

Christ The King RC Primary School

Inspection report

Unique Reference Number	111696
Local Authority	Stockton-on-Tees
Inspection number	325435
Inspection date	24 November 2008
Reporting inspector	Derek Sleightholme

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)	211
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 Kevin Duffy
Headteacher	Mrs Morita Metcalfe
Date of previous school inspection	1 January 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Tedder Avenue Thornaby Stockton-on-Tees TS17 9JP
Telephone number	01642 761252
Fax number	01642 761252

Age group	3–11
Inspection date	24 November 2008
Inspection number	325435

© Crown copyright 2008

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by two Additional Inspectors.

Inspectors evaluated the overall effectiveness of the school and investigated the following issues:

- the effectiveness of provision in the newly opened Early Years Foundation Stage (EYFS) unit
- the effectiveness of strategies used to improve progress in mathematics and science at Key Stage 2
- the effectiveness of strategies used to challenge more able pupils throughout the school.

Evidence was gathered from discussions with senior leaders, governors, the EYFS leader and members of the School Council. In addition, parts of lessons were observed, school documents, samples of pupils' work and the parents' questionnaires were scrutinised.

Other aspects of the school's work were not investigated in detail but the inspectors found no evidence to suggest that most of 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 is an average size primary school. The percentage of pupils eligible for free school meals is average. The proportion with learning difficulties and/or disabilities is below average and a well below average percentage have statements of special educational need. Most pupils are from White British backgrounds and none are at an early stage of acquiring English. The Early Years Foundation Stage (EYFS) provision is a newly opened unit and includes a Nursery and Reception class.

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. Pupils' personal development and well-being and their spiritual, moral, social and cultural development are outstanding. 'I would recommend this school to anybody', is a written comment that typifies most parents' high regard for the school.

Achievement is good. Pupils make good progress from Year 1 to Year 6. By the end of Year 2 current standards are average in reading, writing and mathematics. Current standards in Year 6 are above average. Progress is particularly good in English. Progress in mathematics has speeded up at Key Stage 2 following effective action directed at addressing the learning needs of pupils of all abilities. The most able pupils benefit from leaders' decision to provide them with additional small group teaching in English and mathematics. Action taken to improve Key Stage 2 progress in science has been partly successful. Pupils' past work shows that, while all now benefit from the stronger emphasis on learning through practical experiments, more able pupils are not challenged sufficiently to extend their scientific knowledge and skills. Pupils with learning difficulties and/or disabilities make good progress because they benefit from good, sensitive support and guidance provided by skilled assistants. In the 2007 Year 6 national tests, results were, overall, above average. They were average in mathematics and science and above average in English. The provisional 2008 Year 6 results show standards are expected to be above average with some improvement in mathematics and science. This improvement reflects leaders' full review of the curriculum and action to improve learning through better-paced and more engaging teaching.

Pupils feel very safe in school and regard it as a happy smiley place to be. Their enthusiasm for sport and very good awareness of the value of a good diet has helped the school gain the Activemark and accreditation as a Healthy School. Pupils welcome visitors enthusiastically, hold conversations maturely and are courteous, polite, and responsible. Their behaviour is outstanding. Pupils love school activities and are very reflective. Themed weeks such as 'We are one World' help them to improve their understanding of their place in a diverse society. Year 5 pupils considered how colour could portray mood, one describing stress as 'like gunmetal grey', while another felt 'joy is a golden yellow'. Pupils make an excellent contribution to the school community through service as councillors, playground friends or members of the 'Green Team', who promote environmental awareness and monitor energy efficiency. Given their good achievement in basic skills pupils are well prepared to cope with life ahead. Attendance is satisfactory.

Teaching and learning are good. Lessons get off to a brisk start, pupils are well managed and relationships are positive. Confident teaching includes skill in seizing opportunities to link learning in one subject to another. In physical education pupils were reminded of the scientific value of the warm up activities. The curriculum is good. It is enriched well through the use of visits and visitors. Pupils learn about the history of their locality through the first hand experiences of a history themed week. Displays confirm pupils regularly produce high quality creative work. This has helped the school earn Artsmark Gold status. Pupils have good opportunities to join a variety of school clubs including tennis, samba dancing and a nature club. Care and support are good. Academic guidance is satisfactory. Child protection, risk assessments and safeguarding meet requirements. Good systems, including the drafting and regular reviewing of individual education plans, ensure pupils with learning difficulties and/or disabilities receive good support. Good links with external agencies provide staff with access to specialist expertise and the early identification of specific needs. Assessment is improving.

School leaders have promoted better target setting. They use a good tracking system to monitor the rate of improvement of each pupil and discuss this with the teacher.

Leadership and management, including governance are good. The determined leadership of the headteacher, senior leaders and governors provide a clear sense of direction. Leaders promote community cohesion well, are ambitious to see further improvement and set challenging targets. Important outcomes are that pupils achieve well, their personal development is outstanding, the curriculum is more appealing and facilities are much improved. Leaders' rigorous monitoring of teaching and learning has raised English standards and led to improvement in other subjects. Self-evaluation is methodically undertaken and leads to a mostly accurate picture of the school. Governors are well informed and serve the school well as 'critical friends'. Improvement since the previous inspection has been good. The school has a good capacity for further improvement and provides good value for money.

Effectiveness of the Early Years Foundation Stage

Grade: 3

Provision is satisfactory. This enables children to make satisfactory progress. Children enter the Nursery with skills and abilities that are typical for their age. They settle well because induction procedures are good. Children's personal development is promoted satisfactorily. Adults relate well to children and there is a happy atmosphere. Children share well and their behaviour is good. They show kindness and concern for others because adults are good role models.

Children's learning and development are promoted satisfactorily. Adults encourage spoken language through songs and rhymes. The teaching of letter sounds has begun and there are opportunities to practise newly acquired writing skills. Stories are used to promote number skills, but activities are sometimes too easy. The EYFS team are aware of the need to improve the planning and delivery of the curriculum. The quality and range of learning opportunities both indoors and outside are limited. Adults direct too many activities. This limits opportunities for children to make choices and become more independent as they learn. Nevertheless progress is satisfactory in all areas of learning and by the end of Reception most children meet the expected goals. Welfare is promoted satisfactorily. Adults observe and record children's development regularly but assessment information is not used rigorously enough so that children achieve as well as they can. This slows down progress. Leadership of this recently reorganised provision for the under-fives is satisfactory. A good partnership with parents is already established.

What the school should do to improve further

- Accelerate children's progress further and raise achievement in the EYFS.
- Ensure more able pupils in Key Stage 2 are sufficiently challenged in science.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

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?	3
How well do children in the EYFS achieve?	3
How good are the overall personal development and well-being of the children in the EYFS?	3
How effectively are children in the EYFS helped to learn and develop?	3
How effectively is the welfare of children in the EYFS promoted?	3
How effectively is provision in the EYFS led and managed?	3

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?	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
The extent to which learners enjoy their education	1
The attendance of learners	3
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 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**

25 November 2008

Dear Pupils

Inspection of Christ The King RC Primary School, Stockton-on-Tees,

TS17 9JP

Thank you for helping us when we inspected your school. You were friendly and helpful. We enjoyed visiting your classrooms, looking at your work on display and in your books and talking to you about your school.

You attend a good school. We know you think of it as a happy and smiley place to be. Your behaviour is outstanding and your attendance is satisfactory. Your enthusiasm for sport and very good knowledge of healthy foods convinced us you have a very good understanding of the importance of being healthy and staying fit. You told us you feel very safe at school and receive good help from your teachers. The school takes good care of you. We saw how well you help the daily running of the school through the many responsibilities you have, such working on the 'Green Team'.

We know you enjoy the good curriculum that is provided for you. We were impressed with your stimulating writing that shows, by Year 6, you reach above average standards especially in English. Teaching is good and helps you to make good progress in other subjects too. Your high quality art on display has helped the school get the gold Artsmark. Well done!

There are two things the school could do better.

- Improve the quality and range of indoor and outdoor learning activities for Nursery and Reception children.
- Ensure those of you capable of reaching higher standards in science have tasks that challenge you even further.

We wish you and all the staff the very best for the future.

Derek Sleightholme and Gianna Ulyatt

Inspectors