



School of Christ The King Catholic Primary

Inspection Report

Unique Reference Number 109243
Local Authority Bristol, City of
Inspection number 288324
Inspection dates 28–29 November 2006
Reporting inspector Alexander Paul Baxter

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

Type of school	Primary	School address	Hartcliffe Road
School category	Voluntary aided		Filwood Park
Age range of pupils	4–11		Bristol BS4 1HD
Gender of pupils	Mixed	Telephone number	0117 9664844
Number on roll (school)	170	Fax number	0117 9631949
Appropriate authority	The governing body	Chair	Tim Rogers
		Headteacher	Anne Peachey
Date of previous school inspection	17 June 2002		

Age group 4–11	Inspection dates 28–29 November 2006	Inspection number 288324
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This school serves a relatively disadvantaged area and is below average in size. Nine out of ten pupils are from White British backgrounds. The number of pupils entitled to free school meals is well above average. The proportion of pupils with learning difficulties is also well above average. The proportion of pupils who are at an early stage of learning English is average. Children's attainment on entry varies each year, but remains well below the level expected for their age.

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, which continues to improve. In contrast to its immediate surroundings, the school represents an oasis where pupils' enjoyment of learning flourishes. One parent wrote, 'This is a loving, caring school with a beautiful atmosphere,' a view reflected by the vast majority of parents who returned questionnaires. There are significant strengths, not least the outstanding leadership of the headteacher. By developing teamwork and a shared commitment to ongoing improvement, the headteacher ensures that the care, guidance and support given to the pupils are of the highest quality. This care and good quality teaching help pupils to develop excellent behaviour and positive attitudes to learning.

Pupils' personal development and well-being are good overall. The pupils' spiritual, moral, social and cultural development is outstanding. It is clearly seen in their considerate relationships and in the way they commit themselves to their work with increasing wholeheartedness as they move through the school. These qualities reflect the excellent role models of staff and the warmth and sincerity of the support they provide. The caring Catholic ethos underpins this support and is much appreciated by parents. Despite the pupils' enjoyment of learning and the school's best efforts, attendance is not high enough.

Even though many pupils enter the school with a limited range of skills, pupils of all abilities achieve well. Standards are broadly average overall. The much-improved and above-average standards in writing achieved by Year 6 pupils in the 2006 national tests reflect the successful emphasis placed on this aspect in Years 3 to 6. The quality of writing in Years 1 and 2 is not of the same standard in relation to the pupils' age, and boys' writing is particularly weak. The teachers are now addressing this with increasing effect this term.

The quality of the teaching and the curriculum are good, including in the Reception class, where children make good progress. Teachers plan the right activities and keep the pupils well informed, enabling them to progress well. The curriculum is enriched by a good range of visits, visitors and activities, such as a book fair. These relevant experiences help to bring the curriculum to life and aid pupils' learning.

The leadership and management are good. The school's success lies in the effective way that staff evaluate their own performance. They discuss areas that need to be improved and work together in bringing improvement. These skills give the school a good capacity to improve into the future.

What the school should do to improve further

- Improve pupils' writing, especially boys', by the end of Year 2.
- Raise pupils' attendance.

Achievement and standards

Grade: 2

Standards are average and achievement is good for all pupils. This stems from consistently good teaching and learning in all classes. Standards at the end of Year 6 have improved well since the last inspection.

A substantial number of children start school with very limited communication, language and literacy skills. Children make good progress in Reception, especially in their personal, social and emotional development, although standards are below expected levels by the time they enter Year 1. Pupils make good progress through Years 1 and 2, where teachers are strengthening the focus on meeting pupils' individual needs. By the end of Year 2, standards are average in mathematics and science and are below average, but improving, in reading and writing. However, the quality of writing, especially by boys, is not high enough. Pupils make good progress through Years 3 to 6, as their developing self-confidence in language and problem-solving strengthens their response to good teaching. An increasing number of pupils attain above-average standards in mathematics, science and writing by the time they leave the school.

Personal development and well-being

Grade: 2

Personal development and well-being are good. Pupils enjoy being at school and take great delight in their learning. They talk enthusiastically about school. For example, one said, 'I love coming to school, it's great fun.' Behaviour is excellent because pupils feel valued and know what is expected of them. Attendance is improving, but despite the school's best efforts, is still below average, mainly because of holidays taken during the term time. Pupils' spiritual, moral, social and cultural development is outstanding. The school's Catholic ethos underpins its work. Children value and celebrate each other's achievement. They understand the difference between right and wrong. Wonderful art displays and specially chosen artefacts enhance pupils' knowledge of different cultures throughout the world. Relationships are very good. Pupils make good contributions to the school and wider community. They are enthusiastic and enjoy taking on responsibility. Older pupils, trained as 'Problem Busters' and 'Playground Friends', resolve disputes and promote friendships at breaktimes. A newly formed school council has already presented ideas, such as having a bicycle shed. Children feel secure in school and adopt safe, healthy lifestyles. Their very good social skills and improving literacy and numeracy skills prepare them well for the future.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good throughout the school. Teachers and their assistants share very warm relationships with the pupils and promote enjoyable

learning. Teachers encourage and value pupils' contributions. Their good questioning is a consistent feature in all classes. Teachers are particularly effective in revisiting previous work. They discuss clear learning objectives with the pupils. These help pupils to know and understand what they have to do to improve and strengthen learning.

Until recently, expectations of pupils' writing in Years 1 and 2 have not been consistently high enough. This term, teachers in these classes are lifting pupils' aspirations and self-confidence, enabling pupils to learn more quickly. Teachers of older pupils are adept at developing pupils' independent learning skills and their commitment to learning. Pupils put a lot of thought into the way they prepare their work and have become much more adept at using laptop computers for research purposes. Very occasionally, overlong whole-class discussions limit the opportunities for pupils to develop these independent lines of enquiry. Teachers use assessments of the pupils' work effectively. They set interesting challenges, appropriately matched to the pupils' abilities. Their good marking provides pupils with useful information about how to improve.

Curriculum and other activities

Grade: 2

The school provides a good curriculum that meets the needs of all pupils. Pupils feel they have lots of enjoyable things to do. 'I just love the lessons, lots of fun activities,' said a school council member. Their literacy, numeracy and information and communication technology (ICT) skills are used and developed with increasing effectiveness in other subjects. For example, pupils in Year 5 researched the Tudors on the Internet and used their literacy skills to compose reports. However, independent learning opportunities are not always such an effective feature for pupils in Years 1 and 2.

The interesting, creative curriculum also has a strong impact upon pupils' personal development. Displays, artefacts, models and practical work, such as African drumming, extend the pupils' understanding of other people, in other times and places. Good links with other providers, for example, sporting events with neighbouring schools, extend the opportunities provided. The curriculum is enriched by a good range of visits, visitors and extra-curricular activities, such as an excursion to Clifton Suspension Bridge, which pupils described as 'Heaven above the river'. An effective programme of personal and health education helps pupils to build good life skills for the future.

Care, guidance and support

Grade: 1

Care, guidance and support are outstanding. Children benefit greatly from being part of a secure and caring community. The school is meticulous and highly successful in ensuring the pupils' safety and well-being in school and on trips. Parents are confident that their children are safe at school. Pupils reported, 'This is a safe place, teachers listen to us and we trust them.' All pupils, including those with learning difficulties and disabilities, are given close academic guidance on how to improve their work. Specialist staff assist in ensuring that pupils are set very relevant individual targets,

which keep them clearly focused on what they need to achieve next. Pupils with behavioural and emotional needs also receive very good additional support from an enthusiastic, skilled learning mentor. The school has worked hard to gain the 'Healthy School Award' and shapes pupils' attitudes to healthy lifestyles very effectively.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher is an outstanding leader. She is particularly skilful in developing her staff as an effective team, especially senior managers. The headteacher receives good support from staff and governors. Working together, staff promote an ethos whereby pupils' developing self-confidence enables them to become effective learners. The school is committed to a caring Catholic ethos through a curriculum that provides enriching experiences to stimulate pupils' learning.

Self-evaluation is based effectively on a systematic programme of monitoring the quality of teaching and learning. However, the consideration of what impact provision has on pupils' particular skills is not precise enough. Staff know the pupils well and set appropriately challenging individual targets for them. Then they help the pupils to achieve them. Whole-school targets are not always used to best effect in promoting even higher standards. Staff with subject and other responsibilities undertake these effectively. The school improvement plan is well considered and also contributes to ongoing improvement, for example, in pupils' writing. The school has a good track record of improvement since the last inspection. The significantly improved standards in English and mathematics reflect this. The pupils' improving skills, especially in ICT, continue to enrich learning in other subjects. Consequently, the school provides good value for money and has a good capacity to improve in the future.

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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?	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	3
How well learners enjoy their education	1
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
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?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
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

We really enjoyed our visit to your school. You all made us feel very welcome. You and your parents think it is a good school where you are taught and learn well. We agree with you.

Here are the things that we think are best about your school:

- You are developing many good qualities and your behaviour and the way you care about each other are superb.
- The staff and governors lead and manage the school well and the headteacher's leadership is outstanding.
- The way you are cared for at school is outstanding.
- All of you make good progress, most achieve at least average standards and an increasing number of you do even better by the time you leave the school.

What could be even better:

- Some of you in Years 1 and 2 need to improve your writing.
- Some of you need to come to school more regularly.

Thank you again for being so helpful and friendly when we came to see you.