

Christ the King Roman Catholic Primary School

Calderbrook Avenue, Burnley, Lancashire, BB11 4RB

Inspection dates 7–8 May 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Children get a good start to school in the Early Years Foundation Stage. They are well prepared for learning.
- In Key Stages 1 and 2, pupils make good progress in reading, writing and mathematics. An above average proportion reach the standards expected for their age at Year 6.
- Teaching is good. Pupils enjoy lessons and most benefit from good support and guidance from staff.
- Teaching assistants play a major role in helping pupils who need additional support to be fully included in school life.
- Pupils nearly always work hard in lessons. They listen carefully to teachers' explanations and quickly settle to their tasks.
- Behaviour is good in lessons and outside at play. The large majority of pupils get on very well with each other and say they feel safe.
- The majority of parents appreciate the school and applaud the values it gives their children.
- Leaders, including governors, identify and apply the right strategies to improve the school. They enable staff to develop and improve through effective staff training and support.

It is not yet an outstanding school because

- The most able pupils are not challenged consistently to do as well as they could.
- At Key Stage 2, the achievement of boys in writing and mathematics is noticeably less good than that of girls.
- Leaders do not focus sharply enough on how well the most able pupils are doing.

Information about this inspection

- The inspection team observed 14 lessons and part lessons.
- The inspectors observed many aspects of the school's work, including the support for pupils who need extra help. They heard pupils read, and conducted discussions with pupils to establish their views of the school. Inspectors examined pupils' work in their exercise books and that displayed in classrooms and around the school.
- The inspectors looked at a range of documents. These included: records of notable incidents including bullying, the tracking of individual pupils' progress, the school's plan for improvement, the use of additional funding for supporting pupils known to be eligible for free school meals, the impact of the primary school's sports fund, safeguarding and child protection arrangements and pupils' attendance records.
- Inspectors held meetings with the headteacher and deputy headteacher to evaluate their impact on the pupils' achievement.
- Meetings were held with the leader of the Early Years Foundation Stage, the manager of provision for pupils who are disabled or have special educational needs and also with the school sports coordinator. A discussion was held with two governors, including the Chair of Governors, and there was a conversation with the local authority representative.
- Inspectors spent a considerable time evaluating the overall views of parents. Informal discussions were conducted with eight parents willing to offer a view as they brought their children to school on the first morning of the inspection. A meeting was conducted with 13 parents at the start of day two of the inspection. In addition, the consideration was given to the views expressed in three emails forwarded to the inspection team. A confidential meeting was held with one parent requesting a discussion with an inspector and a telephone conversation was held with another. An evaluation was made of the 50 responses to the online questionnaire, Parent View, alongside 68 responses to a questionnaire conducted by the school at its recent parents' evening.
- The views of staff were gathered by analysing the views of nine questionnaires returned by staff and discussions and observations with them during the inspection.

Inspection team

David Byrne, Lead inspector

Additional Inspector

Sheila O'Keefe

Additional Inspector

Full report

Information about this school

- This is a slightly smaller than average-sized primary school.
- The vast majority of pupils are of White British heritage.
- The proportion of pupils supported through school action is below average. The proportion supported at school action plus or with a statement of special educational needs is below average.
- A below average proportion of pupils are supported by the pupil premium. The pupil premium is additional funding for pupils known to be eligible for free school meals and children looked after by the local authority.
- The school meets the government's current floor standard. This is the minimum expectation for pupils' attainment and progress in English and mathematics by the end of Year 6.
- The school is currently undergoing some unavoidable staff disruptions. During the inspection, two teachers were on temporary contracts covering staff on maternity leave.
- Since the previous inspection, a new headteacher has taken up post. The current deputy headteacher was appointed at the start of the current term after the retirement of the previous long-serving deputy headteacher.
- The school offers an out-of-school club at the beginning and end of the day. This is inspected separately by Ofsted.

What does the school need to do to improve further?

- Raise achievement from good to outstanding by:
 - implementing strategies to raise the performance in Key Stage 2 of boys in writing and mathematics
 - creating a much sharper focus on the needs of the most able pupils which includes all leaders in playing their part in raising the achievement of these pupils.

Inspection judgements

The achievement of pupils is good

- Achievement is good given the pupils' individual starting points. Progress is accelerating because pupils are expected to reach high standards and are increasingly enabled to work at higher levels.
- Most children start school with skills that are typical for their age. By the time they move onto Year 1, many have reached good levels of development for their age and they are well prepared to access the National Curriculum.
- In Key Stage 1, progress is good. Pupils develop confidence and are keen to learn. Good teaching of phonics (linking the sounds letters make) helps children to make a good start in reading and writing. This is reflected in above average results in the Year 1 national screening check for phonics. Attainment has typically been average at the end of Year 2. However, pupils are currently on track to gain above average standards owing to improvement in teaching.
- In Key Stage 2, learning moves forward at a good rate overall although there is some variation in the rate between classes. The percentage making more than expected progress was lower than the national figure in 2013, but current information shows that progress is currently good and improving rapidly. In 2013, while an above average proportion of pupils reached the nationally expected standards, the proportion exceeding them was below average.
- After these results in 2013, school leaders took swift action to raise expectations for pupils to reach high standards in Year 6 and an increasing proportion of pupils are now working at levels in advance of expectations for their age.
- The achievement of the most able pupils in all subjects is accelerating but is not yet as high as it could be given the good skills many pupils have.
- All staff strive to secure equal opportunities and are very aware of the needs of disabled pupils and those with special educational needs; an aspect of the school which is well led and managed. This ensures that most pupils who need additional support make similar progress to their peers in reading, writing and mathematics.
- Pupils typically make good progress in reading. Older pupils read with confidence and fluency; they understand what they read and are keen to talk about their books. While pupils often write interesting, extended pieces and are making good progress, girls learn at a quicker rate in Key Stage 2 than boys.
- Pupils' progress in mathematics is good and has accelerated after the school identified this as an area to improve. Most pupils reach good standards but again girls do better than boys in Key Stage 2. As yet, the school leaders have not focused on this enough to identify the reasons for this.
- Pupils eligible for the pupil premium, including those entitled to free school meals, make progress at a similarly good rate to other pupils. In 2013, their attainment was better than other pupils in reading and mathematics but below average in writing. The additional funding through pupil premium is effectively spent to enable such pupils to keep up with others and catch up if they fall behind.

The quality of teaching is good

- Despite the unavoidable changes in staffing in recent times, disruptions to learning have been minimised because all staff work together to help pupils. Relationships between pupils in lessons are good and staff are very caring and helpful to any who feel unsure.
- In Reception, children develop their reading, writing and mathematical skills at a good pace. Teaching of phonics is reinforced through daily practice. Children quickly learn to use this knowledge to work out words when they read and write.
- The teaching of literacy skills in Key Stage 1 and 2 is successful, in promoting among pupils not only a love of books, but also in developing good quality writing. Improved teaching of grammar,

punctuation and spelling is raising standards after disappointing results at Year 6 in 2013. There are examples of good quality writing which is both imaginative and well-structured. Year 5 pupils, for example, have created their own accounts of events linked to the sinking of the Titanic following a visit to the Liverpool Maritime Museum.

- The current focus on boosting the achievement of the most able pupils is more effective in some classes than others. This is because at times all pupils work at the same or similar level which holds back their learning.
- Recent investments in new computer technology in the form of mobile devices are having a very positive impact on learning. Pupils in Year 2 received very good support and guidance which enabled them to use such devices to select and edit pictures of animals and plants associated with a class topic.
- Dedicated teaching assistants support learning effectively. They provide valuable additional reinforcement of important ideas and skills in literacy and mathematics when working with individual pupils and small groups. Staff have benefited from training to ensure pupils with behavioural difficulties overcome their personal challenges so that they are fully included in school life.
- Throughout lessons, pupils' errors and misconceptions are picked up. This leads to pupils receiving learning tasks that build effectively on previous gains in knowledge, understanding and skills. Pupils who are not learning as fast as they could are quickly identified at termly and, at times, half termly discussions between staff and leaders. Plans are put in place to accelerate learning for those who could do better and thus prevent pupils falling behind. The same focus is not always given to the most able pupils whose progress is, at times, slower than it should be in lessons.
- Marking is often good, with clear advice to pupils on how to improve their work. When marking is at its best, pupils are given the opportunity to follow up suggestions given in their books in order to improve their learning.
- Homework is regular, but pupils say that they would like more variety in it. A small minority of parents express the view that homework is not always appropriate for their children.

The behaviour and safety of pupils are good

- The majority of parents say that behaviour is well managed. A minority of parents are less positive and would like to improve how things are done. The senior leaders are aware of the difference of opinion and are taking all views into account. This has led to establishing a review of the way behaviour is managed.
- Inspection findings support the majority view. The behaviour of pupils is good. There are clear systems for securing good behaviour. These are applied by all staff and are understood by pupils. They know how good behaviour is rewarded and what happens if a misdemeanour occurs. Pupils talk enthusiastically about the motivation they get from gaining house points and certificates for good behaviour.
- In lessons, pupils are nearly always attentive and polite to each other and to adults. They are usually eager to learn and work hard. At times, when work is not challenging enough, a few become mildly restless, but incidents of misbehaviour in lessons are few.
- Incidents of bullying are comparatively rare. There are few recorded in the school's bullying log. Pupils report that occasionally there is name-calling at playtimes when adults are otherwise occupied. They are confident that adults in the school quickly resolve any incidents. Staff give their time to enable pupils to talk about how to handle things if there are disagreements.
- The school effectively encourages pupils to get on well with each other. Almost all pupils are very kind and caring towards their peers. At breaks and lunchtimes, pupils are energetic and lively, which provide some difficulties given the small play area available to them. Despite the relatively small space, pupils usually act safely considering others. Pupils thrive on taking responsibilities in school. For example, Year 6 pupils are proud of being 'gardeners' taking care of, and looking out for, children in Reception who are their 'seeds'. This system lays the

foundations for lasting relationships within the school and beyond.

- The school's work to keep pupils safe and secure is good. Almost all pupils report that they feel safe. Most of the parents who spoke to inspectors, and the majority who responded to Parent View praised the level of care that the school provides for their children; most say that their children are safe and well looked after. The weight of evidence gathered by inspectors indicates that the school is caring and safe.
- Attendance is above average and absence low. This reflects the pupils' enjoyment of school as well as the supportive homes most pupils benefit from.

The leadership and management are good

- The headteacher secures a good quality of education for pupils. Despite the unavoidable changes to staffing, learning is maintained at a good rate. The new deputy headteacher shares the headteacher's same ambition and the ability to raise achievement further. Together with the supportive staff team, governors and the majority of parents, the school is poised to move forward rapidly.
- Leaders and managers check the quality of teaching regularly and provide good support to improve practice where necessary. This process secures for the school an accurate view of how well it is performing and identifies the most relevant targets to move it forward. Improvement planning, however, is not precise enough in its intentions for raising the achievement of the most able pupils.
- The provision for pupils who are disabled and those with special educational needs is very well managed and the leadership of the Early Years Foundation Stage is effective. Middle leaders are dedicated and work hard to develop their subjects and to support colleagues. Effective local authority support contributes very positively to the development of leadership skills, to the quality of teaching and to the the skills of governors.
- Given the unanimously positive response to all elements of the staff questionnaire provided by inspectors, staff morale is high. Their performance is regularly reviewed and leaders take staff's performance into account when making decisions about whether they are entitled to move up the pay scale.
- Pupils receive a broad and interesting variety of experiences covering all subjects of the curriculum including French and music. Stimulating topics and themes capture pupils' enthusiasm and provide opportunities for them to apply their reading, writing and mathematical skills in a variety of subjects. Plentiful opportunities are provided for pupils' spiritual, moral, social and cultural development in daily learning. Educational visits widen the pupils' horizons. Older pupils were full of enthusiasm when recounting their experiences at a residential activity stay.
- The sports coordinator makes very effective use of sports premium funding. The funds have been effective in widening the range of extra-curricular sport as well as increasing pupils' participation in inter-school sports competitions. Funding is giving teachers training, tailored to their needs, to build their confidence and expertise. Funds have been allocated to launch an innovative programme to boost pupils' healthy lifestyles and physical well-being.
- The school values its good partnerships with the parents and families. Their views are frequently canvassed through questionnaires. Information about their child's progress is available at regular parents' evenings and staff willingly respond to requests by parents if more details are required. The school website provides a good range of information for parents, including how to access learning programmes for use at home.
- **The governance of the school:**
 - The governing body is playing an important role in managing the school as it adjusts to staff changes. Governors bring to their roles a varied range of professional and personal skills which benefits the school and its developments.
 - Governors understand the importance of analysing the wide range of data about the school's performance and speak knowledgeably about where improvement is required. Each governor

links to a subject of the curriculum and this gives a good insight into how well pupils learn.

- Governors are challenging senior leaders appropriately to ensure pupils' achievement and the quality of teaching are as good as possible. They set the headteacher challenging performance management targets that reflect the key priorities of the school. Governors make sure that good teaching is rewarded appropriately, and that regular training helps teachers to improve.
- School finances are efficiently spent and governors give appropriate attention to making sure that there is a positive impact on pupils' achievement of the additional funding for sports and pupil premium.
- It makes sure that all safeguarding requirements are met.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	119488
Local authority	Lancashire
Inspection number	444170

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	200
Appropriate authority	The governing body
Chair	Stephanie Balko
Headteacher	Darren Mussell
Date of previous school inspection	8 October 2009
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