

# School of Christ The King Catholic Primary

## Inspection report

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<b>Unique Reference Number</b>	109243
<b>Local Authority</b>	Bristol
<b>Inspection number</b>	337252
<b>Inspection dates</b>	18–19 November 2009
<b>Reporting inspector</b>	Rodney Braithewaite

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	170
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Steve Jeffrey
<b>Headteacher</b>	Anne Peachey
<b>Date of previous school inspection</b>	8 November 2006
<b>School address</b>	Hartcliffe Road Filwood Park Bristol BS4 1HD
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 16 lessons, and held meetings with governors, staff, groups of pupils and parents. They observed the school's work, and looked at documentation relating to school self-evaluation, the tracking of pupils' progress and the safeguarding of pupils. They analysed the responses of 96 parent questionnaires. Inspectors looked at pupils' work, the school development plan and governors' minutes.

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

- the effectiveness of the school in dealing with its priority of raising standards in writing, especially that of boys, and its use of new learning and assessment strategies
- the skills of children entering school in the Early Years Foundation Stage, and their progress in learning and personal development
- the school's evaluation of changes made in the curriculum, and what effect they are having on pupils' independence, creative learning and attainment
- the effectiveness of middle managers in the school, and their contribution to school improvement.

## Information about the school

The school is smaller than average and serves an area of Bristol which is currently undergoing regeneration. The very great majority of pupils are of White British heritage. The proportion of pupils with special educational needs and/or disabilities, the majority of whom have moderate learning difficulties, is well above average. The proportion of pupils who speak English as an additional language is lower than average. The percentage of pupils entitled to free school meals is well above average. There have been a number of staffing changes in the last two years, but this situation has now become more stable. The school has won the Healthy Schools Award.

**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

This is a good school. It has many strengths and has a strong capacity to sustain improvement. Although many pupils have barriers to learning, and there is a high proportion with special educational needs and/or disabilities, the school is very successful in helping all pupils to achieve well and make good progress. The school's care, guidance and support of pupils is outstanding, and is sustained by a wonderfully warm ethos, enhanced by an exceptional school environment, and outstanding spiritual, moral, social and cultural development of pupils. Throughout the school, excellent pupils' work, especially in art, is displayed and celebrated. This helps pupils to have very positive attitudes to their learning, respect each other and their surroundings, and behave very well. For example, a pupil commented, 'We are all friends, we share everything, and I feel safe every day.' Pupils also have good involvement with the local community and the school has good links with other parts of the world. The positive views of the pupils are shared by their parents, who have an outstandingly high regard for the school, its staff and the headteacher. Typically one commented, 'When my child leaves this impeccable school she will take forward knowledge, love and education...she will have great values due to the school's teaching.'

Attainment in mathematics, science and reading is generally in line with national standards by the time pupils leave Year 6. Attainment in writing and speaking skills varies, and is a constant challenge to the school because most pupils start school with very low skills in these areas. The school continues to introduce strategies in order to help pupils attain better and more consistently and there are clear signs of improvement. Its success is a good example of its capacity to sustain improvement. However, at present pupils are not always clear on what they must do to improve their writing. They are also not encouraged enough through teacher questioning to develop their speaking skills, by using a wider vocabulary, and giving whole sentence answers. Better assessment procedures are underpinning teachers' greater understanding of how to accelerate pupils' learning.

Leadership and management of the school are good. There are a number of strengths, the most important of which is the excellent leadership of the headteacher. She is well supported by the assistant headteacher, and a staff notable for its outstanding teamwork, care for pupils, and pride in the school. Senior leaders monitor and evaluate the work of the school effectively, and staff have the same ambition of continual improvement. Teaching is good and provides many stimulating and exciting learning activities, based on a good curriculum designed for the specific needs of pupils. This is a highly inclusive school, where pupils feel safe from bullying or discrimination. The governing body makes a good contribution to the school, offering both support for, and

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challenge to, leaders.

## What does the school need to do to improve further?

- Ensure that recent improvements in pupils' attainment in writing in Key Stage 1 are consistently and firmly embedded across the whole school, by:
  - encouraging pupils to develop their speaking and vocabulary skills further in order to benefit their writing
  - improving the questioning skills of teachers, so that pupils answer at greater length and more often with whole sentences
  - making sure that teachers, through verbal and written feedback, give pupils a clear understanding of what they must do to improve their writing.

## Outcomes for individuals and groups of pupils

**2**

The school is focusing successfully on consistently raising the attainment of pupils in the Reception Year to Year 3. Many children enter the Early Years Foundation Stage with skills well below expected levels, but make good progress and achieve well, so that by the end of Year 2 standards are only a little below national expectations. In the 2009 teacher assessments, pupils' attainment improved so that for the first time in many years they reached levels at least in line with national averages in reading, writing and mathematics. At the end of Year 6, attainment in English, mathematics and science has tended to fluctuate, usually because of the differences in year groups. Over the last few years standards have been broadly in line with expectations, and the value added to pupils' progress has been consistently good. However, pupils' writing has proved to be a difficult area for the school to improve in spite of the introduction of several new strategies. Evidence indicates that the school is at last making headway in improving writing standards, although there is still some way to go. The speaking standards of pupils are linked closely to writing, and the school is beginning to develop better ways to encourage improvement. Although it is too soon for this to show full improvement there are positive signs. Work is marked effectively, but there is evidence that some pupils are unsure as to how they can improve their work, especially their writing. The large number of pupils with special educational needs and/or disabilities, and the few pupils with English as an additional language make good, and in some cases exceptional, progress.

Pupils respond particularly well to stimulating teaching which was good in almost all lessons during the inspection and outstanding on two occasions. Pupils' learning is most successful when there is good pace and imaginative teaching in lessons. This was seen in Year 5 when pupils sang their tables accompanied by the teacher's guitar, and then plunged into competitive recall of tables on the interactive whiteboard. Pupils' behaviour is exemplary. Pupils greatly enjoy school and are cheerful, respectful and polite to adults. One pupil recorded, 'Our school is the best because they care about us and help us to be very, very happy. I wish I could come to school every day.' Relationships

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throughout the school are excellent. Consequently, pupils feel safe, and are adamant that there is little or no bullying and that they always have an adult to turn to. Pupils know and understand many of the important factors associated with health and fitness, and do their best to put this into practice. Pupils readily take on responsibilities in the school and are keen to make their voice heard through the regular questionnaires they all complete. The school is regarded as a pillar of the local community, with pupils' having considerable involvement in the church and charity fund raising. The Catholic faith underpins the whole school community, and helps to create outstanding spiritual, moral, social and cultural learning for all pupils, whatever their faith. Pupils are being prepared satisfactorily for their future lives, and the school is creating more opportunities for them to develop workplace and other skills, through links with 'Young Enterprise' and the University of the West of England.

*These are the grades for pupils' outcomes*

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

### How effective is the provision?

Teaching and learning are good because teachers through the school have a very good knowledge of the needs of their pupils which they use effectively in planning. Classroom

<sup>1</sup> 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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management is consistently good, so pupils understand regular routines, and what is expected of them. As a result classrooms are havens where pupils enjoy learning, have excellent relationships with each other and adults and conform gladly to teachers' high expectations for their behaviour and learning attitudes. Many lessons have good pace, and teachers encourage exciting learning with much active participation. This was seen to good effect in Year 6 when pupils re-enacted a storm at sea in words and writing after a vivid reading from their teacher. Improved assessment and better tracking of pupils' progress, and the use of such information by teachers, are proving effective in providing personalised learning for all pupils. Teachers use questioning frequently, but there is a tendency for them to sometimes answer the questions themselves. Some questioning is too closed and teachers accept short, often one word responses, rather than encouraging lengthier replies with a wider vocabulary range. This leads to pupils' writing often reflecting the way they speak. Classroom learning assistants work effectively with teachers, and make a good contribution to pupils' learning.

The curriculum is broad and balanced and gives pupils a good range of practical learning opportunities. A wide range of extra-curricular activities and clubs give pupils good enrichment opportunities. These include life skills work, the Bristol Project, many outside visits, science and book fairs and links to Bristol City Football Club. Good provision for music, art and religious education strongly supports spiritual, moral, social and cultural education. English and information and communication technology are used extensively across the curriculum, although the school has rightly prioritised both areas for further development.

The school's work with families, pupils, all of whom are regularly mentored by adults, and a range of agencies, is outstanding and embedded at all levels. This sustains the learning development and well-being of many pupils facing challenging circumstances and pupils with special educational needs and/or disabilities. Although attendance struggles to reach average levels it is improving, and the school has excellent procedures to encourage families with low attending pupils. Policies and procedures for safeguarding and child protection are robust and meet current regulations. Personalised programmes to support learning and personal development are enhanced by a very strong team comprising the special needs coordinator, the learning mentor, headteacher and family liaison support officer.

*These are the grades for the quality of provision*

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

**How effective are leadership and management?**

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The headteacher continues to offer innovative, imaginative, caring and exceptionally clear sighted leadership. In spite of a number of staff changes recently, she has maintained a strong team of leaders, and a dedicated staff. Teachers and support assistants share her desire to offer the best education possible for the pupils and, without exception, express great pride in belonging to the school community. This includes a search for continuous improvement even if some strategies such as the now established efforts to raise writing standards have yet to have full effect. Most leaders and teachers are involved in close monitoring of teaching and learning, and the headteacher is continuously involved in the very effective evaluation of teachers' classroom skills. The governors, led by a reflective and challenging chair, similarly share the aspirations of the school leadership. The rigorous governing body ensures that all safeguarding and statutory requirements are in place and are fully effective.

In a community often needing support, the school leadership is exemplary in promoting the learning and well-being of all pupils. A key component of this is the school's consistently excellent engagement with parents, who greatly value the support and guidance they receive in many ways. This is shown by the good attendance at parents' evenings and meetings such as the one during the inspection to raise parent awareness of cyber bullying. The school also promotes a high quality of equal opportunities for all pupils, with no discrimination. Community cohesion is being steadily developed through the ambitious school action plan. There are many good local links with the church, and other schools through the Extended Schools Partnership. Pupils have been involved with charities in Swaziland, India and Madagascar, and are presently linking with a school in Nicaragua as a result of their learning of Spanish. The school deploys its staff effectively and uses a good range of resources very effectively in order to ensure good value for money.

*These are the grades for leadership and management*

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



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<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children enter the Reception class with skills well below the levels expected for their age, especially in language and speaking skills. They make good progress in all areas of learning, but despite this most enter Year 1 with skills a little below those expected for their age. Teaching is good because adults have a good awareness of the particular needs of each child. Children enjoy learning because it reflects their needs and they have many opportunities for active participation through a balanced and exciting curriculum. For example, they went through a wide range of emotions when they were visited by an astronaut in a rocket in the classroom. Firstly there was trepidation, then amazement, awe and intense curiosity. This resulted in a wide range of excited questions, comments and writing from all of them, showing their good capacity for learning. Children are happy, very well behaved and have excellent relationships with each other and adults. They feel safe and behave safely.

Provision is good. Child-centred activities are organised in a stimulating and colourful environment both in school and outside. Children are learning to be independent and make choices. Welfare provision is excellent, with health and well-being actively encouraged. Assessment of children's progress is good and reflects a very accurate knowledge of their needs, although some recording in children's achievement books is limited, and gives insufficient analysis of progress. Leadership and management are good, and safeguarding is rigorous. The Early Years Foundation Stage leader works very effectively with the class teacher and learning support assistants. There are excellent relationships with parents, strengthened by outstanding induction links to the school and transition to Year 1.

### *These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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

Responses received from well over half of parents show almost unanimous approval of all that the school does. Parents feel that staff are caring, that their children enjoy school, that it is well led, teaching is good, and that their children have a good start to their education. A feature of parent approval is the support that the school gives to

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families and parents facing difficult circumstances. Parents' comments are typified by the frequent use of words such as, 'fantastic', 'brilliant', 'happy', 'lovely', 'truly outstanding', 'welcoming', 'fair' and 'supportive'.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at School of Christ The King Catholic Primary to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 96 completed questionnaires by the end of the on-site inspection. In total, there are 170 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	63	66	31	33	1	1	0	0
The school keeps my child safe	69	72	27	28	0	0	0	0
The school informs me about my child's progress	70	73	25	27	0	0	0	0
My child is making enough progress at this school	64	67	29	31	1	1	1	1
The teaching is good at this school	71	74	24	26	0	0	0	0
The school helps me to support my child's learning	61	64	35	37	0	0	0	0
The school helps my child to have a healthy lifestyle	55	57	40	43	0	0	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)	53	55	38	42	2	2	0	0
The school meets my child's particular needs	61	64	33	36	0	0	0	0
The school deals effectively with unacceptable behaviour	58	61	34	36	0	0	0	0
The school takes account of my suggestions and concerns	50	52	42	45	1	1	0	0
The school is led and managed effectively	67	70	26	27	0	0	0	0
Overall, I am happy with my child's experience at this school	76	79	18	20	1	1	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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



20 November 2009

Dear Pupils

Inspection of School of Christ the King Catholic Primary, Bristol BS4 1HD

You go to a good school, have a good education and are very well cared for.

Thank you so much for making us feel welcome during our visit. We really enjoyed seeing how much you enjoy your learning, especially when the astronaut visited the Reception class, and how well you get on with each other. You behave very well indeed, are polite and helpful and look after each other. It was very pleasing to us that you say you like your 'amazing' teachers and their helpers so much, that you feel safe and healthy, and that you enjoy your clubs and visits ' especially when you went to see 'Giselle' at the theatre. We are very glad that your parents like the school as much as you do, and that they think it helps them as well.

You are well taught by your teachers and their assistants. You do well in reading, mathematics, science and art. Although your writing and speaking skills are improving, they could still be even better. Also, a few of you and your parents should try to make sure you come to school more often. The staff work very hard to keep you safe and it is good that you feel you can talk to them, or use the 'worry' box, if you have any personal problems. Your headteacher and other leaders of the school are doing a good job in trying to provide you with the best education possible. To keep this up we have suggested to them that:

- teachers help you improve your writing by making sure you know what you have to do to improve
- teachers help you, through their questions, to give your spoken answers with more than one or two words. You can then get better at writing longer sentences. You can help by telling your teachers when you are not sure how to improve and by trying to give answers in whole sentences.

We wish you every success for the future.

Yours sincerely

Rod Braithwaite

Lead Inspector

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