

# Christ The King RC Primary School

## Inspection report

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<b>Unique Reference Number</b>	105950
<b>Local Authority</b>	Salford
<b>Inspection number</b>	308992
<b>Inspection dates</b>	22–23 September 2008
<b>Reporting inspector</b>	Geoff Lawrence

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	217
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr C O'Shea
<b>Headteacher</b>	Mrs Rosanne Eckersley
<b>Date of previous school inspection</b>	6 June 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Holly Avenue Walkden Worsley Manchester M28 3DW
<b>Telephone number</b>	0161 7904329
<b>Fax number</b>	0161 7990497

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This smaller than average size school serves an area of broadly typical social and economic advantage that includes both private and social housing. The percentage of pupils who are entitled to free school meals is below the national average, as is the proportion of pupils with learning difficulties and/or disabilities. The majority of pupils are from White British backgrounds. There have been many changes to staffing over the past few years, with over half the teachers being new to the school in the past 18 months. The school provides full-time Early Years Foundation Stage (EYFS) provision for 60 children.

The school holds the Investors in People accreditation, the Inclusion Quality Mark, the Healthy Schools Award and Basic Skills Quality Mark 2.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

This is a satisfactory school with some good aspects. It is beginning to improve its educational provision because a strong senior leadership team has worked hard to steer the school through a period of staffing instability, during which some parents expressed their concerns about pupils' progress.

In spite of efforts by the leadership to maintain standards, the disruption in staffing led to some discontinuity in pupils' learning and resulted in a dip in standards by the end of Year 6. This was particularly noticeable in 2005. The headteacher has acted swiftly, and with some success, to address the staffing issues and to improve the quality of teaching and the curriculum. A full complement of effective teachers is in place and they have compensated for the fall in standards, which although rising, currently match the national average. This represents satisfactory achievement overall. The priority for the school now is to raise standards and achievement further in English, mathematics and science.

A team of committed staff work well together to ensure that all pupils are well cared for. Pupils receive good academic guidance and support is good. Consequently, most pupils are aware of their targets or their next steps in learning. The older pupils are beginning to be more involved in the assessment of their own work, which is contributing to pupils' rising achievement and standards. Pupils' personal development and well-being are good. Pupils say they enjoy their lessons and out-of-school activities. This is reflected in their above average attendance, positive attitudes and good behaviour. It is also a view shared by parents, who are supportive of school. Typical comments included, 'School is like a family to the children and parents.' and 'It provides a nurturing environment in which to learn.'

Pupils have a good knowledge of what constitutes a healthy lifestyle and how to stay safe because of the strong emphasis placed on these aspects by the school. These are some of the stronger elements within a satisfactory and improving curriculum. There are signs that other improvements to the curriculum are having a positive impact in raising standards. For example, changes to make writing more interesting to boys at Key Stage 1 have resulted in their standards rising to match those of the girls.

Pupils with learning difficulties and/or disabilities achieve well because the additional support they receive provides them with consistently good teaching and a curriculum that is matched closely to their needs.

Leadership and management of the school are satisfactory and there are notable strengths. These include the way the school has forged partnerships with outside agencies to support pupils' personal and academic development. However, insufficient opportunities are created to equip children to live alongside and with others from different cultural and religious backgrounds in the local and wider community.

A further consequence of the significant staff changes has been that many of the subject leaders are new to post and as such have not had the opportunity to contribute to school improvement. This has been recognised by the leadership as an area for improvement.

The senior leadership has carried out an accurate assessment of the school strengths and weaknesses and has a clear plan of action to move the school forward. This, coupled with recent decisive actions and a clear focus on raising standards, demonstrates a satisfactory capacity to

improve. Governors fulfil their statutory duties and are supportive of the school. The school gives satisfactory value for money.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 2**

Good leadership and management in this area, where staffing has been more stable, have transformed provision in the Early Years Foundation Stage (EYFS) over the last two years so that children are currently making good progress in all areas of learning. Children enter Nursery with skills and knowledge generally in line with those typical for their age. Good personal, social and emotional provision enables children to develop positive attitudes and this helps them settle very quickly and become confident learners. They enjoy coming to school and behave well. By the time they leave Reception, most children have attained or exceeded the skills and knowledge expected for their age. Teaching and learning are good and responsive to children's needs and interests, although on occasions opportunities are missed to develop some early literacy skills. Staff have created a good learning environment and the outdoor curriculum is well developed so that children can practise and extend their experiences in all areas of learning. Assessment systems are good and adults' observations contribute to the overall picture of children's development and achievement. Partnerships with parents are strong and many support their children's learning at home. The EYFS manager is a good role model for staff and has a clear understanding of how to improve provision further.

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

- Improve standards and achievement in mathematics, English and science.
- Develop the role of the new subject leaders so that they effectively contribute to school improvement.
- Provide more opportunities to equip children to live alongside and with others from different cultural and religious backgrounds in the local and wider community.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

Most pupils continue to achieve satisfactorily in Key stage 1. However, standards in reading, writing and mathematics do vary from broadly average to above average according to the differences in the make-up of the cohorts of pupils from year-to-year. The underachievement of boys in writing is being addressed and their standards are improving to match that of the girls. By the end of Year 6 standards have fallen in recent years to be below average. This was due, in some part, to the turbulence the school has experienced. Disruption in staffing resulted in pupils losing continuity in learning, which had a negative impact on their achievement and, consequently, standards. Constructive changes in the quality of provision have put the school on an upward path. The improvements in pupils' achievement in 2007 have been consolidated in 2008. Consequently, achievement of the average and higher attaining pupils is satisfactory. Standards are broadly average but could be higher still in English, mathematics and science. Pupils with learning difficulties and/or disabilities achieve well because they have good quality individual education plans that provide them with very clear, easily measurable targets that

allow progress to be carefully monitored. This, together with effective support from teaching assistants, ensures that these pupils make good progress.

## **Personal development and well-being**

### **Grade: 2**

Pupils' social and moral skills are well developed in many respects but they have a limited awareness of other cultures in the local and wider community. Pupils take their responsibilities seriously. Their roles as buddies, play-leaders and school council representatives enable them to contribute usefully to the school community. They are also involved in contributing to a variety of charities. Pupils are extremely friendly and well mannered and show a high degree of maturity. They talk openly about the confidence and trust they have in the adults in school and that it is important to treat everyone with respect. Their good behaviour and attitudes help them to work and play well together and this contributes well to the warm and caring environment the school has created. Pupils' preparation for their future economic well-being is satisfactory reflecting standards achieved in basic skills.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are satisfactory overall as reflected by the pupils' current achievement. However, the good teaching observed on inspection throughout the school is beginning to have a positive impact on pupils' achievement but this better teaching has not been in place long enough to impact on standards. Teachers are aware of gaps in pupils' knowledge and generally plan lessons to meet their needs. They have begun to bring subjects alive by making them relevant to everyday life. For example, pupils were observed using mathematics to plan all budgetary aspects of a history trip to Beeston Castle. As a result, these strategies add to pupils' enjoyment of lessons and make them eager to learn. However, pupils are not always consistently challenged to improve further. For example, they are not all fully involved in understanding how to assess and improve their work. A particular strength of teaching is the effective use of classroom assistants to support the needs of pupils with learning difficulties and/or disabilities.

### **Curriculum and other activities**

#### **Grade: 3**

The curriculum is satisfactory and improving. Many of the recent changes have not been in place long enough to make an impact on achievement. However, some, such as more opportunities for investigative science, have started to raise standards. There is a good programme for pupils' personal, social and health education, which plays a crucial part in promoting their good personal development. The good provision for pupils with learning difficulties and/or disabilities, including specific support programmes, enables them to achieve well. Pupils say that 'creative weeks' and use of information and communication technology has made lessons more enjoyable and interesting. Pupils also benefit from a range of lunchtime and after-school activities, which is offered across the school to allow them to pursue a variety of sporting, creative and other interests. The school adds to pupils' experiences of the world beyond the school by incorporating a range of visits and visitors into topics.

## Care, guidance and support

### Grade: 2

The quality of care is good with strengths that support pupils' personal development and well-being. A key feature of the school is its inclusive nature. This is borne out not only by the achievement of Inclusion Quality Mark, but also by the fact that pupils with learning difficulties and/or disabilities and those who are vulnerable receive good quality care. Pupils' academic guidance and support is good overall. Most pupils are aware of what they need to learn next. In the best practice, the older children have a clearer understanding of how to assess and improve their work. The school meets the latest government requirements related to safeguarding children. Robust systems ensure pupils' good behaviour, attendance and punctuality, which are strengths in their personal development. Procedures to check on pupils' progress are established. The school works closely with parents and other agencies to help them gain both academic skills and personal confidence, although some parents would like to be informed more clearly about their children's progress. Procedures for first aid and risk assessments are in place.

## Leadership and management

### Grade: 3

The headteacher and deputy headteacher have formed a strong partnership, which has enabled them to guide the school appropriately through a period of considerable change and minimise the negative impact on pupils' learning caused by staff changes. Throughout this disruption, they assumed responsibility for, and provided, good leadership in key subject areas. They recognize that now a stable staffing structure exists, it is time to develop other staff to take on these roles. They provide good role models and their leadership has generated enthusiasm and commitment amongst the staff. They have a clear focus on raising standards, but have not lost sight of the importance of pupils' personal development, which lies at the heart of this school.

Leadership has identified strengths and weaknesses and gained an accurate view of the school's performance and, coupled with crucial changes in staffing, have set it on the road to improvement. However, the full impact of the strategies put into place for improvement is not yet evident.

Good links exist with outside agencies to support the school's work, although not enough is yet done to promote community cohesion in the form of awareness of other cultures in the local and wider community. Governors discharge their responsibilities satisfactorily and resources are well managed and monitored closely.

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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?	3
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?	2
The capacity to make any necessary improvements	3

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

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

## Personal development and well-being

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

## The quality of provision

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

Thank you for making us feel so welcome during our time with you. We really enjoyed talking to you and seeing you work and I enjoyed working with some of you on the computers and finding out about King Arthur's brother. We were very impressed by your good behaviour and how friendly, polite and helpful you all were.

We noticed that many of you joined in an activity at break or lunchtime. We were also pleased to hear you tell us about the many things that you enjoy in school. We feel that your school is satisfactory with some aspects to improve but also we recognise that you do some things well. These are some of the other things that we judged to be good about your school.

- Adults in school work hard and make sure that you are safe, well cared for and happy.
- You get on very well together and have good attendance.
- There are interesting things for you to do including after-school clubs.
- You understand the importance of healthy eating and taking lots of exercise.

There are some things, however, that the school needs to do to make it even better.

- We think that you are capable of doing even better in school so we have asked your teachers to help you achieve higher standards by the end of Year 6 in English, mathematics and science.
- We have asked that the new subject leaders to look at ways to make your work interesting, challenging and fun.
- We also want the school to help you understand more about the different cultures and communities.

Thank you once again for helping us. We enjoyed our two days with you and we hope that you enjoy school and improve still further by continuing to work hard.