

Christ the King Catholic School

Inspection report

Unique Reference Number	126423
Local Authority	wiltshire
Inspection number	340976
Inspection dates	1–2 February 2010
Reporting inspector	Richard Blackmore

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	269
Appropriate authority	The governing body
Chair	Carol Crossland
Headteacher	Rita Horner
Date of previous school inspection	6 December 2006
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Introduction

This inspection was carried out by three additional inspectors. The inspectors spent the majority of time observing learning, visiting 10 lessons and nine teachers. They held meetings with governors, members of staff and groups of pupils. They observed the school's work, and looked at how the curriculum is planned, the school's monitoring of pupils' progress, the quality of provision, samples of pupils' work, attendance data and school improvement plans. The views of 77 parents and carers were also taken into account.

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

- the success of the school's actions to raise achievement in reading and mathematics and of girls at Key Stage 2
- how well teachers use assessment to challenge pupils and help them make quicker progress, especially in mathematics and science
- the effectiveness of the school's monitoring and evaluating of its work to raise standards in writing at Key Stage 1 and of girls in Key Stage 2.

Information about the school

Christ the King Catholic School is a larger than average size primary school. Most pupils are White British, although a small number of pupils come from a range of other ethnic backgrounds. A very small minority of pupils speak English as an additional language and the number of pupils entitled to free school meals is below average. The pupils come from a wide geographical area. The proportion of pupils with special educational needs and/or disabilities is well above average. Many of these pupils are within the specialist centre for children with speech and language needs. Early Years Foundation Stage provision is in two classes, one of which is a mixed-age Reception/Year 1 class. The school has gained the Healthy Schools Award and the Active Mark.

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?

3

The school's capacity for sustained improvement

2

Main findings

This is a satisfactory school with notable strengths. The school provides a highly caring and friendly setting for pupils at the school and the specialist centre. All staff and governors share the headteacher's clear vision for continuous improvement, and a strong team ethos is evident. Standards are low in English and mathematics but pupils make good progress from their very low starting points. Parents are very supportive of the school's nurturing environment, one commenting that the school's 'love of pupils is exemplary'.

Good teaching ensures pupils make good progress. However, teachers do not always use assessment information to set suitably challenging work, especially for more-able pupils. The curriculum generally meets pupils' needs and interests. Activities build systematically on previous work but are not planned well enough to consistently challenge more-able pupils. Learning is enriched through a range of imaginative activities and the emphasis on creativity has resulted in improvements to girls' performance in particular, especially in mathematics. Pupils enjoy school, with outstanding behaviour, an expectation and a reality, resulting in highly positive attitudes. Pupils speak highly of the good range of visits and visitors that enrich the curriculum, including historical visits to Salisbury.

Parents and carers appreciate the good quality care, guidance and support their children receive. Pupils agree they feel safe and well supported and say adults will always help them if they have a problem or concern. Pupils' adoption of a healthy lifestyle is good, reflected in the school's awards of both Healthy Schools and Active Mark. They are aware of the part they must play in making the right choices themselves. They also think deeply about others and show a good understanding of how to respect different people and their opinions. They are polite, friendly and courteous to visitors. Pupils who need extra support and time are given this by an array of adults, including a family advice and support worker, who are all available to help. There is also good use of specialised input from external agencies including social services and educational psychologists.

The school is led by a determined and ambitious headteacher whose focus is to take pupils 'to the moon' both academically and in the pursuit of good personal skills. As a result, while attainment remains low, it is improving strongly. The school knows itself well and has made significant and sustained recent improvements. However, monitoring is not consistently focused on the impact of actions taken to raise standards, and improvement plans do not specifically focus on pupils' learning outcomes. Nevertheless, given the school's recent track record of improvement, its capacity to improve further is good.

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What does the school need to do to improve further?

- Raise standards in writing by:
 - ensuring teachers always use assessment information to set challenging work
 - ensuring pupils write every day.
- Ensure the curriculum is planned to include challenge for more able pupils.
- Sharpen monitoring and improvement planning to ensure it focuses on the outcomes for pupils' learning.

Outcomes for individuals and groups of pupils

3

Despite good progress towards the early learning goals pupils have basic skills significantly below average when they start Year 1, made more complex by a continually changing picture of pupils' special requirements. Although attainment overall in national results has been well below the national average over the last three years, it is improving strongly because learning and teaching are good. This is evidenced in school data and observations of pupils in lessons. Pupils quickly and effectively use good writing features in their own work that have been demonstrated and highlighted by their teachers. For example, pupils in Year 6 wrote in paragraphs and used enriched vocabulary having analysed text in detail with guidance from staff. Pupils of middle ability within classes make good progress as do those with special educational needs and/or disabilities and those who speak English as an additional language. This is because of the additional, well-targeted support they receive. Intervention strategies and initiatives have successfully speeded up progress including 'sir kit' and 'spelling support' which are used effectively to improve writing skills. Despite attainment being low, effective learning, satisfactory attendance and good personal development ensure pupils are prepared adequately for the future.

Pupils enjoy learning and hold positive views about the school. They are interested in their activities and collaborate well together in pairs and small groups. This was evident in a mathematics lesson for pupils in Year 2 when they were working well to describe the features of two-dimensional shapes and guessing the shape. Good spiritual, moral, social and cultural development means pupils behave very considerately towards each other and are respectful of the beliefs and traditions of people from different backgrounds, although their knowledge of other cultures is limited. They willingly and responsibly take part in contributing to the work of the school and the community; for example, by taking the lead in raising money through sponsored school activities such as 'help for heroes' and 'jump rope' for the British Heart Foundation.

These are the grades for pupils' outcomes

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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Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	4
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	2
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Adults and pupils have very good relationships and this means learning takes place in a highly supportive classroom environment. Teachers are well supported by skilled teaching assistants who make a positive contribution to the good progress made by pupils, particularly those with special educational needs and/or disabilities. In the best lessons, good questioning and clear explanations ensure pupils make good progress. In a Year 6 lesson, insightful questioning by the teacher meant pupils' analysis of the hidden meaning behind a fable was accurate and contributed to pupils' effective learning and engagement. The school is working successfully to ensure best practice in teaching is shared.

The curriculum enables pupils to acquire skills that can be applied to a range of situations. However, there are too few opportunities to record ideas leading to lower skills in writing. Pupils' use of information and communication technology and their engagement in themed weeks and a good range of clubs effectively promote interest in their learning. However, the curriculum for more-able pupils lacks challenge. Initiatives such as the use of drama to help pupils to extend their ideas are effective and helping to secure more rapid progress.

Pastoral care and support is a significant strength of the school. It is given a high priority and pupils know that help, support and guidance are always available. Pupils with special educational needs and/or disabilities and those who attend the specialist centre receive focused and correctly identified support in lessons and small groups. The school has effective partnerships with outside agencies resulting in good support for those pupils who, at times, may be vulnerable. Good induction arrangements ensure the

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many pupils who join the school, settle well and are quickly known by staff.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher, supported by members of the senior management team, gives the school clear direction, strongly embedding ambition and driving improvement in teaching well. The arrangements for safeguarding are robust, and all records are carefully maintained and regularly reviewed. All checks, systems and procedures to keep pupils safe are firmly in place and clearly understood by staff. Governors take their roles in these aspects very seriously and fulfil them with commitment. However, their monitoring of the school's work is not focused in enough detail on the plans for raising standards and how improvements can be measured. Deployment of resources is satisfactory and equality of opportunity is satisfactorily promoted with everyone being treated fairly and equally. Links with parents are good and continually being improved, there is regular contact over pupils' work and a range of information leaflets illustrate how parents can support their children at home. As a result, parents are engaged well in support of their children's education. Other partnership activities make a positive contribution to pupils' learning and well-being, especially those who are potentially vulnerable. The promotion of community cohesion is satisfactory and relationships within the school community are particularly good. The school's plans for developing its community cohesion work beyond school are well conceived.

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	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3

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	
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Comprehensive planning takes good account of the exceptionally low starting points of the children and the mixed-age organisation of one of the Reception classes. There is an appropriate focus on the development of reading, writing and number skills, and support for children with special educational needs and/or disabilities and for those who are more vulnerable. Children have plenty of opportunities to select their own activities and play imaginatively, on their own or with friends, and make discoveries for themselves. For example, pupils gained valuable speaking and listening skills when in charge of the 'space control centre', organising flights, take-offs and landings. The outdoor area is underdeveloped and does not readily promote imaginative activities that stimulate children's interest and help them to flourish. A good balance is drawn between activities that children choose and those more closely directed by adults. Staff demonstrate good skills when intervening in children's play to extend their thinking and this is developed continually by frequent assessment of children to plan future high-level learning opportunities. The Early Years Foundation Stage leader has a good understanding of how young children learn. She has developed strong assessment procedures that are underpinning the good provision.

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

Parents and carers hold exceptionally positive views of the school. Of the 13 aspects included in their questionnaire, five showed total agreement that the school does well. All parents said teaching is good and that the school helps their child to be healthy and almost all parents say that their children are kept safe and their child enjoys school; inspection evidence agrees with these parental views. A very small number of parents and carers showed concerns about their child's progress at school. However, inspection findings found pupils' progress to be good.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Christ the King Catholic School 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 77 completed questionnaires by the end of the on-site inspection. In total, there are 269 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	54	70	23	30	0	0	0	0
The school keeps my child safe	59	77	16	21	0	0	1	1
The school informs me about my child's progress	48	62	27	35	0	0	0	0
My child is making enough progress at this school	40	52	27	35	1	1	0	0
The teaching is good at this school	49	64	20	26	0	0	0	0
The school helps me to support my child's learning	47	61	28	36	0	0	0	0
The school helps my child to have a healthy lifestyle	53	69	22	29	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)	39	51	33	43	1	1	0	0
The school meets my child's particular needs	46	60	24	31	1	1	0	0
The school deals effectively with unacceptable behaviour	46	60	28	36	0	0	1	1
The school takes account of my suggestions and concerns	32	42	36	47	2	3	1	1
The school is led and managed effectively	54	70	10	13	0	0	1	1
Overall, I am happy with my child's experience at this school	63	82	10	13	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"> ■ 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.



3 February 2010

Dear Pupils

Inspection of Christ the King Catholic School, Amesbury, SP4 7LX

Thank you for helping us when we visited your school. We enjoyed talking to you and you all helped us get to know your school really quickly. Your school currently gives you a satisfactory education.

- You make good progress in English and mathematics.
- Your behaviour is outstanding ' well done!
- You told us how much you enjoy coming to school.
- There is a good range of clubs on offer, many of which help you keep fit and healthy. As a result, your knowledge of healthy eating is good.
- You have a good awareness of how to stay safe.
- You have very good relationships with each other, your teachers and teaching assistants.
- You play an important role in organising the school through your elected school council and the jobs you do to help others in the school.

I have asked your headteacher and staff to make your school better by making sure you have more opportunities to practise your writing, that plans to improve the school are checked more carefully and by making sure those of you who find work easy are given more challenging tasks. We know you will help your teachers make these improvements. As a start you can tell you teacher if you find your work too easy.

Yours sincerely

Richard Blackmore

Lead inspector

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