

Christ The King RC Primary School

Inspection report

Unique Reference Number	100450
Local Authority	Islington
Inspection number	335542
Inspection dates	29–30 June 2010
Reporting inspector	Marion Wallace

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 of pupils on the school roll	345
Appropriate authority	The governing body
Chair	Fr J Browne
Headteacher	Paul Campbell
Date of previous school inspection	23 May 2007
School address	55 Tollington Park London N4 3QW
Telephone number	020 72725987
Fax number	020 72727780
Email address	admin@ctks.co.uk

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Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

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Introduction

This inspection was carried out by three additional inspectors. The vast majority of time was spent looking at learning: 16 teachers were seen, 22 lessons were observed, and meetings were held with parents and carers, groups of pupils, governors and staff. Inspectors observed the school's work, and looked at its improvement plan and those of subject departments, minutes of governing body meetings, assessment information and curriculum planning. In addition, a scrutiny of pupils' work, staff and pupils' questionnaires and 71 questionnaires from parents and carers were received and analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- The impact of senior management in bringing about improvements in mathematics.
- The quality of provision and learning in mathematics. How well teachers use assessment to support learning for different groups of pupils, especially in mathematics and for the more able.

Information about the school

Christ The King RC Primary School is a large school. Most pupils come from Islington and the local area. The majority of pupils speak English as an additional language, but very few are at the early stages of learning English. There are 25 different languages spoken. A minority of pupils are White British. The percentage of pupils with special educational needs and/or disabilities is average, and the percentage with a statement of special educational needs is well above average. The proportion of pupils eligible for free school meals is well above average. There is Early Years Foundation Stage provision in the Nursery and two Reception classes. The school provides a breakfast club and an after-school club. The after-school club is not managed by the governing body and is inspected separately.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Christ The King is a good school where pupils achieve well and thoroughly enjoy learning. It has many outstanding features and is very popular with both pupils, and parents and carers. There is a strong commitment from all staff to provide each pupil with the best possible education. Parents, carers and pupils appreciate the high quality care provided by the school and good quality learning opportunities. One parent summed up the views of the vast majority saying: 'The school is very, very good. I have always been pleased, all my children have done well here. Parents and carers are fully informed and involved in their children's progress and the school is well run. I would recommend the school to anyone.' Pupils confirmed an equally positive view: 'This is a really good school. We like learning and love our new playground zones.'

The headteacher, governors and senior management team provide very strong leadership and clear educational direction that is ensuring good outcomes with many excellent features.

These are the key strengths of the school.

- There has been good progress improving the provision for mathematics throughout the school. Many initiatives are successfully embedded and making a positive impact on pupils' progress in this subject.
- Pupils make excellent gains in their personal development because relationships are extremely strong and the school ethos is very warm and welcoming.
- Progress is good because the quality of teaching and learning is good or better.
- The provision in the Early Years Foundation Stage is good and ensures all children make a positive start to their education.
- Care, guidance and support are extremely strong, so pupils behave sensibly and are enthusiastic learners who have a mature attitude to their work.
- Attendance is high and reflects pupils' enjoyment of school and the success of strategies to improve attendance introduced by senior leaders and effectively implemented by the learning mentor.
- Excellent links with the local community and external agencies contribute very effectively to the provision.

The effective systems for evaluating the strengths and weaknesses of the school, together with the school's good organisation, strong and shared vision, continual drive for improvement and success in tackling issues identified in the last report, demonstrate its good capacity to continue moving forward.

These are the key areas for improvement which remain.

- Teaching is good and has a number of outstanding features, but these are not

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consistent in all classes and in all areas of learning, especially in the afternoon lessons. This is because teachers do not always make sufficiently rigorous use of assessment information in the afternoon lessons to plan work that meets the needs of different ability groups in their class.

What does the school need to do to improve further?

- By June 2011, increase the number of pupils reaching the higher levels at Key Stage 1 and Key Stage 2 in English, mathematics and science by:
 - ensuring more able pupils are given more challenging work in all lessons and all areas of learning.
- By June 2011, ensure the quality of teaching and learning is consistently good or better, especially in the afternoon lessons by:
 - ensuring teachers use assessment information more rigorously to plan activities that are closely matched to the learning needs of all pupils.

Outcomes for individuals and groups of pupils**2**

From low starting points, pupils reach broadly average standards by the time they leave the school. Progress is good for all groups of pupils, including those with special educational needs and/or disabilities, because lessons are well planned and very good relationships with staff contribute to a positive climate for learning. In a Year 6 literacy lesson, lower attaining pupils and those with special educational needs and/or disabilities made excellent progress in their understanding of *Hermia* through simple role-play activities. Excellent teaching helped them understand that acting can develop empathy and teach how to deduce information and understand characters.

Examination of pupils' work confirms that literacy, information and communication technology (ICT), and improving mathematical skills are contributing well to their future economic well-being. Numeracy skills have improved throughout the school because of successful initiatives put in place to raise standards. Excellent work was seen in religious education. All pupils take a pride in their work which is neatly presented. The school's tracking data and inspection evidence, however, indicate, while increasing numbers of pupils are reaching the expected levels, there has been a decline in the numbers of pupils reaching the higher levels in English, mathematics and science because there are not enough opportunities to fully challenge more able pupils.

Pupils thoroughly enjoy coming to school and this is reflected in excellent attendance. They are polite to visitors and sensitive to the needs of others. Pupils develop excellent awareness of their own personal safety and they say they feel extremely safe because they can discuss any problems they have with adults. Pupils have a good knowledge of what constitutes a healthy lifestyle, selecting healthy options from the high-quality school lunches and attending the wide range of activity clubs. They particularly enjoy their zone playground activities. Pupils work well with others in small and larger groups. The school council has successfully introduced the 'SPOT', a special place where pupils know they can go to resolve any disagreements or conflict that may arise during the

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lunchtime. Pupils learn to make a very positive contribution to their school and local community. The school ethos encourages pupils to reflect, be thoughtful and be responsible members of their school community. Pupils have good awareness of other cultures, ethnicities and religion.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

The school's evaluation that teaching overall is good with some outstanding lessons was borne out during the inspection. Excellent attitudes and good behaviour contribute to a positive climate for learning. In the better lessons teachers use assessment information well to plan interesting work. Occasionally, however, more able pupils are not always given sufficiently challenging work, especially in the afternoon lessons. This is mainly because teachers do not always make sufficiently rigorous use of assessment information to plan work that meets the needs of different ability groups in their class. Teachers use questions well to check pupils' knowledge. Pupils know their targets well and what they have to do to improve their work. Pupils with special educational needs and/or disabilities and pupils who speak English as an additional language are very well

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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supported by teaching assistants in class and small groups so they make good progress. In a Year 2 mathematics lesson, pupils made excellent gains in their learning and ability to count in twos, fives and tens and use their knowledge to solve puzzles. Rapid pace, high expectations and tasks planned to meet pupils' needs resulted in the whole class making outstanding progress.

Pupils enjoy the curriculum and this contributes to their enthusiasm for learning. The curriculum is well planned but is not consistently matched to the needs of all groups of pupils. The strong personal and social education programme assists pupils' excellent personal development. Literacy skills are reinforced well through other subjects such as religious education, history and geography. Staff use ICT well to support learning in other subjects.

Pupils' needs are central to the work of the school and all adults effectively help children, parents and carers to get the best from learning. The school works very effectively with external support agencies to support pupils with special educational needs and/or disabilities. There are excellent induction and transition arrangements for children entering the school in the Early Years Foundation Stage, at other points during the school year and when moving on to other schools.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher and all staff communicate drive and ambition effectively and they have a very good understanding of the strengths and weaknesses of the school. The monitoring of pupils' progress throughout the school is effective and highlights any areas of weakness, leading to improvement. Tracking of pupils' progress over time is thorough and senior leaders identify any dips and intervene with sensible strategies to promote improvement. The headteacher, deputy headteacher and leaders at all levels are dedicated to making sure all pupils and staff achieve well. Governors are supportive but also challenge the school. They evaluate the work of the school well and ensure that school improvement initiatives are successful.

The promotion of community cohesion is good. Pupils contribute very effectively to their own and local community. The school celebrates and recognises the different countries from which the pupils originate. The school plans and evaluates community cohesion but does not yet fully use the information to focus its contribution, especially at national level. Child protection, risk assessment and safeguarding procedures meet current

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statutory requirements. All checks on adults are very robust. Equality of opportunity and elimination of discrimination are effective, as reflected in the profile of good achievement across different groups.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Most children enter the Nursery class with the skills and knowledge well below expected for their age. While their attainment is below average by the time they enter Year 1, children make good progress in both the Nursery and Reception classes. Progress is outstanding in their personal, social and emotional development. Staff provide interesting activities, both indoors and outdoors, and children have good opportunities to learn through activities led by adults and those they choose for themselves.

Good links with parents and carers and well-planned induction arrangements contribute successfully to children's enjoyment of school. Children in the Nursery enjoyed making the gingerbread men and were challenged to consider which size cutter would make more gingerbread men. They were encouraged to talk about the experience. In the outdoor session, they learnt to take turns rolling the ball at the skittles. The adult guided them carefully to observe the number on the skittle. Reception children demonstrated excellent levels of cooperation helping to make a wooden house from bricks and planks. In the role play area, four children helped each other prepare a simple meal, remembering to set the timer for the toy microwave. They negotiated the time, one suggesting 10 minutes would be enough and another child suggesting the rolls would take longer to bake.

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Teaching is good but occasionally there are missed opportunities to challenge groups of children and extend their learning, especially in the outdoor area. The school has worked very hard to improve the range of resources and provision for outdoor learning. There are good systems for tracking children's progress and the provision is well led and managed.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The vast majority of parents and carers who responded to the inspection questionnaire are satisfied with the school. They identify the warm family ethos, the strong leadership of the headteacher and pupils' enjoyment as the most important strengths. They regard the school as very supportive, happy, welcoming and friendly. Most parents and carers say that their children enjoy attending and that they make enough progress. There were no significant trends in the written concerns on the questionnaires. The inspection findings confirmed the positive views expressed by parents and carers.

Responses from parents and carers to Ofsted's questionnaire

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Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	58	82	13	18	0	0	0	0
The school keeps my child safe	45	63	22	31	2	3	0	0
The school informs me about my child's progress	47	66	23	32	1	1	0	0
My child is making enough progress at this school	46	65	22	31	3	4	0	0
The teaching is good at this school	39	55	31	44	1	1	0	0
The school helps me to support my child's learning	34	48	34	48	3	4	0	0
The school helps my child to have a healthy lifestyle	33	46	36	51	2	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	32	45	31	44	4	6	0	0
The school meets my child's particular needs	32	45	32	45	2	3	3	4
The school deals effectively with unacceptable behaviour	30	42	34	48	5	7	1	1
The school takes account of my suggestions and concerns	27	38	34	48	5	7	3	4
The school is led and managed effectively	38	54	30	42	0	0	2	3
Overall, I am happy with my child's experience at this school	39	55	27	38	2	3	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



30 June 2010

Dear Pupils

Inspection of Christ The King RC Primary School, London, N4 3QW ½

Thank you all very much for welcoming us to your school. We enjoyed talking with you and your teachers. We will remember how much you enjoyed singing the 'Vied Piper' song in your music lesson, and how enthusiastic you were about your playground zones and your 'mathaletics' challenge. You and your parents and carers told us that Christ The King is a good school, and we agree. These are the things we found that your school does well.

- You get off to a good start in the Nursery and Reception and make good progress through the rest of the school. You reach average standards in English, mathematics and science by the end of Year 6 because teaching is good.
- Your teachers work hard and this helps you do well in your learning.
- You all enjoy learning immensely and your attendance is excellent.
- Your behaviour is very good, and you are extremely sensible and know how to keep safe.
- You benefit from many fun activities, clubs, visits and visitors.
- Your school cares for you extremely well, and teaches you a lot about how to be healthy and to care for others.
- Your school council is well organised and is working very well with your teachers to make sure that your school continues to improve.
- Your headteacher, senior teachers and governors lead the school well, and all the staff work effectively together as a team to make sure that Christ The King is a safe and secure, fun place to learn.

There are two things we have identified for staff and governors to improve.

- Help those who can do more challenging work and help the more able to reach higher levels in their work.
- Ensure that teaching is really good in every lesson, especially in the afternoon.

Thank you for a very enjoyable and memorable visit to your school, and best wishes for your future. You can all help by continuing to work really hard.

Yours sincerely

Marion Wallace

Lead inspector

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