



Christ The King Catholic Primary School

Inspection Report

Unique Reference Number 105081
Local Authority Wirral
Inspection number 287120
Inspection dates 14–15 February 2007
Reporting inspector Michael McDowell

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

Type of school	Primary	School address	Allport Road
School category	Voluntary aided		Bromborough, Wirral
Age range of pupils	4–11		Merseyside CH62 6AE
Gender of pupils	Mixed	Telephone number	0151 3344345
Number on roll (school)	356	Fax number	0151 3349658
Appropriate authority	The governing body	Chair	Mrs S Moore (Acting)
		Headteacher	Mrs E Robb
Date of previous school inspection	5 March 2001		

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Christ the King is a well established Catholic primary school which provides for pupils in the parishes of Christ the King, Bromborough and St Luke, Bebington. Very few pupils are from minority ethnic backgrounds and all speak English. The school has recently been awarded the Activemark Gold for its commitment to physical activity and sport and it is recognised by its local authority as a 'self-improving school'.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

Christ the King Catholic Primary School is outstandingly successful in enabling pupils of different capabilities to build on their attainments and achieve as much as they can. It promotes exceptional personal development, helping pupils to become confident learners with cheerful dispositions and a positive outlook.

Children enter the Foundation Stage 2 (Reception) with skills broadly as expected. They make good progress and because of the thorough grounding they are given, their progress becomes more rapid at later stages. While the more able pupils attain slightly less well in mathematics than in English at the end of Year 6, standards overall are significantly higher than average and pupils' achievement is exceptional. These very positive outcomes are the fruit of outstanding leadership and management which have the improvement of standards as its first priority.

The quality of teaching and learning is very high. Lessons are carefully planned, challenging and full of interest. Pupils enjoy them and do their best. Their attitudes to learning are very positive and they are happy to share their answers and ideas with their classmates. Within the good curriculum the provision made for pupils' personal development is exceptional. Assemblies, circle time and personal, social and health education (PSHE) lessons are used very effectively. Many opportunities for pupils to take responsibility and to help others are provided. Older pupils become buddies to younger ones, or act as prefects, while other pupils serve the school community as members of the school council. Pupils actively support the work of charities. The school places great emphasis on sport and physical activity with all pupils being involved in these for at least two and a half hours each week.

Pupils know and appreciate the importance of a sensible diet and sufficient exercise if they are to stay healthy. The school provides first-rate care, support and guidance. It has established very effective assessment systems which enable it to keep a check on individual progress and to set attainable but challenging targets for each pupil. A particular strength is in the extremely helpful support provided for pupils who are emotionally vulnerable because of loss or family difficulties.

Leadership and management are excellent. The headteacher inspires staff, who provide loyal and energetic support. School leaders have very good knowledge of the school's strengths and weaknesses, although they have been overly modest in grading as good aspects that inspectors judge to be outstanding. The school gives outstanding value for money and is very well placed and determined to build further on its success.

What the school should do to improve further

- Raise the standards achieved by the more able pupils in mathematics to the same high level that they achieve in English.

Achievement and standards

Grade: 1

Achievement is outstanding and standards are well above average. Children make good progress in Foundation 2 and enter Year 1 having reached the targets set for them. Pupils make consistently very good progress through Years 1 to 6. In the 2006 Year 2 national assessments, pupils' standards were significantly above average in reading and writing and above average in mathematics. In the Year 6 national tests, standards were well above average in English and science, with well over half reaching the higher Level 5 in English and more than two thirds in science. In mathematics, the proportion of pupils gaining the expected standard was also significantly higher than the national average. However, the proportion gaining Level 5 was less than in English or in science. Pupils with learning difficulties and/or disabilities, including those with statements of special educational need, do very well in relation to their capabilities.

Personal development and well-being

Grade: 1

Personal development and well-being are outstanding. Pupils are courteous and cheerful and treat others as they would like to be treated themselves. Behaviour is excellent. Pupils accept the need for and follow school rules. Spiritual, moral, social and cultural development is exceptional. Pupils' capacity for reflection and understanding of the needs of others is excellent and they are very willing to help. They do this, for example, through the buddy system in which older pupils work with and help younger ones. They are also involved in supporting local and international organisations. The elected school council, whose members are articulate and thoughtful, is proud to have brought about changes of benefit to other pupils. Pupils enjoy school, and their attendance and punctuality are good. Pupils act in a safe manner as they move around the school and play together during break times. They are offered and frequently choose healthy foods at lunchtime and enjoy the outstanding opportunities for exercise and sport provided by the school.

Quality of provision

Teaching and learning

Grade: 1

Pupils learn exceptionally well because the quality of teaching is consistently high. Teachers thoroughly assess pupils' attainment and use the information they gain to set challenging work. Teachers have very good knowledge of what is required by the curriculum and are skilful in identifying those areas within subjects that need particular emphasis. Relationships between adults and pupils are excellent. This is because lessons are very well planned with clear objectives and a wide variety of interesting activities. Pupils are made fully aware of what they must do and they are given sufficient help and guidance to succeed. Because they find their lessons enjoyable, pupils do not

waste time and they concentrate very well on their work. They are eager to share their knowledge and ideas with others and confident when asked to do so. Resources are managed very efficiently. Teaching assistants are used very effectively, so that where additional help is needed, for example by pupils with learning difficulties and/or disabilities, it is always available.

Curriculum and other activities

Grade: 2

The curriculum is good. There is a strong focus on literacy and numeracy which prepares pupils very successfully for learning in all subjects and for their future economic well-being. Provision for PSHE is given prominence and is exemplary. Through a comprehensive programme, pupils develop secure relationships and are guided to avoid significant risks to their health, safety and well-being. There is a very strong commitment to sport and physical activity. Pupils have access to expert sports coaching from teachers at local secondary schools. There are clubs and activities at lunchtime and after school which include choral singing, competitive sports and information and communication technology (ICT) for girls. A wide range of visits and visitors further enriches the curriculum and enhances pupils' enjoyment. The needs of pupils with learning difficulties and/or disabilities are met very well. Pupils' use of ICT to support their learning across the curriculum is not yet as well developed as it should be. The Foundation Stage curriculum, while much improved, needs further development to ensure that children's learning and play are fully integrated.

Care, guidance and support

Grade: 1

The school provides outstanding care, guidance, and support. As a result, pupils are cheerful and sociable, achieve very highly and enjoy their time at school. The welfare of pupils is safeguarded very effectively. The school has a clear policy to protect its pupils. The required checks on those who have access to pupils are carried out. The safety of pupils is strongly promoted by thorough risk assessments. Through rigorous assessment the school knows its pupils very well. They have learning targets that clearly set out their next step forward. Parents are kept very well informed about their children's progress. The school excels in the care it provides for pupils who are distressed by bereavement, family breakdown or relationship problems. In working with vulnerable pupils and with families in crisis, the school acts collaboratively with other agencies to provide the help required. The needs of pupils with learning difficulties and/or disabilities are very well met through very effective collaboration with specialist outreach services.

Leadership and management

Grade: 1

Leadership and management are outstanding, resulting in pupils' exceptional achievement and personal development. Since the last inspection the school has

successfully raised standards. The headteacher provides assured leadership, excellent commitment to the school and inspiration to staff. School leaders and managers are proud of their school and strive to make it as good as it can be. The school is very inclusive. It provides for pupils of different faiths and for those who have more difficulty in coping with learning and socialising. Self-evaluation is thorough. Analysis of pupils' attainment and progress is particularly strong. Very good use is made of the information derived from assessment to set challenging school targets. Senior managers closely oversee the quality of teaching and learning and monitor pupils' performance. Subject leaders keep a close eye on standards and provision, suggest improvements and advise colleagues on curriculum matters. Parents have a high opinion of the school and believe that it helps their children to learn well and to become mature and considerate. Management is very effective, enabling the school to run smoothly from day to day. The governors are well informed about the school's strengths and weaknesses. They oversee its performance and critically examine all expenditure proposals and plans for improvement.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	1
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Thank you for welcoming us to your school last week. We all enjoyed our visit very much and were very pleased to be able to talk to you and see you in your classes and at play.

You helped us a great deal and we were very impressed by your kindness to us and your good manners.

The things that most impressed us about your outstanding school were that:

- you work very hard and make excellent progress in your lessons
- you are very confident and polite, and you think of others as well as thinking of yourselves
- you are very keen on sport and take part in clubs and other activities such as the choir
- you know how to keep yourself and others safe and healthy
- your teachers know you very well, they make sure that you have understood and they give you targets so that you know what you should improve
- the school takes very good care to keep you safe and help you
- your headteacher and staff run the school extremely well.

To make your school even better we have asked your headteacher and the staff to:

- help those of you who find mathematics easier than most to do as well in the subject as you do in English.

Thank you once again for being so helpful.