

# Christ The King Roman Catholic Primary School, Burnley

Calderbrook Avenue, Burnley, Lancashire BB11 4RB

## Inspection dates

3 to 4 July 2019

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

## Summary of key findings for parents and pupils

### This is a good school

- The headteacher, governors and school team have quickly resolved some weaknesses identified at the 2018 inspection in the quality of teaching and learning. As a result, current pupils make good progress.
- Governance is a strength of the school. Governors possess knowledge and experience to enable them to effectively hold school leaders to account.
- Pupils' progress in English is strong. Teachers develop well pupils' skills in spelling, punctuation and grammar. Pupils present their work very well.
- The school's leaders have ensured that the curriculum provides opportunities for pupils to learn across a range of subjects. Pupils deepen their skills, knowledge and understanding effectively.
- Subject leaders check on the quality of teaching, organise training, model effective practice and provide staff with advice. They routinely evaluate the impact of teaching on pupils' progress across the school.
- The school's routines for keeping pupils safe and supporting their welfare are highly effective and pupils feel safe. Adults treat pupils kindly and value their opinions and ideas.
- Pupils of all ages get along well and willingly help one another. Pupils behave well, and they are polite, respectful and proud of their learning.
- Teaching in the early years is good. Children thrive as a result of the high-quality leadership.
- Children and pupils make strong progress in phonics because of effective teaching, both in the early years and key stage 1.
- Current pupils make good progress because most teaching is effective. However, in some year groups pupils' ability to solve problems and explain their reasoning in mathematics is more limited.
- In some year groups, learning is not well matched to the abilities of the most able. As a result, these pupils are not challenged to reach the standards of which they are capable.

## Full report

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

- Improve the quality of teaching and raise standards further by:
  - ensuring that teachers consistently plan lessons to meet the most able pupils' learning needs
  - better supporting pupils to apply their reasoning skills to solve more complex mathematical problems.

## Inspection judgements

### Effectiveness of leadership and management

Good

- The turbulence caused by changes in leadership since the previous inspection left a legacy of inconsistent quality of teaching and, subsequently, variable progress for pupils across school. The current leadership team have been successful in improving teaching and learning and raising standards throughout the school.
- The headteacher sets high expectations and has a clear focus on doing what is right for pupils, based on the Christian ethos embedded throughout school. Her determined leadership has led to improvements across several areas of school life, including the quality of teaching and improvements in pupils' behaviour. These developments are welcomed and appreciated by staff, pupils, parents and carers.
- Leaders and governors both identify priorities for improvement and check whether the actions taken to secure them are successful or not. For example, in writing, leaders provide effective professional development and regular feedback to staff. This has contributed to pupils' writing improving significantly.
- Subject leadership is strong. These leaders train and support staff. They check effectively whether improvements have been made and take a strategic view of their subject areas across the school. This contributes to pupils' strong progress in a wide range of subjects.
- The pupil premium funding to support disadvantaged pupils is used effectively. Leaders monitor the impact of actions to overcome difficulties in pupils' learning. Pupils receive high-quality support, including for their social and emotional needs. Evidence gathered during the inspection and the school's own assessment information show that disadvantaged pupils are making strong progress, especially in key stage 2.
- The curriculum reflects well pupils' needs and interests. Carefully chosen topics develop pupils' knowledge across a wide range of subjects. Teachers are clear about the subject knowledge and skills taught in each year group and in each subject. This contributes to pupils being prepared for the next stage of their education.
- Parents expressed positive views about the school. Those who spoke with inspectors said that communication has improved. This contributes to parents understanding the reasons behind the decisions leaders make, as well as developing a sense of community.
- There is a positive sense of teamwork within the school. Staff appreciate the training and support they are given. As a result, they are keen to work together, and they share leaders' determination to improve outcomes for all pupils. Staff are positive about recent changes and are committed to doing the best for all pupils.
- The leadership of the provision for pupils with special educational needs and/or disabilities (SEND) is effective. The knowledgeable special educational needs coordinator ensures that additional funding is well spent. Regular reviews of the impact of learning and pupils' progress ensure that specific programmes of support are well suited to pupils' needs. Consequently, pupils with SEND achieve well.
- Leaders promote pupils' spiritual, moral, social and cultural development effectively,

through helping pupils understand and celebrate a wide range of faiths and cultures. The curriculum is further enhanced by a range of interesting visits, visitors to the school and theme weeks, such as 'Inter-faith' week.

- Pupils are aware of British values. They demonstrate in their good behaviour their understanding of such values as tolerance and respect for rules.
- Leaders use the primary school physical education (PE) and sport funding effectively. Pupils from the Reception Year to Year 6 take part in a wide range of sports, including cricket and circuit training. The use of sports coaches to provide specialist support and before- and after-school clubs has raised the profile of PE and promotes healthy lifestyles.
- The local authority now provides a 'light-touch' approach to the school. Overtime, the local authority officers have worked closely with the school, providing senior leaders with an effective balance of support and challenge.

### **Governance of the school**

- Governors show a strong commitment to the school, as well as a desire to continue to improve standards. They work closely with senior leaders and have a good understanding of the school's strengths and priorities for improvement.
- Leaders provide governors with detailed information about pupils' progress and attainment. Governors cross check reports from the headteacher with information from other sources. Minutes of governing body meetings show that governors ask challenging questions to hold leaders to account. They use the school's information effectively in order to focus on key areas for further development.

### **Safeguarding**

- The arrangements for safeguarding are effective. Leaders have ensured that there is a strong culture of safeguarding in the school. Staff are vigilant, reporting concerns quickly and appropriately.
- The single central record meets all statutory requirements. All appropriate checks are made on adults who are regularly in the school. Staff are well trained in the most up-to-date safeguarding practice and leaders keep detailed records of this training.
- Leaders work well with outside agencies to make sure pupils who are particularly vulnerable are safe and secure. Leaders are proactive in developing their understanding of local risks and helping pupils manage these. All pupils spoken with say they feel safe in the school, and the overwhelming majority of parents confirm that their children feel happy and safe.

### **Quality of teaching, learning and assessment**

**Good**

- Teaching engages pupils well, so they work hard and make progress. Teachers' expectations of what pupils can achieve and the quality of pupils' work are consistently high. For example, teachers encourage pupils to take pride in the presentation of their

work and pay attention to their handwriting.

- Teachers use reliable information about pupils' attainment and progress to set well-planned tasks for pupils and consider their differing needs and abilities, including for disadvantaged pupils. However, in some year groups there is less evidence of the most able pupils being set work to fully challenge them.
- Where teaching is very effective, teachers use well-thought-out questioning to deepen pupils' thinking. The use of high-quality texts successfully engages pupils and develops their language and comprehension skills. Pupils in Year 4 spoke enthusiastically about the text they worked on and how it had helped in their writing to improve their vocabulary.
- In mathematics, most teachers' raised expectations of what most pupils can achieve, especially in developing fluency and applying their skills. However, in some year groups teachers are less successful in enabling pupils to reason, explain their thinking and solve problems.
- Teachers' subject knowledge enables them to provide learning which is sometimes highly effective, especially in the teaching of spelling, grammar, reading and writing. This contributes to pupils' strong progress in these areas.
- Staff regularly require pupils to write at length and apply their writing skills across a range of subjects. For example, pupils in Year 6 used their historical knowledge to write about whether Harold should have remained at Pevensey in 1066.
- Teachers expect pupils to develop their mathematical skills across the curriculum. For example, key stage 2 pupils show understanding of the appropriate graphs to use for recording scientific results.
- Early reading is taught very effectively. The effective teaching of phonics means that pupils are successful in using their phonics knowledge to sound out letters and to blend words when they read. They are becoming fluent, confident readers.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Pupils are confident and friendly. They accept each other's differences readily and say everyone is warmly welcomed into the school. They explained to inspectors that, 'We know people are different, but we treat everyone in a positive way.'
- Pupils enjoy contributing to the life of the school. They learn about democracy through elections for representatives on the school council and as school chaplains to support in assemblies. Older pupils expressed pride in their work to assist Reception class children, especially at lunchtimes.
- Pupils are encouraged to develop their interests, not only through the many subjects taught, but also through a variety of activities and after-school clubs. They enjoy their topics and regularly work together to develop their skills in cooperation. For example, in Year 1, pupils worked collaboratively when weighing items for a mathematical

investigation.

- Staff build positive relationships with pupils. This contributes to pupils feeling safe, happy and cared for well. Pupils understand about keeping themselves safe when online. Pupils know about bullying and the different forms it can take. Pupils told inspectors that there was no bullying and few instances of pupils falling out. They are confident that adults will address their concerns if they arise.

## Behaviour

- The behaviour of pupils is good. The school's behaviour policy is well understood by all. It is applied fairly across the school, and so pupils have a good understanding of the rewards for good behaviour and the consequences of unacceptable behaviour.
- Pupils enjoy learning in a calm and orderly environment. They recognise the improvements to learning and behaviour this year. Older pupils comment, 'This has been the best year of my life for learning at this school.'
- Pupils' attitudes to learning in lessons is, on the whole, positive. Generally, pupils pay attention to their teachers and contribute readily in lessons. They are eager to learn and focus carefully on the activities set by teachers. However, where these activities are not well matched to their needs, or challenging enough, some pupils lose interest and become restless.
- Pupils conduct themselves well during playtimes and when they move around the school. They show great care and respect for each other.
- Pupils enjoy coming to the school. Leaders' strategies to improve the attendance for individual pupils, whose attendance is low, by providing support to families has had a positive impact. Consequently, the school's overall attendance remains high.

## Outcomes for pupils

**Good**

- In 2018, pupils' progress at the end of key stage 2 was average in reading, writing and mathematics. Attainment at the expected level in reading, writing and mathematics was also average. In Year 2, in 2018, attainment in reading, writing and mathematics was also average.
- The proportion of pupils who have a secure understanding of spelling, punctuation and grammar by the end of Year 6 has improved and was above the national average in 2018. Currently, pupils of all abilities demonstrate technical accuracy in their independent work in this area.
- The school's own assessment information and work seen in current pupils' books show that pupils are making the strongest progress in reading and writing. Pupils' progress in mathematics is more variable in some classes. Leaders recognise the need to further improve pupils' ability to reason and problem-solve.
- Currently, pupils across the school are confident in applying their phonics skills in their own writing. In 2018, the proportion of pupils achieving the expected standard in the national end of Year 1 phonics screening check fell to below the national average. In 2019, a well above average proportion of Year 1 pupils achieved well in the phonics

screening check.

- Pupils benefit from a broad curriculum and develop subject-specific knowledge, skills and understanding in depth, across a wide range of subjects. This is particularly so in science, history and religious education.
- Pupils with special educational needs and/or disabilities (SEND) are supported well. The support is focused on improving the progress these pupils make. They make strong progress across the school.
- The pupil premium funding to support disadvantaged pupils is used increasingly effectively. The progress of disadvantaged pupils across the school is strong in reading, writing and mathematics. In key stage 2, in particular, disadvantaged pupils are making strong progress from their starting points.
- Over time, the most able pupils are not provided with sufficient challenge to enable them to work at greater depths of understanding. The proportion of pupils attaining at the higher standard in 2018 in the end of Year 6 national assessments in reading and mathematics were average. However, the proportion of pupils achieving greater depth in writing was below average. In Year 2, the proportion attaining at greater depth in reading, writing and mathematics was below the national average. Recent changes to teaching are beginning to help the most able pupils to make better progress. However, there is still more scope for a higher proportion to learn in greater depth.

## Early years provision

**Good**

- The early years is well led and managed. Leaders have identified accurately the many strengths and the areas for development. Staff work effectively as a team, drawing on their individual strengths for the benefit of the children's learning, well-being and development.
- The proportion of children who achieved a good level of development at the end of the Reception Year was below the national average in 2018. The school's current performance information and children's work show a much higher proportion of children attaining at a good level of development.
- Staff assess children's skills regularly and plan activities which are well matched to children's skills and interests. For example, teachers identified the need to further develop children's basic English and mathematics skills.
- Teachers provide a wide range of stimulating and engaging activities, based around number and writing, to ensure that children learn as they play. As a result, children are developing better than in the past their early reading, writing and mathematical skills. Strong arrangements are in place to ensure that children settle happily into school. Inspectors observed a session in school for those children due to join the Reception class in September. Staff swiftly and sensitively established expectations and routines and identified children's individual needs, so appropriate support is put in place as soon as they start school.
- Children play imaginatively together and enjoy each other's company, forming strong bonds. For example, during the inspection children created their own perfume, worked together to gather flowers from the garden and wrote the ingredients on their bottles.

- Adults' expectations of what children can achieve are high. Effective interactions between children and adults extend and deepen children's thinking. Children are motivated and engrossed in the activities provided for them. They persevere and are proud when they successfully complete a task. For example, children working on a number-based task demonstrated resilience by completing the task, even though they found it challenging.
- Parents are well informed about their children's learning. They receive regular information about progress and attend useful workshops on how to help their children read and how to support them. This effective working partnership successfully supports children's progress.
- Currently, children's work shows they are making strong progress from their starting points. They have access to a wide range of materials to express their ideas, especially in writing. Many children form words successfully, with some moving on to writing sentences. For example, children applied their secure phonics skills in writing at length about a mermaid's lost voice.
- Adults give close attention to children's well-being. Safeguarding procedures are effective. Staff are well trained and undertake appropriate risk assessments to ensure that children are kept safe. Children's settled and happy start enables them to be well prepared for Year 1.

## School details

Unique reference number	119488
Local authority	Lancashire
Inspection number	10087733

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 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	215
Appropriate authority	The governing body
Chair	Stephanie Balko
Headteacher	Sarah Webster
Telephone number	01282 429 108
Website	<a href="http://www.king-pri.lancs.sch.uk">www.king-pri.lancs.sch.uk</a>
Email address	<a href="mailto:admin@king-pri.lancs.sch.uk">admin@king-pri.lancs.sch.uk</a>
Date of previous inspection	20 June 2018

## Information about this school

- This is an average-sized primary school.
- The proportion of disadvantaged pupils is lower than the national average. The proportion of pupils with SEND is also below the national average but has increased this academic year.
- The proportion of pupils from minority ethnic groups is below the national average. The proportion of pupils who speak English as an additional language is also below the national average.
- The inspection carried out under Section 48 of the Education Acts 2005 and 2011 was conducted in November 2016.
- The headteacher took up post as acting headteacher in September 2018 and then substantive headteacher in April 2019.

## Information about this inspection

- Inspectors examined a range of documents, including information about pupils' attendance, pupils' assessment information, leaders' self-evaluation, school improvement information and safeguarding records.
- Inspectors conducted meetings with leaders to review the impact of their work on pupils' learning and outcomes. Inspectors considered the school's current assessment information and conducted an in-depth analysis of pupils' work across a range of subjects.
- Inspectors visited many classes. Some of these visits were conducted jointly with leaders.
- Records of behaviour and leaders' checks on the suitability of staff to work in the school were considered. Inspectors also met with leaders to review the impact of their work to safeguard pupils' welfare and promote good behaviour and attendance.
- Inspectors held a meeting with members of the governing body. A discussion was also held with two representatives of the local authority.
- Inspectors met with groups of pupils to discuss their views on the school. Inspectors observed pupils' behaviour around the school and at playtime.
- A group of pupils read to the inspectors. Inspectors also heard pupils read during visits to classrooms and talked with them about their attitudes to reading.
- Inspectors gathered the views of parents through informal discussions in the playground before school. Inspectors also considered 59 responses to Parent View, Ofsted's online questionnaire, including 44 free-text comments, 28 responses to the online staff survey and 24 responses to the online pupils' survey.

## Inspection team

Simon Hunter, lead inspector

Her Majesty's Inspector

Janette Walker

Ofsted Inspector

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