

Christ The King RC Primary School Manchester

Culcheth Lane, Newton Heath, Manchester M40 1LU

Inspection dates

12–13 September 2017

Overall effectiveness	Good
Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a good school

- 'A school full of love, life, laughter and learning' accurately describes the culture of Christ the King RC Primary School. Pupils want to learn. It is a happy school.
- Leaders and governors are highly ambitious for the school. Their actions have ensured that pupils' personal development, behaviour and welfare are outstanding, while teaching and learning, and pupils' outcomes, are improving strongly. Staff share leaders' vision.
- The curriculum is a strength of the school, developing pupils' knowledge, skills and understanding across a broad range of subjects. Extra-curricular activities enhance this provision. Activities are lively and enthuse pupils to learn.
- Pupils make good progress in reading, writing and mathematics. This is because subject leaders are diligent in monitoring and evaluating their areas to improve provision and outcomes.
- Leaders promote equality of opportunity through their spending of additional funding. Pupils who are disadvantaged and those who have special educational needs and/or disabilities make good progress.
- The development of pupils' spiritual, moral, social and cultural development is excellent. This pervades every aspect of school life. Pupils treat each other with respect and their behaviour is excellent in and out of class.
- The quality of the early years provision is good. Strong leadership ensures that it continues to improve each year, ensuring that more children are ready for their learning in Year 1.
- In key stage 1, the 2017 provisional information indicates that pupils met national expectations. This is a marked improvement from last year's results.
- In key stage 2, provisional outcomes are good. Pupils achieve well in reading, writing and mathematics from all starting points. Pupils are well prepared for the demands of a secondary curriculum.
- Pupils meet age-related expectations in writing. However, some pupils' workbooks show that not enough attention is given to the basics in spelling, punctuation and grammar.
- Teaching and learning are good across the school. There is some excellent practice but this is not consistent in every class.

Full report

What does the school need to do to improve further?

- Further improve pupils' outcomes in writing by ensuring that teachers pay more attention to detail in improving pupils' spelling, punctuation and grammar.
- Further improve the quality of teaching by ensuring that current highly-effective practice is shared among all staff.

Inspection judgements

Effectiveness of leadership and management

Outstanding

- Leaders and governors have high aspirations for all pupils. They are determined that each pupil will achieve. There is a 'no excuse' culture, which all staff support.
- Overall, since the previous inspection, pupils have achieved well in key stage 1. However, in 2016 key stage 1 results dipped below average. Leaders acted immediately to reverse this decline and as a result pupils achieved far higher standards in national tests in 2017.
- The urgency and effectiveness with which school leaders tackle any perceived underperformance are testament to their determination to drive improvement. Accurate self-evaluation, combined with detailed planning and effective training, enable all pupils across the school to make good progress.
- Leaders have built strong capacity for further improvement since the previous inspection. Leaders facilitate thorough training programmes that ensure that teachers are well prepared for their current roles and the next stage of their careers. Leaders support teachers by effective mentoring to ensure that they feel capable and confident.
- Subject leaders are exceptionally well informed and talk confidently about the school, its strengths and areas for development. They have been key players in moving the school forward, checking carefully on practice in the classroom and providing high-quality feedback that has improved teaching and learning across the curriculum. Teachers value the fact that leaders listen to them and allow them to try new ideas. Staff morale is high.
- Leaders use effective performance management to raise standards for pupils. Teachers appreciate that they can contribute to this rigorous process. Targets set are challenging yet attainable.
- Leaders use external support to improve and challenge their practice in all aspects of school life. For example, leaders have improved the teaching of reading by working with an external consultant. Phonics (letters and the sounds they represent) training and sharing work with colleagues from other schools have led to an improvement in pupils' reading skills. Senior and middle leaders share their expertise with other local schools.
- School leaders have been keen to improve standards, leading to some turbulence in staffing. It is to leaders' credit that such changes have been managed well and therefore overall a good quality of teaching has been sustained.
- Leaders provide very effective induction for new members of staff. Newly qualified teachers feel well supported. They appreciate the time spent in the school prior to them taking up their posts, getting to know pupils and looking at documentation. They feel they are ready to, 'fly as teachers and experiment'.
- Pupils benefit from a broad and balanced curriculum that leaders enrich through external provision. Planning is effective to ensure that lessons enthuse and motivate pupils to learn. For example, in French pupils develop their speaking and listening

skills, taking turns to ask and answer questions, and in music older pupils learn to read music and strum a guitar.

- There is a wealth of extra-curricular activities, clubs and sporting events. Physical education (PE) is a strength of the school and leaders enhance provision using the PE and sport premium. Pupils are inspired by watching squash, football and cricket teams play, often at a professional level. There are free before- and after-school sports clubs, which include archery, cricket, girls' football and cross-country running. Pupils take part in many local competitions with some success. The local football club provides sports coaching. As a result, pupils' participation in a wide range of sports has increased.
- Leaders cater for pupils' musical development very well. The school choir regularly performs in public, for example at the Manchester Arena. This improves pupils' confidence. Pupils learn to play the recorder, flute and guitar, funded by the school. Pupils have the opportunity to play for, and with, a leading local orchestra.
- Pupils' spiritual, moral, social and cultural development is sophisticated. It is embedded through the high expectations teachers have of pupils in all aspects of school life. Pupils are taught that everyone is unique and special. Respect for each other and tolerance of different beliefs is part of the school's ethos. Pupils are taught a strong moral code, which prepares them well for life in modern Britain.
- Leaders use the pupil premium funding effectively to raise the achievement of disadvantaged pupils. Leaders are aware of the barriers to learning some pupils face. They use the additional funding to provide extra staff. Additional teachers and teaching assistants enable interventions to be responsive and timely, to ensure that pupils do not fall behind with their learning or to challenge pupils further. The work of the part-time social worker and nurse has a positive effect on pupils' well-being. The speech therapist supports pupils' early language development effectively.
- Leaders spend wisely the funding for pupils who have special educational needs and/or disabilities on additional quality staff. Their interventions are aptly focused on pupils making good progress from their starting points.

Governance of the school

- The governors are very clear about their strategic role. They know the school extremely well and identify in detail its context, strengths and current priorities. They receive regular reports from senior leaders and middle leaders in school, but will always seek out additional evidence to check if this information is accurate. For example, they commission the services of external consultants, as well as having informal discussions with staff. They provide robust challenge to leaders, demanding value for money for staffing and resources in terms of what difference it will make to pupils' learning.
- Governors are regular visitors to the school. They contribute strongly to pupils' spiritual, moral, social and cultural development.

Safeguarding

- The arrangements for safeguarding are effective.

- There is a strong culture of safeguarding. Leaders have provided appropriate training for staff to support their responsibilities in all aspects of the school day. For example, all staff at the breakfast club have had first-aid training, with half having completed the paediatric training. Breakfast club staff keep records diligently and they understand their responsibilities to keep pupils safe.
- Staff are vigilant and respond immediately to concerns, following school procedures and contacting other agencies if necessary. Leaders challenge decisions made by other agencies, if necessary, in the best interests of the pupils.
- The overwhelming majority of parents who responded to the Ofsted online survey and the school's own parental survey, and the parents who spoke with inspectors, all reflected the view that their children were happy and safe at school and were looked after well. Parents felt the school makes sure pupils behave well and there is no bullying. Parents appreciate being able to seek advice from staff about aspects of safety, particularly e-safety, for example whether a particular game or internet activity is suitable.

Quality of teaching, learning and assessment

Good

- In all lessons, pupils listen carefully to what the teacher is saying and following instructions quickly and without any fuss. Pupils are hungry to learn and do not want to waste any learning time. One pupil said, 'You have to work at school so you can get a good job.'
- Teachers deliver lively and interesting lessons. As a result, pupils are engaged from the outset.
- Teachers use a variety of strategies to keep pupils motivated. They involve pupils, sharing good examples of their work, which boosts pupils' confidence. For example, during the inspection older pupils were on the 'hot seat' in an English lesson, giving examples of adjectives to enliven a text.
- Teachers energise reading sessions through choosing interesting texts. Pupils show enthusiasm for books and are keen to share their ideas. Teachers use time effectively so pupils receive one-to-one reading support, as well as reading in a group. Pupils enjoy reading. Higher-ability younger pupils decode words well and infer meaning in what they read.
- Teachers demonstrate good subject knowledge, using the appropriate technical language for the subjects they are teaching. This is consistent across the school. Younger pupils become familiar with 'partitioning' in mathematics, modelled by the teacher, and then use it accurately themselves. Teachers effectively model handwriting for younger pupils.
- Teachers are skilled in asking questions to extend and deepen pupils' understanding. For example, in mathematics teachers ask younger pupils to estimate, prior to counting objects. After counting, the teacher then encourages pupils to consider whether they have made a sensible guess.
- In mathematics, teachers use practical resources to support pupils' investigation and thinking skills. This helps them learn new concepts. There is evidence in pupils' books

of the development of reasoning and application of mathematics, and of challenge for the most able.

- The quality of teaching of writing is inconsistent across the school, which leads to variability in pupils' outcomes. Pupils are keen to write and show resilience. The handwriting of younger pupils is improving. However, their workbooks show a lack of accuracy in spelling and simple punctuation. Older pupils' workbooks show that the spelling of familiar words is not always accurate and the use of capital letters is erratic. This is because teachers sometimes allow mistakes to go uncorrected, leading to repeated errors.
- Teachers use ongoing assessments to identify gaps in pupils' learning. Teachers put support in quickly to ensure that pupils do not fall behind.
- Teachers use additional adults, such as teaching assistants, very effectively in the classroom to support pupils' learning. This is a strength of the school.
- Pupils who have special educational needs and/or disabilities have access to skilful teaching and support. Interventions are focused and enable pupils to make good progress from their starting points.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding. Adults provide excellent role models, demonstrating nurturing relationships and positive interactions with each other and with pupils. Pupils take this on board, and their interactions with all members of the school community are respectful. They listen to adults and each other, valuing different opinions and views.
- Pupils have excellent attitudes to learning. They are confident and keen to learn. They are willing to have a go and know they can ask for help if necessary. Pupils who spoke with inspectors said no one found the work too easy and that they like a challenge.
- There is a comprehensive age-appropriate programme to help pupils keep themselves safe. External agencies, the school nurse and social worker complement this work. Pupils have a strong understanding of how to keep themselves safe. Older pupils' work shows they consider the responsibilities of being an adult and are aware of the potential dangers of social issues such as drug awareness, citizenship and anti-social behaviour. This equips them exceptionally well for their move to secondary school.
- Pupils talk confidently about how to keep themselves healthy by exercising, eating nutritious foods and drinking water. They are mature enough to consider how they can keep themselves healthy in the school holidays.
- Pupils are aware of local and international issues and show a natural curiosity to learn. The young chaplain group wants to help other people. They perform a number of activities in school, such as contributing to the theme for the week and looking after the prayer garden. One of their roles is to organise fundraising for charity, for example for victims of a recent hurricane. They are fantastic ambassadors for the school, contributing to pupils' spiritual development across the school.

- Pupils have a mature attitude to accepting difference. They explain that everyone is different and they accept each other as they are. One pupil said, 'Everyone is unique.'
- Members of staff adopt a holistic approach to the well-being of pupils and their families. They provide information and activities to help parents support their children. For example, courses on parenting, cookery, basic computing, how to share a book, and mathematics have been very popular. These all give parents support in how to help their children learn at home.

Behaviour

- The behaviour of pupils is outstanding. Pupils demonstrate impeccable conduct around school and there is a lovely atmosphere. Pupils are polite, friendly and show respect for each other. They show self-control and regulate their own behaviour. One pupil said he loves everything about school: 'Everyone looks after each other and I love doing work.'
- Pupils behave extremely well in class. Inspectors did not see any disruption to learning of any kind. Pupils capitalise on their learning time.
- Behaviour outside the classroom is equally impressive. Pupils are independent, wanting to do things for themselves. This is evident in how they manage their behaviour around the school. Pupils move from one area to another calmly. They arrive in school, taking advantage of the flexible start to the day to get into class quickly. They play cooperatively outside at break and lunchtime. They apologise to each other if they accidentally clash.
- The vast majority of pupils with whom inspectors spoke said there is no name-calling or bullying in school. A couple of pupils say there are rare bullying incidents, but teachers sort it out. Pupils say they feel safe in school and that they could talk to any adult if they needed help.
- The parents who responded to the Ofsted online survey, the school survey and those who spoke with inspectors say there is no bullying in school. Parents think the school is a very safe environment.
- The vast majority of pupils attend school regularly. Attendance has been above the national average for the last four years. In the last academic year, a small number of disadvantaged pupils were frequently absent. Leaders were proactive in addressing this issue on a case-by-case basis. Some pupils and their families are supported by the provision of practical help, assisted by the social worker and the nurse. For others, leaders challenge poor attendance. These strategies have proved effective and pupils' attendance has improved.

Outcomes for pupils

Good

- In key stage 1, there was a blip in outcomes in 2016, where the proportion of pupils meeting the national standard was below average in reading, writing and mathematics. The school has acted quickly in reversing this decline and ensuring that pupils make sufficient progress to meet national standards. Key stage 1 provisional information for 2017 shows this has been successful. Pupils' attainment is now in line with that appropriate for their age.

- There is evidence of increased challenge in pupils' workbooks and in the increased proportion of pupils achieving greater depth in their learning. This is stronger in reading and mathematics, where the most able pupils do well. In writing, fewer pupils achieve greater depth in their learning, especially the younger pupils.
- Pupils' attainment in the phonics screening check in Year 1 is improving year on year and has been above the national average for the last two years.
- Key stage 2 outcomes are strong. In 2017, unvalidated data indicates that the proportion of pupils who achieved age-related expectations was higher than the national average in reading and writing and average in mathematics. Across all ability levels, pupils, including those that are disadvantaged, made strong progress. This provisional information indicates that pupils are well prepared to meet the demands of their secondary education.
- The workbooks of pupils who have special educational needs and/or disabilities indicate that they make good progress. The additional funding allocated to support these pupils enables good-quality, focused teaching for individuals and small groups.
- Across the curriculum, the school's own assessment information shows an increase in the proportion of pupils working at age-related expectations over time. In some subjects, there is an increase in the number of pupils working at greater depth in their learning in all year groups.

Early years provision

Good

- The majority of children begin the Nursery Year with knowledge and skills below those typical for three-year-olds. This is particularly evident in communication and language, reading, mathematics and understanding of the world.
- The proportion of children ready to start Year 1 is rising each year. Provisional data for 2017 shows this proportion is slightly below the 2016 national average. However, the well-documented learning journals show that all groups of children make good progress from their starting points. Observations of pupils moving into Year 1 show that pupils have good levels of concentration and independence. They persevere with their work and are keen to discuss it with their talking partners.
- Leadership of the early years is strong. Staff carefully observe and assess children's skills and identify their next learning steps. They plan provision well to provide many opportunities to improve children's skills across all areas of learning. For example, children work with a dance specialist to promote their physical development. They are keen to demonstrate their new-found 'moves' when they return to the classroom.
- There is a particular focus on those areas identified by staff where children are working below the age-related expectation. For example, children access a variety of focused mathematics activities to enable them to recognise and order numbers and to count.
- The outdoor area is attractive and teachers plan carefully to reinforce children's learning outside.
- Children enjoy school because their learning is exciting. For example, during the inspection some children operated electronic 'bugs', learning to use the controls to

make the 'bugs' change direction.

- Staff training is effective. This has resulted in adults being very good in supporting children and responding to their needs, enabling children to develop confidence and learn new skills. Adults model language, helping children to develop their skills. They remind children of good learning strategies, such as counting slowly and recounting to check they are correct.
- Leaders use additional funding effectively to increase staffing and to provide specialist help for children identified as needing support. This targeted work enables children to catch up.
- Behaviour is good. Children quickly learn routines. They feel safe and are confident with adults.
- Adults encourage children to develop independence, for example by encouraging them to put on their own coats and wash their hands. Leaders have established a colour-coded layout of equipment and resources, which is used throughout the early years and key stage 1. This enables children moving into the Reception class and key stage 1 to settle into their new classes quickly because the environment is familiar. Children new to the provision become independent very quickly.
- There are strong links with parents. Leaders plan a variety of activities to encourage transition into the Nursery class, such as 'stay and play' sessions to help children feel confident. Once children begin the Nursery Year, staff continue to engage with parents, providing practical support. For example, staff provide mathematics resource sacks and a range of workshops to support learning at home. Parents contribute to their children's learning journals. Those who spoke with inspectors are happy with the provision.
- Staff have a good understanding of how to keep children safe. All safeguarding and welfare requirements are met in full, ensuring that children feel and are kept safe.

School details

Unique reference number	105514
Local authority	Manchester
Inspection number	10036653

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	471
Appropriate authority	The governing body
Chair	Alan Denny
Headteacher	Des Burns
Telephone number	0161 681 2779
Website	www.christtheking.manchester.sch.uk
Email address	contact@christtheking.manchester.sch.uk
Date of previous inspection	6–7 February 2014

Information about this school

- The school meets requirements on the publication of specified information on its website.
- This is a larger-than-average-sized primary school.
- The majority of pupils are of White British heritage.
- The proportion of pupils from minority ethnic groups is above the national average.
- The proportion of pupils who speak English as an additional language is above the national average.
- The proportion of disadvantaged pupils eligible for pupil premium funding is almost twice the national average.

- The proportion of pupils who have special educational needs and/or disabilities is above the national average.
- The proportion of pupils who have an education, health and care plan is smaller than the national average.
- The school meets the current government floor standards, which set the minimum standards for pupils' progress and attainment.

Information about this inspection

- The inspection team observed teaching and learning in all classes. The headteacher and deputy headteacher observed jointly with Her Majesty’s Inspector.
- Inspectors met 24 pupils formally and spoke with many pupils informally during the inspection.
- Inspectors scrutinised pupils’ workbooks from the last academic year and their behaviour in and out of lessons.
- Inspectors considered the 11 responses to the Ofsted online questionnaire, Parent View, the 155 responses to the school’s own survey and spoke with many parents in the playground.
- Inspectors scrutinised a wide range of documents relating to all aspects of the school’s work, including minutes of governing body meetings, self-evaluation, improvement planning, leaders’ monitoring of teaching and learning, and documents relating to safeguarding.
- Inspectors met with the headteacher, deputy headteacher, middle leaders, new teachers and three governors and spoke with the local authority representative by telephone.

Inspection team

Jean Robinson, lead inspector	Her Majesty’s Inspector
Sheila O’Keeffe	Ofsted Inspector
Maureen Hints	Ofsted Inspector
Jennie Platt	Ofsted Inspector
Vanessa MacDonald	Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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