



Christ The King RC Primary School

Inspection Report

Unique Reference Number 111696
LEA Stockton-on-Tees
Inspection number 278752
Inspection dates 12 January 2006 to 13 January 2006
Reporting inspector Mrs Moira Fitzpatrick

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

Type of school	Primary	School address	Tedder Avenue
School category	Community		Thornaby
Age range of pupils	3 to 11		Stockton-on-Tees, TS17 9JP
Gender of pupils	Mixed	Telephone number	01642 761252
Number on roll	241	Fax number	01642 761252
Appropriate authority	The governing body	Chair of governors	Mr Kevin Duffy
Date of previous inspection	1 June 2000	Headteacher	Mr Michael Eddy

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Introduction

The inspection was carried out by three additional inspectors.

Description of the school

Christ the King is an average-sized primary school. Almost all pupils are of white British heritage and no pupils speak English as an additional language. The percentage of pupils eligible for free school meals is average. The proportion of pupils with learning difficulties and disabilities, including those who have a Statement of Special Educational Need, is below average. The school roll has decreased since the last inspection, owing to the opening of another Roman Catholic school to serve a nearby housing development. This has brought a change in the attainment of children who attend the school, with fewer higher attaining pupils and more lower attaining pupils on roll than in the past. The attainment of children when they start school is average for their age. Since the last inspection the school has won School Achievement Awards for high performance in national tests in 2002 and 2003.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school that provides good value for money and this judgement matches the school's own accurate evaluation of its performance. The teaching is generally good and pupils achieve well overall. Good teaching helps pupils to reach above average standards in science and mathematics. Standards in English are average because the teaching and the curriculum are not well enough adapted for the most able pupils to reach their full potential in their writing. Standards and the quality of provision in the Foundation Stage are satisfactory rather than good because lesson planning does not account for the different capabilities of children to ensure they all make good progress. However, the school is particularly effective in ensuring the success of pupils with learning difficulties. Pupils' progress varies and is best in Years 4 to 6, the inconsistency indicating a need for more rigorous monitoring of lessons by subject leaders. Pupils are well cared for and supported and their personal development is good. Very good relationships and the good spiritual, moral and social development of pupils create a happy, safe community. Leadership and management are good. The school has made satisfactory improvement since the last inspection and has the capacity to continue to improve.

not applicable

What the school should do to improve further

The school should:

- make better use of assessment to ensure that lessons match the capabilities of the pupils throughout the school and provide a good challenge for the most capable pupils, especially in written English;
- ensure that subject leaders monitor lessons to make improvements in planning.

Achievement and standards

Grade: 2

Pupils achieve well and overall standards are above average by the time they are ready for secondary school. The school successfully achieves its ambitious targets for Year 6 national tests. By the end of Reception, most children reach the goals set for their learning and many exceed them. Overall progress is satisfactory in Reception from their starting points when they enter Nursery. By Year 6, pupils reach very high standards in science and above average standards in mathematics because of good teaching, their positive attitudes and the extra lessons they receive after school during Year 6. Although standards in English are average, they have declined in recent years because teachers' assessment of pupils' progress has not been used effectively enough to set challenging work for higher attaining pupils in writing. Pupils make good overall progress, especially in Years 4, 5 and 6. Pupils with learning difficulties and/or disabilities make very good progress, with many reaching the expected standards for their age by Year 6.

Personal development and well-being

Grade: 2

Pupils' personal development is good overall. Their spiritual, moral and social development is excellent, reflecting the impact of the headteacher's high commitment to these. Cultural development is satisfactory rather than good because pupils are not taught enough about the diversity of society in modern Britain. Pupils' attendance is good, their behaviour is excellent and they have good attitudes to school. They are keen to learn and help to make the school a safe and happy place in which to work. Pupils care for those less fortunate than themselves, for example, through generous fund-raising and giving, and make very good relationships with others. Although pupils have many informal opportunities to express their views and make suggestions for improvement, the development of the recently formed school council now gives more structure and direction to the exercise of their skills of citizenship. Pupils in all classes accept responsibility confidently and older pupils show a mature attitude to their duties as prefects, buddies and monitors. Pupils learn about healthy lifestyles, for example, the benefits of exercise and healthy eating. Pupils take part in a wide range of physical activities, in and out of school time.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good overall. Pupils have good attitudes to lessons and work hard to complete tasks promptly. Science and mathematics are particularly well taught, resulting in high standards in these subjects in all classes. However, in writing, teachers do not take enough account of the wider range of capabilities in each class or make good enough use of assessment information. Consequently, they do not consistently plan challenging targets in writing for all groups of pupils, especially higher attaining pupils. This accounts for the lower standards in English than in mathematics and science. Pupils commented that they enjoyed practical lessons best, particularly science, where they find out things for themselves. The teaching of pupils with learning difficulties and those who have transferred to the school with low levels of self-confidence is very effective in enabling these pupils to learn as well as their peers.

Curriculum and other activities

Grade: 3

Despite some good features the curriculum is satisfactory, overall, because the school has not adapted it well enough to meet the needs of all groups of pupils. The school has successfully planned the curriculum for pupils with additional learning needs and/or disabilities but there is insufficient specific planning for the most able pupils, except in the after-school mathematics classes for Year 6 taught by the headteacher. Similarly, the curriculum planning in the Foundation Stage does not yet reflect the

recently increased range of abilities of the children when they start school. Parental concerns for extra-curricular activities have been well addressed with a stimulating range of activities for pupils of all ages.

Care, guidance and support

Grade: 2

The care, guidance and support are good overall. In particular, the care of pupils is excellent. Arrangements for child protection and for health and safety are very secure. Parents and children say the school is a safe, happy and welcoming place and are proud to be a part of it. Pupils are confident that teachers will resolve any problems that occur and that they will be looked after if they are unwell or unhappy. One pupil who recently transferred to the school was very impressed by how much teachers care for everyone. The provision for pupils who have learning difficulties or disabilities is very good and is very well supported by excellent links with external agencies. Support and guidance for other pupils on how to improve are satisfactory, but teachers do not make enough use of the assessment information they have either in their planning for learning or in their feedback to pupils.

Leadership and management

Grade: 2

Leadership and management are good overall. The headteacher provides excellent leadership for the ethos of the school. He commands very good support from all in the school community for the very high standards of care that the school provides and the strong Catholic values that it promotes. He has ensured that pupils achieve well through his own leadership of subjects and his commitment to learning after school. The management of the school is satisfactory. The management of the provision for pupils with learning difficulties and the leadership of science are very good. The school's self-evaluation is accurate and identifies areas for improvement. However, the subject leaders do not monitor the quality of lessons effectively enough to ensure that the work set by the teachers meets the full range of ability found in classes, particularly in English. Parents occasionally make a contribution to the school's development through their response to questionnaires. Governance is satisfactory. The governors support the school well; although they do not currently exercise their monitoring role, they plan to do so. The school provides good value for money: it has made satisfactory progress since the last inspection and is securely placed to continue to improve.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

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Mr Michael Eddy

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14 January 2006

Dear Children

Thank you all very much for making us so welcome when we visited your school. We had a lovely time finding out about the interesting things that you do.

Here are some of the things that we liked best about your school.

You work hard and enjoy learning.

You do well in mathematics and science.

You care for each other in school, welcome new children who join your class and give generously to others who do not have as much as you do. Well done and keep it up! You make the world a better place because of the kind things you do.

We liked the fact that your parents are proud that you attend your school because they know you are well taught and well cared for.

You are becoming good citizens because you take your responsibilities very seriously and are very sensible and mature when given a job to do.

We agree with some Year 6 pupils that the school council will be useful in giving you a bigger say in what to do to make the school better.

You told us that your headteacher and teachers look after you very well. We agree and it does you credit to recognise how much they do for you.

Finally, your behaviour is among the best that we have seen. Keep it up – it does so much to help everyone learn better.

To make things even better we have asked your headteacher and teachers to:

make sure that work that is set at the correct level in writing.

Yours sincerely

Mrs Moira Fitzpatrick
Inspector