

# Christ The King Roman Catholic Primary School, Burnley

## Inspection report

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<b>Unique Reference Number</b>	119488
<b>Local Authority</b>	Lancashire
<b>Inspection number</b>	339455
<b>Inspection dates</b>	8–9 October 2009
<b>Reporting inspector</b>	Carmen Markham

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>	211
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Fr Brian Kealey
<b>Headteacher</b>	Mr James Graves
<b>Date of previous school inspection</b>	6 September 2006
<b>School address</b>	Calderbrook Avenue Burnley Lancashire BB11 4RB
<b>Telephone number</b>	01282 429108
<b>Fax number</b>	01282 832880
<b>Email address</b>	head@king-pri.lancs.sch.uk

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Manchester M2 7LA

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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 11 lessons, and held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at the school's evaluation of its own performance, improvement planning, policies and pupils' assessment results. They also looked at the questionnaires returned by parents, carers, staff and pupils. This included 63 responses from parents and carers.

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

- whether data and classroom observations indicate that the achievement of pupils is securely satisfactory or better
- whether pupils with special educational needs and/or disabilities make sufficient progress
- how effectively teaching and the curriculum develop the cross-curricular skills of literacy, numeracy, and information and communication technology
- whether leadership and management are correct in identifying mathematical development in the Reception class and writing across the school as the priorities for improvement
- whether children are making sufficient progress in the Early Years Foundation Stage and if not what the school is doing to address the issue.

## Information about the school

The school is similar in size to the national average and serves a varied social population. The percentage of pupils eligible for free school meals is low. The proportion identified with special educational needs and/or disabilities is a little below the national average but increasing. Most pupils are of White British heritage and a very small minority are from Eastern Europe and Asia. A very small minority of pupils speak English as an additional language. The school admits pupils full time from the age of four into its Early Years Foundation Stage. The school has been awarded the Healthy Schools Award, Sportsmark and Activemark. The governors manage the out-of-school club, which 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 with some outstanding features. The school's leadership team and governors have a strong vision of success for all pupils and they are very successful in promoting and ensuring equal opportunities. These values are shared very effectively with all members of the school community. Leaders and governors are supported by outstanding systems to monitor the performance of staff and the tracking of pupils' progress and outstanding spiritual, moral, social and cultural development. The outstanding care, guidance and support that pupils receive ensure that they all feel safe, happy and valued in school and can make good progress.

Children start the Reception class with skills that are broadly in line with those expected for their age and make satisfactory progress so that by the start of

Year 1 their attainment is in line with national expectations. Their progress is slower than in the remainder of the school due to staff changes. From Year 1 pupils' progress accelerates. By the end of Year 6 their attainment is consistently above average in literacy, science and mathematics and sometimes significantly better in English and science. This demonstrates good achievement. Pupils' proficiency in basic skills, their very good personal and social skills, and above average attendance prepares them well for the future.

Pupils readily take on responsibilities throughout the school and contribute to a very cohesive school community where, for example, all Year 6 pupils befriend and support a Reception class child. Pupils' behaviour is good overall and the behaviour of older pupils is exemplary. Teaching is good and there are examples of outstanding teaching, particularly in Key Stage 2. Teachers' planning makes very effective use of high-quality assessment information to ensure that the needs of all pupils are met. Pupils know how to improve their work and are rapidly learning how to evaluate their own work. Lessons are usually lively and pupils are becoming increasingly involved in directing their own learning. They enjoy the breadth of the curriculum and benefit from the increasing opportunities to develop basic skills, including information and communication technology skills, across a range of subjects. Pupils particularly value the varied range of sporting and physical activities that all participate in and recognise that these contribute to their health and well-being.

Value for money is good. The school's continuing contribution to the good progress of pupils, improvement since the last inspection, the accuracy of self-evaluation and effectiveness in identifying and rigorously pursuing the correct priorities for improvement give it good capacity for sustained further improvement.

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

- Improve the organisation of the Early Years Foundation Stage so that children can make better progress by:
  - accelerating the development of the outdoor area
  - defining the leadership role
  - updating the expertise of the new leader in relation to the requirements for the Early Years Foundation Stage.

## Outcomes for individuals and groups of pupils

2

The scrutiny of pupils' work, lesson observations and assessment information demonstrate that the achievement of pupils and their enjoyment of learning is good. From average starting points when children enter the Reception at the age of four, and average progress through the Reception class, all groups of pupils make good progress through Key Stages 1 and 2, with increasing proportions attaining the higher levels by the end of Year 6. Pupils consistently attain above average standards at the end of Year 2 but relatively few are successful at the higher Level 3, particularly in writing. However, by the end of Year 6 a high proportion of pupils consistently attain the higher Level 5 in science. In English, following recent initiatives to improve attainment in writing, the percentage of pupils attaining the higher level has increased significantly. In mathematics the percentage of higher levels is now also above the national average. Pupils with special educational needs and/or disabilities make good progress, as they are quickly identified and provided with the support that they need. The very small numbers of pupils who speak English as an additional language usually make good progress. The spiritual, moral, social and cultural development of pupils is outstanding. Pupils respond very well to the Catholic ethos of the school. They reflect on relationships, celebrations and the world around them. Pupils consider ethical issues, like the environment and poverty, and can express their views on them. They make regular and well-informed contributions to charities across the globe. Reflection and consideration of others contributes very effectively to their mature attitudes to each other and their willingness to take on a range of responsibilities to serve the school community. They are involved with work to protect the environment and make very strong contributions to the local sports partnership. To build knowledge and understanding across communities, pupils have close links with another school where pupils have different beliefs and traditions. This makes a strong contribution to community cohesion. Pupils know how to stay safe and healthy, most participate fully in physical activity and they make healthy food choices at school meal times.

*These are the grades for pupils' outcomes*

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<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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<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	2
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>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</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>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

### How effective is the provision?

Teaching is good overall. It is stronger in Key Stage 2, where learning is more effective than in Key Stage 1, mainly because the older pupils have more positive attitudes to learning. Teachers use new technology well to make lessons more visual and interesting and to engage pupils fully. In the majority of lessons the pace is good and good questioning skills extend and challenge pupils' thinking and understanding. Lesson planning is exceptionally well linked to high-quality assessment of pupils' performance so lessons always meet individual needs. Very skilled teaching assistants are used well by teachers to support learning. Marking is helpful and informative and pupils are given time to read and consider teachers' comments that help them to understand how to improve their work. Teachers are in the process of introducing pupils to the skills required in assessing their own work. Teachers set pupils their own targets for literacy and mathematics.

There is a broad and balanced curriculum for all pupils, which is tailored to meet the requirements of pupils with special educational needs and/or disabilities. Planning for mathematics and English is usually good but information and communication technology is less well developed as a routine tool for learning. A recent curriculum initiative has introduced well-structured topic planning across several subjects to develop basic skills such as writing. This is proving effective and topics observed, such as the work on India and the Romans, provide interest and stimulus. The breadth of experience for pupils is enhanced through a good range of visits, including to a nearby environmental park and, for the older pupils, a residential adventure experience at an outdoor education centre. Staff provide a good range of extra-curricular activities that are well attended by pupils

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and much valued by their parents and carers. Effective partnerships have been fostered with Burnley City Learning Centre to support ICT and the Inter-Faith Centre to enhance pupils' understanding of other cultures. The curriculum makes excellent provision for the personal, social and health education of pupils.

The high levels of care, guidance and support reflect the Catholic ethos that is present throughout the school. Special emphasis is placed on knowing all pupils individually. Pupils receive very well targeted support and there is additional help for those with pupils with specific additional needs to enable them to be included in all school activities. Where needed, the more vulnerable pupils are supported well by teaching assistants and other professionals such as educational psychologists, who are complimentary about the levels of support given to pupils. The school can point to striking examples of where it has helped individuals and groups of pupils to overcome significant barriers to their education. Parents and carers say that they 'cannot thank the school enough for the help it gives their children'. Very good transition arrangements, between classes and with the receiving secondary school, ensure that pupils' needs are well known and they are able to settle quickly into their new class or school. The school has very good and successful strategies to ensure good attendance.

*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?**

Monitoring and self-evaluation are rigorous and priorities for improvement are very appropriate. Staff morale is high and staff are very confident that the leadership and management team will continue to ensure the effective development of teaching and learning. Where there are concerns, action is quickly taken to ensure that the high expectations of staff, parents and carers, and pupils are met. Well-informed and effective governors support the school effectively. They have a wide range of skills to help the school develop in all areas. They are fully involved in school self-evaluation and set ambitious but realistic targets. Regular and good-quality communication with parents and carers ensures that they are well informed about their children's progress and involved in the school community. Promotion of equality is at the heart of the community. All groups of pupils make similar progress in the school in relation to their age and ability because the school is rigorous in the promotion of mutual respect and consideration of others. It is very successful in promoting and ensuring equal opportunities through the effective tracking of pupils' progress. All current government

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safeguarding requirements are met. The school has planned effectively to provide good community cohesion. This is still in the process of developing but already pupils are closely involved with schools where they can meet and work with pupils from different ethnic groups.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<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>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</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>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children join the Early Years Foundation Stage at the age of four with skills in all areas of learning broadly in line with those expected for their age. During the last academic year most children made satisfactory progress in all areas of learning. Behaviour is good and children enjoy their learning due to clearly focused tasks, good use of praise and very good relationships. Children's personal, social and emotional development is good. Children make a positive contribution to class routines and know how to stay healthy. Provision is good. Activities are carefully planned. There a good balance between staff-directed activities and activities children choose for themselves. The outdoor learning environment has improved since the previous inspection but still lacks opportunities for children to engage in genuine outdoor learning, such as facilities for climbing, large toys and construction materials and exploring natural materials. Staff working with children with additional needs help them to integrate fully into activities. Staff have good knowledge of children's achievements and the day-to-day recording of progress is good. They also have a good knowledge of areas for improvement in provision, including mathematical development. Provision for children's welfare is outstanding and fully meets requirements. Leadership and management are satisfactory.



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New teaching and leadership arrangements to address issues identified by the headteacher and governors during the last academic year have been successfully introduced but responsibility for leadership and management is not clear. Parents and carers are very positive about the care and support that their children receive and they report good relationships with staff.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

The proportion of parents and carers responding to the questionnaires was 30%. This is relatively low but similar to the response rate in many schools nationally. Parents and carers are overwhelmingly positive about the school. Typical comments refer to the very good care of children, their good progress and their enjoyment of school. A significant number of parents and carers commented on the effectiveness of the leadership and management of the school. Typically parents reported that:

'Christ the King is a small, very friendly and safe school that provides excellent education in a family atmosphere. Teaching and support staff are very approachable and do their utmost to deal with any problems that may arise, in a caring and efficient manner.'

An extremely small minority expressed concerns about lack of information about what parents and carers can do to help their children and lack of information about progress. The inspectors could find no evidence to uphold these views but acknowledge that some parents and carers who are working may not find it easy to talk to teachers during the working day. Alternative procedures to communicate with the class teacher would be appreciated by parents and carers.

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

Ofsted invited all the registered parents and carers of pupils registered at Christ The King Roman Catholic Primary School, Burnley 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 inspector received 63 completed questionnaires by the end of the on-site inspection. In total, there are 211 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	96	77	24	19	2	2	0	0
The school keeps my child safe	104	84	18	15	0	0	0	0
The school informs me about my child's progress	48	40	66	55	0	0	0	0
My child is making enough progress at this school	62	51	54	44	2	2	0	0
The teaching is good at this school	80	66	38	31	0	0	0	0
The school helps me to support my child's learning	56	46	60	50	0	0	0	0
The school helps my child to have a healthy lifestyle	66	53	56	45	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)	68	55	52	42	0	0	0	0
The school meets my child's particular needs	74	61	44	36	0	0	0	0
The school deals effectively with unacceptable behaviour	68	56	50	41	0	0	0	0
The school takes account of my suggestions and concerns	56	46	60	49	2	2	0	0
The school is led and managed effectively	82	67	38	31	0	0	0	0
Overall, I am happy with my child's experience at this school	96	78	24	20	0	0	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.**



Inspection of Christ The King Roman Catholic Primary School, Burnley, BB11 4RB

I would like to thank you for making my colleagues and me so welcome when we came to inspect your school. You were all very helpful and polite and displayed a lot of enthusiasm for your work. In particular, I must thank the pupils who gave up some of their time to talk about their work with some of us. I enjoyed your wonderful art work and cultural displays, particularly those about India.

Christ the King is a good school with some outstanding features. Your spiritual, moral, social and cultural development is outstanding. You really enjoy school so you attend well and are punctual. Your behaviour is good and in classes with older pupils it is outstanding. You are kind and considerate to each other and take responsibilities in school. I was very impressed by the 'seeds and gardeners' project where Year 6 pupils partner Reception class children to introduce them to the school community. You make good choices to help you to stay fit and healthy. As a result of your enthusiasm and your teachers' good work, you are learning how to improve your work and you make good progress. Your school is well led and managed and staff look after you very well so you are right to feel safe in school.

One of the reasons for my visit was to see how your school can improve. I think that although children in the Reception class make satisfactory progress they could make even more progress. Therefore, I have asked your school leaders to:

- improve the organisation of the Early Years Foundation Stage so that children can make better progress.

I wish you every success for the future

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