

# Christ The King Catholic Primary School

Inspection report

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<b>Unique Reference Number</b>	104629
<b>Local Authority</b>	Liverpool
<b>Inspection number</b>	308636
<b>Inspection date</b>	15 July 2008
<b>Reporting inspector</b>	Clare Henderson

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	350
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Maureen Oliver
<b>Headteacher</b>	Mrs J Hennigan
<b>Date of previous school inspection</b>	17 May 2004
<b>School address</b>	Meadway Wavertree Liverpool Merseyside L15 7LZ
<b>Telephone number</b>	0151 7223462
<b>Fax number</b>	0151 7222980

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## Introduction

The inspection was carried out by one Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following issues: whether standards and achievement are high enough in writing; the quality of the curriculum, in particular information and communication technology (ICT); and the strength of tracking and target-setting to ensure all pupils achieve their potential. Evidence was gathered from: observations of lessons; discussions with pupils and scrutiny of their work; discussions with staff and governors; and analysis of the school's documents and parents' questionnaires. Other aspects were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included, where appropriate, in this report.

## Description of the school

This larger than average sized school serves an area of relatively high social advantage. Most pupils are White British. The proportion of pupils entitled to free school meals is below average, as is the number with learning difficulties and/or disabilities. The school has a number of nationally recognised awards, including Healthy Schools, Activemark, Eco bronze and silver and Football Association Chartermark status. The headteacher was appointed in September 2007.

## 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 with outstanding features. Instrumental in this is the inspirational leadership of the headteacher. Within a short time she has established a strong 'can do' culture and gained the unreserved commitment of pupils, staff and governors to school improvement. The majority of parents appreciate what the school provides. Comments such as, 'The school does its utmost to bring the very best out in our children' and 'I feel fortunate that my children attend this school and are doing so well' sum up their feelings.

Achievement is good. The majority of pupils enter Year 1 with skills nationally expected for their age. Standards reached by the end of Year 6 are generally above average in English and mathematics and science. National test results in writing at Key Stage 1 and 2 dipped in 2007. Leaders recognised that too few pupils were reaching the higher levels. They set about tackling this. A range of strategies were put in place, for example, involving pupils more closely in assessing their own work and introducing specific sessions to develop pupils' speaking, listening and writing skills. The work is already bearing fruit and a larger proportion of pupils are now working at the higher levels in writing.

The good progress pupils make is the result of good quality teaching. Major strengths include effective use of personal target-setting to involve pupils in their own learning, high quality relationships and high expectations of what pupils can achieve. In spite of these strengths, in a minority of classes pupils' learning slows when the work they are set is either too easy or too difficult. Good use is made of learning support assistants to ensure that pupils with learning difficulties and/or disabilities make similar progress to their classmates.

Pupils' personal development, including their spiritual, social, moral and cultural development is outstanding. They say they, 'love school' and thoroughly enjoy, 'learning about different cultures'. This enjoyment of school is reflected in excellent behaviour and above average levels of attendance. Pupils say they feel safe and know there is someone to talk to if they have a problem. They greatly value opportunities to express their views and chances given to them to represent their school, for example, as school councillors. They take these responsibilities very seriously: for example, as eco-councillors promoting conservation, or as peer mediators, looking after younger pupils at lunchtime. Pupils have an excellent awareness of the need to lead a healthy lifestyle and they understand the reasons why it is important to have a healthy diet and do plenty of exercise. The school takes every opportunity to involve pupils in the community through, for example, involving them in parish or fundraising ventures. This well-developed sense of community prepares them well for their future lives.

Care, guidance and support are good. Staff take good care of all pupils and arrangements are in place to safeguard pupils, promote child protection and health and safety. Excellent partnerships with, for example, local high schools, ensure pupils move on to the next stage in their education smoothly. Teachers mark pupils' work conscientiously and the quality of feedback, and its impact on pupils' learning, is good. Pupils are given a clear indication of how well they have met the objectives that are set at the beginning of each lesson and how they might improve their work.

The curriculum is good. The personal, social and health education programme is particularly successful in promoting pupils' social, moral and personal development. The school has begun to make planned links between curriculum areas. However, these links do not provide enough opportunities for pupils to extend their writing skills in other subjects. Pupils' ICT skills are

much improved in spite of limited facilities. However, plans are in place to rectify the shortage of ICT resources in September. Activities outside the classroom such as visits, trips and residential experiences enhance the curriculum, excite pupils and inspire them in their work. The wide range of regularly attended before and after-school clubs, educational visits, the opportunity to learn French and the many visitors to school enrich pupils' experiences, interests and talents well.

Leaders and managers at all levels and, in particular, the very effective administration staff, have ensured that all previous inspection issues have been successfully tackled and that the school has moved on. Accurate self-evaluation means that the school knows itself well and this contributes to its sustained improvement. This is based increasingly on the availability and careful analysis of data from assessments and enables governors to hold leaders to account for the school's performance. These qualities demonstrate the school is in a good position to improve even further and it provides good value for money.

## **Effectiveness of the Foundation Stage**

### **Grade: 2**

Provision in the Foundation Stage is good and children achieve well. Children begin Reception with skills which are broadly typical for their age. By the time they enter Year 1 the majority are working within nationally expected levels. This is as a result of the good teaching and high quality care and support they receive. Parents agree, with comments such as, 'My child is very happy, settled and enjoys school.' The curriculum provided shows a good balance between informal and closely supervised learning. Consequently, children learn to make choices and become very much involved in their own learning. Daily sessions, focusing on letters and sounds, help to boost their early reading and writing skills well. Outdoor areas are used effectively so that learning takes place both inside and outside. There are very good partnerships with parents, through, for example, weekly home link sessions, where staff share with parents the progress their children are making. Leadership and management are good. Staff use information gathered from assessing children's progress well to ensure activities help children build on what they can already do.

### **What the school should do to improve further**

- Ensure that all lessons provide pupils with work at a suitably challenging level.
- Provide pupils with more opportunities to extend their writing skills in all subjects.

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## Annex A

## 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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	2
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?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	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	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?	2

<sup>1</sup> 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.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	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**

Inspection of Christ The King Catholic Primary School, Liverpool, L15 7LZ

Thank you for your friendly welcome during my recent visit to your school. You were all very helpful and polite. I enjoyed chatting with you and listening to your views.

You told me that your school is very friendly and I agree with you. I judged it to be a good school. There are excellent things of which you should be proud in your school. For example, your superb work as peer mediators and eco-councillors, which helps you to learn to take care of each other and of our world. You have a good range of activities to enjoy which develop your talents well. You say school rules are fair and I was delighted to see how well you behave. You told me that you feel safe and well cared for and I saw how well you get along together in class and on the playground. One of the reasons for my visit was to see how your school could improve. I want you all to be challenged to do your best in every class. I would like your teachers to set work which will help you to achieve this. Also I have asked them to help you to use your writing skills more in all the subjects you study.

Your teachers know about this and will be working very hard to make things even better for you. You can help by listening very carefully to your teachers' instructions and always doing the very best you can in lessons.

Carry on working hard and enjoying school.