

Christ The King Catholic Primary School

Inspection report

Unique Reference Number	113846
Local Authority	Bournemouth
Inspection number	311401
Inspection dates	17–18 April 2008
Reporting inspector	John Seal HMI

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	240
Appropriate authority	The governing body
Chair	William Muir
Headteacher	Kathy North
Date of previous school inspection	22 March 2004
School address	Durdells Avenue Kinson Bournemouth BH11 9EH
Telephone number	01202 574277
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Age group	3-11
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and an Additional Inspector.

Description of the school

This is an average-sized primary school with a maintained Nursery. Most of the pupils are from White British backgrounds. The number of pupils eligible for free school meals is above average. There is an above average percentage of pupils with learning difficulties and/or disabilities, including those with a statement of special educational need. The school has recently renewed its Healthy Schools standard and it has achieved the silver Arts Mark and Active Schools status. There is extended schools provision which includes a breakfast club, an after-school club and a neighbourhood nursery providing full day care.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Christ the King Catholic Primary School is an improving school with some important strengths. Children are well cared for within a warm and welcoming family atmosphere. This starts in the Nursery and Reception classes, where consistently good provision ensures that children have made good progress by the time they enter Year 1. As one of the parents said, 'The school is part of a family community. Each child is valued and respected for their individuality.' The headteacher has effectively fostered a whole-school approach to helping pupils feel confident about learning and working with others. The school has faced a number of challenges in recent years, which has hindered the rate of pupils' progress. Despite its good features, the school provides a satisfactory standard of education because pupils' achievement is only satisfactory, and their attainment in English and mathematics over recent years has been below average at the end of Key Stage 2. The school has recognised the need to improve the rate at which pupils make progress and has introduced appropriate strategies to do so, including improved tracking and the provision of effective catch-up groups for those at risk of underachievement. These have begun to have an impact, especially in Key Stage 2.

Pupils' personal development and well-being are good. They are friendly, very courteous and considerate individuals who talk openly to visitors. They are proud of their school and of each other. Older pupils are particularly kind and thoughtful towards the younger ones. They enjoy school very much and appreciate the good fun they have. They certainly understand what they can do to make safe and healthy choices. Behaviour is consistently good. Pupils are keen to learn and in nearly all the lessons seen they were motivated, concentrating hard and cooperating thoughtfully with each other. Attendance is good and is a positive indicator of just how much pupils enjoy school. One of the parents said, 'The children's best interests and self-esteem are the main focus.'

Teaching is satisfactory. There are many good lessons, but the quality is inconsistent. Teachers work hard at ensuring they plan effective and interesting lessons and these are beginning to have a positive impact on most pupils' progress, but sometimes teachers spend too long explaining and questioning. This leads to some pupils, usually the more able, not making as much progress as they could.

Pastoral care is good. All staff have the well-being and happiness of all children very much at the centre of what they do. The nurture group promotes positive attitudes and boosts pupils' self-confidence, and pupils say peer mediation is helpful in preventing playground problems. The curriculum is satisfactory. There is a good focus on personal and social development and pupils talk of learning as being fun and exciting, 'especially in science where we get to do lots of experiments'. The school now has systems for tracking progress, but these are not rigorous enough to provide a clear analysis of all pupils' progress, either within lessons or through the curriculum.

Leadership and management are satisfactory. The headteacher's passion for how the school works with the community is seen in the strong and effective links with outside agencies and parents. A good example of this is the recently formed parents' council. A parent commented, 'This school encourages a sense of community, well-being and caring for each other that I have not experienced in any other primary school.' The school's leaders have an informal awareness of its strengths and weaknesses, but the lack of more formal and rigorous strategic planning is currently holding back the pace of improvement.

Effectiveness of the Foundation Stage

Grade: 2

Provision is good and the curriculum provided encourages lots of practical activities and fun and enjoyment. It is well managed and pupils are well taught by a team who work very closely together. Home visits get partnerships with parents off to a good start. A parent stated that they were pleased about all aspects of the school: 'It has an all-round positive and constructive approach.' Assessments are thorough, informative and well used to plan for all areas of learning. The outdoor area is very well used. Children are happy and settled and make good, and sometimes very good, progress. Resources are of good quality and are well chosen. Relationships are excellent and so children feel valued and well cared for. The teaching reflects a secure understanding of how young children learn.

Pupils enter Nursery as soon as they are three years old and then receive up to six terms of part-time education until they join Reception. They start with levels below those expected nationally, especially in communication, language and literacy, mathematical development and in personal and social development. They join Reception broadly in line with expectations, and by the time they leave and move into Year 1, they are very secure in all of the six areas of learning.

What the school should do to improve further

- Increase the rate of improvement in standards of attainment in English and mathematics.
- Raise the quality of teaching by ensuring that it is consistently good across the school.
- Ensure that systematic approaches are taken to monitoring and evaluating pupils' progress, both in lessons and over the longer term within the curriculum.
- Ensure there is a clear improvement plan which is based on pupils' needs.

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

In previous years, Key Stage 1 results were broadly in line with the national average, but because of a higher than normal number of pupils with learning difficulties and/or disabilities and a change in teacher during the academic year, standards were below average in 2007. The trend of improvement in Key Stage 2 has been much slower because of the turnover of teaching staff in recent years. There has been slight improvement in standards of English and mathematics since 2004, although they were still below the national average in 2007. Since then, the leadership's decision to sharpen the focus on improving the rate of pupils' progress in Years 5 and 6 has begun to pay off. The school has suitable, informal evaluation processes that identify individual pupils' progress and, as a result, the school is able to provide appropriate catch-up activities.

Pupils' achievement is satisfactory. In Key Stage 1, pupils make satisfactory progress in reading, writing and mathematics and their attainment is average overall. In Key Stage 2, pupils make satisfactory progress in English and mathematics and good progress in science. Pupils' rates of progress in Years 5 and 6 are generally good and build on the satisfactory progress in Years 3 and 4. As a result, standards are broadly in line with those expected nationally.

Personal development and well-being

Grade: 2

Pupils form excellent relationships with each other and with adults and, as a result, behave well. The few pupils who find it less easy to conform are learning how to 'calm down' and manage their emotions because of the good systems of pastoral care and support that are well established. The pupils who were spoken to do not consider that bullying is an issue, and they see each other as firm friends. Pupils of all ages are developing many important personal qualities, including empathy and tolerance. Pupils' social, moral, spiritual and cultural development is good because of what the school puts in place. For example, the tables of mixed age groups during lunchtime foster most children's confidence in developing relationships. An older boy said, 'When a four-year-old boy joined our table, he hid behind his lunch box and was very shy, but now he's the most talkative on our table.' Pupils contribute well to their own school community and they relish extra responsibilities and jobs. The school's development of pupils' economic well-being is satisfactory because of their average attainment in English and mathematics.

Quality of provision

Teaching and learning

Grade: 3

Teachers have high expectations of how pupils should behave and because of the well planned and practical activities, most pupils enjoy taking part in lessons. For example, the Year 3 pupils came to school in costume to study the differences between the Victorians and people in the present day. They were taught in a style similar to that of the era by the teacher and teaching assistant, who were also in role. Teachers use assessment information about pupils to plan lessons which meet most pupils' learning needs, but this is not always the case for those who are more able. As a result, these pupils do not make as much progress as they could. For example, pupils who already have a good knowledge or understanding sometimes have to sit through a whole-class activity covering ground they already know.

Curriculum and other activities

Grade: 3

The school has recently developed the curriculum to provide a wider range of practical and motivational activities based on different themes. These are designed to help pupils build up skills, knowledge and understanding each term. This whole-school development has led to changes in the curriculum, which is now broad and balanced and now gives pupils a good range of experiences that are much enjoyed. Literacy and numeracy are now taught more relevantly in many subjects. A wide range of visitors and visits is enriching the curriculum. For instance, during the inspection, Year 2 pupils visited a local ornamental garden and Year 6 pupils took part in a practical science afternoon. These activities have been in place for just over a year and show promise, but because of the lack of systems to check pupils' gains in knowledge and skills, it is not yet possible to gauge the impact of the school's approach.

Care, guidance and support

Grade: 3

Systems to promote pupils' health and safety are established and secure. There are effective systems that promote good behaviour. Pupils who are vulnerable or are troubled are cared for and supported well. Children are encouraged to work with others to promote positive relationships and good behaviour. Tracking procedures to check on rates of progress have recently been introduced, both for individuals and for groups of pupils, and staff are now beginning to use this data more effectively. Academic guidance is satisfactory. Pupils understand the targets which are set for them, both in the short term within lessons and over longer periods. The monitoring of individual pupils' progress by staff of individuals under their guidance is beginning to be more rigorous but these processes have not been in place long enough to ensure all pupils make as much progress as they can.

Leadership and management

Grade: 3

The headteacher has established a secure, caring and nurturing environment. She has fostered a whole-school approach to supporting pupils in having a positive attitude towards learning with staff who know their pupils well. The leadership team has only been in place since the beginning of the previous academic year, and although it broadly knows the school's strengths and weaknesses, it is not sufficiently accurate or objective in describing the school's current performance. The current school improvement plan and subject action plans are ending and, although the school has set sufficiently challenging targets for the end of 2008 and 2009, there is not as yet a new medium or long-term improvement plan to identify specifically what the school needs to do to reach them. The governors provide satisfactory support and are aware of what the school needs to do to improve. The school has made satisfactory improvements since the last inspection. With the current teaching and leadership team working in effective partnership with the governing body, the school has the capacity to make further improvements.

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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 effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	3

Achievement and standards

How well do learners achieve?	3
The standards ¹ 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 disabilities make progress	3

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	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well 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	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	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?	3

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.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	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 tackled so that all learners achieve as well as they can	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 your friendly and warm welcome when we visited your school recently. We enjoyed meeting you, seeing you in your lessons and around the school.

Your headteacher and staff have worked hard and have made the school a very caring, warm and friendly place to be. There are lessons where you are able to learn a lot and enjoy the way the activities are organised for you. A good example of this is the way the school teaches you science. However, there are some lessons in English and mathematics where you could learn even more because the work is sometimes either too hard or too easy. Your headteacher knows where to make improvements and she is working with the staff to make things even better. You behave well and get on with each other very well. We particularly liked your peer mediation, which helps you solve problems.

We have talked with the staff and governors about the four things they are going to be working on.

- Help you to do even better in English and mathematics.
- Make sure there are even more good lessons.
- Do some more work on checking how much you are learning in lessons and in different subjects.
- Check that the school is always doing the best it can for you and how it is going to plan for the future.

I hope you can help the school to get even better. Perhaps you could tell your teachers when their lessons are helpful and continue to work as hard as you can.

Best wishes to you and for your future.



April 2008

Dear Pupils

Inspection of Christ The King Catholic Primary School, Bournemouth, BH11 9EH

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Best wishes to you and for your future.

Yours sincerely

John Seal
Her Majesty's Inspector of Schools