advice about how to improve their work.

## Information about this inspection

- Inspectors observed teaching and learning across the school. They conducted two lesson observations jointly with the headteacher and the deputy headteacher. Inspectors also attended an assembly and observed pupils during break and lunchtimes.
- Inspectors listened to pupils in Years 2 and 6 read. They also observed the teaching of phonics (the sounds that letters make) and small-group intervention sessions to support pupils' reading.
- Inspectors held meetings with the Chair and other members of the Governing Body. They also held meetings with a representative from the local authority, the special educational needs coordinator, the leader of early years and middle leaders.
- Inspectors met with the school council and pupils from Years 5 and 6, and spoke informally with pupils at break and lunchtimes.
- Inspectors considered 28 responses to the on-line questionnaire (Parent View) and 25 questionnaires completed by the staff. Inspectors also talked to parents at the start and end of the school day.
- A wide range of documents was examined, including samples of pupils' work, information about pupils' progress, the school's records of their monitoring of teaching and learning, the school's development plan and view of its own performance. They also examined minutes of governing body meetings, local authority reports, records of poor behaviour and documents relating to safeguarding and child protection.

## Inspection team

Peter Eeva, Lead inspector

Additional Inspector

Graeme Clarke

Additional Inspector

Derek Sleightholme

Additional Inspector

## Full report

### Information about this school

- This is a slightly larger than average-sized primary school.
- Almost all the pupils are White British and in 2014 none spoke English as an additional language.
- The proportion of pupils who are disabled or who have special educational needs is below average.
- The proportion of disadvantaged pupils who are supported by the pupil premium is broadly in line with the national average. The pupil premium is additional funding the school receives to support those pupils who are known to be eligible for free school meals or who are looked after by the local authority.
- Children attend the Nursery class on a part-time basis and the Reception class full time.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.

### What does the school need to do to improve further?

- Strengthen leadership further by ensuring that plans for improvement contain precise measures by which success can be monitored and evaluated accurately.
  
- Improve teaching to be outstanding and so raise attainment further, especially in mathematics, by:
  - making sure that pupils are able to recall basic number facts quickly
  - providing pupils with clear advice on how to make improvements to their work
  - ensuring that pupils have more opportunities to use their mathematical skills to solve real-life problems in their mathematics classes.

## Inspection judgements

### The leadership and management are good

- The school is very well led by a deeply committed headteacher, ably supported by an equally effective deputy headteacher and by other leaders within the school. Together, they have led a determined drive to continually improve the school.
- The headteacher sets high expectations for the quality of teaching and achievement. These expectations are shared by other leaders, staff and governors and underpin the improvements in teaching, learning and pupils' achievement since the last inspection.
- Pupils are assessed regularly and their progress is checked on rigorously against targets intended to secure good progress. Staff regularly discuss each pupil's progress and arrange prompt support for any who show signs of falling behind.
- Senior and middle leaders, along with the governing body, have an accurate understanding of the school's strengths and areas for development based on accurate self-evaluation. The key priorities are included in the school improvement plan, together with appropriate actions. However, some of these actions lack precise measures against which leaders can monitor progress and ultimately success accurately.
- The school has developed its preferred approach to assessment to support the new national curriculum and has implemented it successfully.
- The new curriculum provides pupils with opportunities to study a wide range of topics. There are also many opportunities to join sports clubs and take part in competitions. Educational visits and residential trips support classroom learning. Assemblies are used well to promote tolerance and respect for individuals from all walks of life and prepare pupils very well for life in modern Britain. Pupils have a well developed sense of right and wrong, behave very well and help to make the school a happy and safe place.
- Staff appraisal priorities are well thought out by leaders and teachers' performance is managed tightly. Their progress against their targets, linked to the school improvement plan, is tracked to ensure continued improvements in teaching and learning. There is clear capacity in leadership to sustain improvement.
- Middle leaders are an important and effective part of the leadership of the school. They have a good understanding of the quality of teaching in their subjects through regular monitoring and they check regularly on pupils' progress. They use this information effectively to contribute to the school's self-evaluation and improvement plans. All staff are united in wanting the best for pupils and leaders make it possible for the best practice to be shared regularly.
- Leaders use the primary sport funding effectively. Expert tuition from specialist sports coaches is provided for pupils and teachers benefit from working alongside these coaches. As a result, the quality of teaching in physical education lessons has improved. Pupils also have increased opportunities to take part in competitions and festivals and all pupils have regular opportunities to swim.
- Leaders ensure that pupil premium funding is used effectively to support eligible pupils, for example in providing extra support in small groups or for individuals, and to provide extra resources. As a result, these pupils make the same good progress as their peers.
- Equality of opportunity is promoted very well. The school is free from discrimination and works hard to foster good relations.
- Pupils develop a good understanding of British values through a carefully planned programme of activities and events, and through the curriculum. Pupils mirrored the general election enthusiastically; they are developing a good understanding of democracy.
- The local authority has provided much appreciated support, especially in helping the school prepare for the demands of the new curriculum and in providing an additional source of challenge for leaders.
- Safeguarding arrangements meet statutory requirements and are highly effective.
- **The governance of the school:**
  - The governing body carries out its duties very effectively. Governors are highly skilled and bring a range of skills to their roles which they use to good effect. They keep up to date through regular training, including on how to use the school's latest performance and other data.
  - Governors have a clear strategic plan for the school. They are committed to achieving high standards in teaching and learning, and raising achievement for pupils. They are well informed about the quality of teaching. Their regular visits to the school, together with detailed reports from the headteacher and other leaders, keep them very well informed of the school's strengths and areas for development. They regularly check on the progress of pupils against the challenging targets that are set for them.
  - The school's finances are managed prudently. The governing body manages the appraisal of the

headteacher effectively and checks that staff appraisal is conducted properly. Governors link teachers' pay progression to the effectiveness of teaching. The pupil premium is used prudently; governors can account for how it is spent and the impact it is having on the achievement of eligible pupils. Governors see to it that the sport funding is managed well to enhance pupils' health and physical well-being.

## **The behaviour and safety of pupils** are good

### **Behaviour**

- The behaviour of pupils is good. Pupils' conduct out of lessons is typically of a very high standard. They are unfailingly polite, very well mannered and courteous. They readily engage in conversations about their school and are extremely welcoming to visitors. Throughout the school, pupils demonstrate respect and tolerance.
- Attitudes to learning are good. Pupils are enthusiastic and enjoy their learning. In a very small number of instances, their enthusiasm spills over and they forget the importance of not calling out and interrupting others. At times, in some classes, pupils are inclined to relax too much when they have finished their set tasks.
- Pupils enjoy coming to school and the vast majority demonstrate a willingness to concentrate and persevere when work is challenging. When provided with learning that interests and stretches them, they show very positive attitudes to learning.
- Pupils develop leadership skills through opportunities to sit on the school council, become play leaders or to act as buddies for younger pupils. They take their responsibilities seriously and carry out their duties conscientiously.
- Attendance has improved so that it is now above average. There are effective systems in place to encourage regular attendance and the school is quick to follow up any absences.

### **Safety**

- The school's work to keep pupils safe and secure is outstanding. The site is extremely safe and secure. There are rigorous procedures in place to check on and monitor visitors to the school.
- Pupils engage in a range of learning activities to ensure they understand the risks that they might face and how to keep themselves safe. E-safety is a priority for the school and during the inspection pupils thoroughly enjoyed their safe cycling session.
- Pupils say they feel very safe in school and appreciate the lengths adults go to to ensure their safety, particularly when on visits and at the start and end of the school day. Parents agree that their children feel very safe.
- Pupils say that bullying is extremely rare. They are very well informed about the different forms bullying can take and they know what to look for. They are confident that if any occurred, it would be dealt with swiftly, but are insistent that bullying rarely occurs.

## **The quality of teaching** is good

- Teachers are very knowledgeable, enthusiastic and communicate a love of learning to pupils. They use detailed knowledge about pupils to plan imaginative and engaging learning activities. Pupils are responsive, very enthusiastic and work with enjoyment to make good progress.
- Classrooms are vibrant and very well organised places in which pupils learn quickly. Good quality displays raise expectations and provide helpful learning aids which pupils appreciate and use regularly.
- Teachers use questions skilfully to deepen pupils' learning, check on pupils' understanding and assess their progress in lessons. They use this information to reshape their plans so that pupils are not held back by misconceptions or misunderstandings.
- Good relations are typical; adults and pupils treat each other with mutual respect. Pupils really appreciate the lengths teachers go to to help them learn.
- Teachers make good use of opportunities that present themselves to help pupils learn about traditional British values. During the inspection, they worked with Year 6 pupils to organise a parallel election; adults and pupils alike were eagerly awaiting the outcome to be announced by the Returning Officer.
- Teaching assistants are skilled and knowledgeable. They are deployed very well to support individuals or small groups, including the most-able pupils. They have benefited from recent training, for example in developing reading skills. Pupils, including disabled pupils and those who have special educational needs,

make good progress.

- Reading and writing are taught to a very good standard and pupils are provided with many opportunities to use their writing skills in other subjects. Pupils read regularly in school and at home, and develop a love of reading. The teaching of mathematics, while good overall, is not as strong as that of reading and writing. Not all pupils are able to recall their basic number facts quickly and accurately, and so their ability to make accurate and quick calculations is affected. In addition, not all pupils use their mathematical skills to solve meaningful problems in their mathematics lessons often enough.
- Teachers mark pupils' work regularly. They inform them of where they have been successful and suggest what pupils need to do next. Pupils respond to these comments by agreeing with them, but do not often make improvements to their work. This is because the comments do not suggest exactly what pupils need to do.

### **The achievement of pupils** is good

- Pupils make good progress in all year groups, often from skills that are typically below those expected for their age. Achievement has improved year-on-year.
- Pupils apply their phonic knowledge to their reading and writing accurately. Recent training in phonics and its application to writing has improved the quality of teaching. Pupils demonstrate good confidence, knowledge and skill in reading. This is reflected in improvements in the phonics screening check, which are set to continue.
- In 2014, pupils achieved average standards in reading, writing and mathematics from low starting points. The school's assessment information shows clearly that current Year 2 pupils are on track to reach standards that will be above average.
- In 2014, pupils in Year 6 attained standards in reading, writing and mathematics that demonstrated good progress in relation to their starting points. This was particularly true of reading and writing. Progress in mathematics was slower.
- The school's records indicate that current Year 6 pupils are securely on track to attain standards above national averages in 2015, with a good number reaching Level 6 in reading, writing and mathematics.
- In 2014, disadvantaged pupils reached the same standards in reading as other pupils nationally. They were approximately two terms behind in mathematics and three terms behind in writing. When compared with other pupils in school the gap is broadly two terms behind in mathematics and reading and six terms behind in writing. Gaps between the two groups are closing.
- Disadvantaged pupils are making more rapid progress than other pupils nationally. Because the progress of other pupils in the school is also rising at a rate similar to that of the disadvantaged pupils, there still remains a gap in progress.
- The most-able pupils are supported and challenged very effectively. They make very good progress, particularly when tasks stretch and challenge them.
- Disabled pupils and those who have special education needs make good progress in relation to their starting points. This is because their needs are identified accurately and well supported by skilled adults who know these needs very well.

### **The early years provision** is outstanding

- The early years provision benefits from extremely effective leadership. In a relatively short period of time, the leader has formed a highly effective team which has the same determination to make early years the very best it can be. She is aware of the strengths of the provision and has clear plans, shared by all the team, for how to continue to improve even further.
- Children join the Nursery class with the skills and knowledge that are typically below those expected for children of their age. They make rapid progress. The proportion of children who reach a good level of development and are ready for learning in Year 1 has risen year-on-year. The school's records show quite clearly that the proportion this year is likely to be significantly above that of 2014.
- The quality of teaching is never less than good and is often outstanding. Adults, including teaching assistants, operate as key workers and use their detailed knowledge of individuals to plan learning and activities that not only capture children's interest but also ensure that they make rapid progress in all areas.
- Behaviour in early years is of a very high order. Children quickly settle into the routines that ensure the smooth operation of the provision because of the very effective transition arrangements. They become

known very quickly and cared for as individuals, and they flourish in a very caring and nurturing environment. Children play very well together and show a noticeable care for and about each other.

- Safety is of the highest importance to all concerned. During the day adults are continually vigilant and are quick to spot potential accidents, nipping them in the bud before they happen. There are very well thought out procedures for the beginning and end of the school day, and parents agree that early years is a very safe and secure environment.

## 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

<b>Unique reference number</b>	111696
<b>Local authority</b>	Stockton-on-Tees
<b>Inspection number</b>	461692

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	294
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Peter Hart
<b>Headteacher</b>	Morita Metcalfe
<b>Date of previous school inspection</b>	24 January 2012
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