

Christ The King Catholic Primary

Inspection report

Unique Reference Number	112909
Local Authority	Derbyshire
Inspection number	311046
Inspection date	26 February 2009
Reporting inspector	Ian Jones

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.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	221
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
Appropriate authority	The governing body
Chair	Mr M Kerry
Headteacher	Mrs Helena Carrazedo
Date of previous school inspection	6 June 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Firs Avenue Alfreton Derbyshire DE55 7EN
Telephone number	01773 832919
Fax number	01773 521364

Age group	3–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Inspectors evaluated the overall effectiveness of the school and investigated the following issues: the current picture of achievement and standards in writing; how good are personal development and well-being and their impact on pupils' learning and achievement; how effectively staff use targets, assessment data and other performance information to support progress; to what extent self-evaluation focuses on school improvement. Observations of lessons and pupils' work, discussions with the headteacher, governors and pupils, the parental questionnaires and school self-evaluation documents provided the necessary inspection evidence.

Other aspects of the school's work were not investigated in detail, but inspectors 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

The school is situated in the town of Alfreton and serves a wide catchment area. It is of broadly average size. The proportion of pupils entitled to free school meals is below average. Fewer than average numbers of pupils are from minority ethnic backgrounds and only a small number speak English as an additional language. The attainment on entry of pupils is in line with national expectations. The proportion of pupils with learning difficulties and/or disabilities, including those with a statement of special educational needs, is broadly average. A majority of these pupils has specific or moderate learning difficulties, or speech, language and communication needs. Two pupils are looked after by the local authority. Children in the Early Years Foundation Stage attend the part-time Nursery until they reach the term of their fifth birthday, when they enter the Reception class. The school has Investors in People status and the Activemark. It is working towards the new Healthy Schools Award.

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. Children get a good start to their education in the Early Years Foundation Stage. Pupils of all abilities settle quickly into school life. This is because of the strong partnership in place between the school staff and parents. One parent summed it up when they said, 'All the staff at the school are very caring, supportive and helpful. They are always happy to address any concerns or issues. The staff go out of their way to get the best out of my child'. A very large majority of parents who responded to the questionnaire are really pleased with the care their children receive and the progress they are making.

Pupils' personal development is good. All staff provide pupils with an effective level of care, guidance and support. Pupils adopt healthy lifestyles well because the school encourages them to eat sensibly and take regular exercise. For example, aerobics sessions are often used to support learning in mathematics lessons and these are much enjoyed by pupils. The personal, social and health education lessons enable pupils to learn well about how to keep themselves safe inside and outside school. The school works carefully to safeguard pupils and procedures meet requirements. Pupils' spiritual, moral, social and cultural development is good. They learn to reflect on their own and others feelings well. The school council encourages all pupils to offer ideas about how to make the school even better. Pupils recycle many materials successfully and have a good understanding about saving energy around school. Behaviour is good in lessons and at break times. The school has worked successfully on raising attendance to above average levels and pupils demonstrate positive attitudes to learning. They are prepared well for starting school and for their transfer to secondary education.

The school's leadership places great importance on raising standards and has been successful in its efforts to do so. Provisional results show that attainment in 2008 in Year 6 was above average in English, mathematics and science. The school is not complacent however, and has set even more challenging targets for the next two years. Standards in writing are not as strong and the school has introduced a number of measures that are having a positive impact on improving the quality of pupils' work. More interesting ideas and reasons for writing are beginning to encourage pupils to write more, although there are insufficient opportunities to write in other subjects. The content of some writing, especially in Key Stage 2, has improved recently. Assessments made in 2008 show that standards in Year 2 were high in reading and mathematics but below average in writing. There has been some improvement in writing this year, and the current Year 2 pupils are now on course to achieve average standards in their writing. Overall, by the time they leave, pupils make good progress from their starting points.

A growing part of the school's success lies in its use of a detailed system to track pupils' attainment and progress. This provides staff with valuable information about the progress of individuals and groups of pupils, and teachers use this well to plan the next stages in pupils' learning. Pupils who seem to be underachieving are identified and provided with extra support to help them to catch up. Good support for those pupils who find learning more difficult means that they make good progress from their relatively low starting points.

Good teaching is a major reason why pupils make effective progress. Teachers have high expectations of pupils, who generally respond well and enjoy learning. Care is taken to explain complex problems successfully. Pupils' basic skills are developed well because teachers know their subjects and carefully explain how to pupils how to structure and set out work. Good features of teaching include sharing the purpose of the work at the start of lessons and revisiting

this at regular intervals. This makes pupils aware of what they are learning and why it is important. Lesson planning is thoughtful and includes good use of practical activities that sustain interest and contribute to pupils' enjoyment. Questioning techniques are used effectively, although in some lessons more complex thinking skills are not encouraged because the questioning is too closed. Most pupils have a clear understanding of their targets, and these are used well to support good progress. Marking offers praise and encouragement but does not provide pupils with a clear view of what they need to do next to progress in their learning.

Pupils' enjoy the many exciting activities planned for them in a good curriculum. Pupils talked enthusiastically about many things that they do at school. Displays celebrate pupils' high quality creative and artistic skills, although there is less emphasis on celebrating their writing achievements. The school is refining its planning so that it can create more projects to develop several skills at the same time. The school is keen to enhance its music provision, and one class is currently involved in a project with the local authority to improve pupils' musical abilities. French lessons are provided by a part-time French teacher. A good range of clubs allows pupils to develop their skills in sport and other areas, and older pupils are encouraged to help run activities for their peers.

Good leadership and management have brought about effective improvements. Despite significant changes of personnel, the new school leadership team, ably led by the effective headteacher, has managed to maintain standards and in some cases, such as in science, raise them. There have been a number of improvements since the last inspection, for example enhanced opportunities for pupils to develop their information and communication technology skills. Attendance levels have also improved, and are now above average. Effective leadership by the headteacher and senior leadership team mean that the school's self-evaluation is rigorous and accurate. Subject leaders manage their areas well. The school's leadership works effectively to unite the community. Strong links with the church and the parish help pupils learn that they are an important and valued part of the community. Pupils regularly participate in community events like carol singing at the Alfreton Christmas Fair and for local older people. Due to the emphasis the school's leadership gives to this important area, pupils develop their understanding of global issues well and fundraise for people in other countries who are less fortunate than themselves. Governance is good and governors are working successfully to challenge the school's leadership. The school is in a good position to continue to improve in the future.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children make good progress and achieve well, especially in developing their ideas about problem solving, reasoning and numeracy. For example, they use computers to complete repeating patterns depicting shape and colour and when considering how to share a number of objects fairly. Progress in knowledge and understanding of the world and creative development is also particularly good. This is because of the creative and imaginative way resources are presented to the children to allow them to explore, investigate and develop their own ideas. Children's language development is also fostered well. The staff are positive role-models, encouraging children to communicate and this results in expressive vocabulary being used to very good effect. A role play area is similarly used well by children to reinforce their imaginative ideas and promote discussion. Although the outdoor spaces and their use are planned carefully to promote learning, the full potential of these areas to accelerate progress is yet to be realised. Nevertheless, staff are successful in creating a balanced curriculum which provides for the children's various needs, maintains their interest and motivates them to be

active participants in the learning process. Children behave well and have positive attitudes towards their learning and each other. Their welfare and well-being are well promoted and staff are vigilant in ensuring their needs are met. Leadership and management of the Early Years Foundation Stage are good and there is a clear view of the aspects to be developed to ensure continuous improvement.

What the school should do to improve further

- Further develop opportunities for pupils to improve their writing skills across the curriculum so that they can practise and refine their skills in other subjects.
- Improve the quality of marking by creating a dialogue which engages pupils and better informs their understanding of what they need to do to improve their work and speed up their progress.

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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?	2
The capacity to make any necessary improvements	2

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?	2
The standards ¹ 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/or disabilities make progress	2

¹Grade 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

How good are the overall personal development and well-being of the learners?	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	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 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

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 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 eliminated	2
How well does the school contribute to community cohesion?	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

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

27 February 2009

Dear Pupils

Inspection of Christ The King Catholic Primary School, Alfreton, DE55 7EN

Thank you for making us so welcome when we visited your school recently. I would like to tell you what we think about how well you are getting on and how well your school is helping you to learn. There are many good things about your school. I was particularly pleased that:

- you get on well with each other and all the adults at school
- the adults in your school make sure that you are well looked after
- you have a good understanding of what it means to be fit and healthy
- you behave well
- you achieve above average standards
- you learn a lot in lessons and make good progress because the teaching you receive is good
- all the people who help run your school make sure that you get a good education.

I agree with your parents that you go to a good school. All of the adults in your school want it to be even better. I think that the most important thing is for them to help you get even better at writing by giving you more opportunities to write well in other subjects. I have also asked the teachers to give you more helpful comments in their marking, so that you know exactly what you need to do to improve. You can help by always working hard and doing your best.

I hope that you will all continue to do well.

Ian Jones

Lead inspector