

# Christ The King Catholic Primary School

## Inspection report

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<b>Unique Reference Number</b>	105081
<b>Local authority</b>	Wirral
<b>Inspection number</b>	336421
<b>Inspection dates</b>	03–04 February 2010
<b>Reporting inspector</b>	Sheila O'Keeffe

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>	367
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Sharon Moore
<b>Headteacher</b>	Mr Kevin Doogan
<b>Date of previous school inspection</b>	February 2007
<b>School address</b>	Allport Road Bromborough Wirral CH62 6AE
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 15 lessons, observed all staff, with the majority of time spent observing learning. They held meetings with the Chair of Governors, staff, groups of pupils, parents, as well as talking informally with staff and pupils. They observed the school's work, and looked at a wide range of documentation and pupils' work. The inspectors also took into account the responses to questionnaires completed by pupils and 180 parents.

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

- the attainment and achievement of the more able pupils in Key Stage 1, particularly in reading and writing and in Key Stage 2, in mathematics
- the outcomes, provision and leadership and management of the Early Years Foundation Stage
- how well pupils are involved in the assessment of their own learning and how well they are informed about how to improve their work
- the strengths in pupils' personal development and the care, guidance and support provided.

## Information about the school

Christ the King is a larger than average sized primary school. The majority of pupils are White British, with a very small number who belong to minority ethnic groups or who speak English as an additional language. The proportion of pupils entitled to free school meals and the proportion of pupils who have special educational needs and/or disabilities are below average. Early Years Foundation Stage provision consists of two Reception classes. New pupils joined the school a few years ago after Key Stage 1, as a result of two local school closures. In the last year, the school appointed a new headteacher and more recently a new deputy headteacher. The school holds the Healthy Schools Award, Activemark and 'Sing Up' Gold 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

Christ the King provides a welcoming, caring atmosphere where pupils are guided and supported well in developing their social skills and respect for each other. Pupils with special educational needs and/or disabilities and those at an early stage of learning English make good progress because they receive good support. Pupils' good spiritual, moral, social and cultural development ensures positive relationships and a friendly, happy environment. Pupils feel safe and enjoy their time at school. Satisfactory safeguarding systems are in place. Pupils' good behaviour and attitudes to learning are reflected in their high academic achievement in English, mathematics and science. Their academic achievement is outstanding. From broadly average starting points, pupils make good progress and reach standards that are well above the national average by the end of Year 6 in English, mathematics and science. More able pupils at both key stages do well. This is because of good teaching and the good use teachers make of assessment to ensure that all pupils achieve their potential. In a small proportion of lessons where the pace is slower, pupils are not sufficiently engaged in activities and do not have enough opportunities to be involved in assessing their own work and so they do not fully understand what they need to do to improve it. Children in the Early Years Foundation Stage make good progress, but the outside provision for learning is not as good as the indoor provision.

The curriculum is good and is enhanced by effective, enrichment activities which benefit pupils' good personal, creative and artistic development. Pupils have a good understanding of the local and of global communities through their studies. However, their experiences are not as well developed as regards their awareness and understanding of other communities that make up the cultural diversity of the United Kingdom.

The newly formed senior leadership team is focused on the right priorities to maintain and improve pupils' excellent achievement and ensure continuing high standards. As a result, pupils receive the support they need for their individual needs so they can make good progress. The school is fully aware of its strengths and areas for development and has planned carefully to address relative weaknesses by seeking support from outside agencies and delivering staff training. This demonstrates the good capacity that the school has to maintain the high academic standards and address the areas for improvement.

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

- Improve the outdoor learning provision in the Early Years Foundation Stage.
- Ensure that all pupils are engaged in assessing and improving their own work.
- Improve pupils' awareness and understanding of the different communities that make up the cultural diversity of the United Kingdom, by providing opportunities for pupils to engage with communities different from their own.

## Outcomes for individuals and groups of pupils

<b>2</b>
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Pupils have a positive attitude to their learning and achieve extremely well. This is evident in lessons, particularly where teachers set work which engages and challenges pupils in exciting activities and pupils have time to be involved in assessing their own work and have a good grasp of what they need to do to improve. In some lessons, progress is satisfactory because the pace is too slow and pupils are not actively engaged and, therefore, do not have sufficient time to explore, reflect, discuss, share and assess their own work.

When pupils begin Year 1, most are working at levels above those expected for their age. During Key Stage 1, they make good progress in reading, writing and mathematics to reach standards by the end of Year 2 which are above average. The rate of progress continues through Key Stage 2, resulting in standards which are well above the national average in English, mathematics and science. Standards are especially high in English.

Pupils are polite, well mannered and confident. They enjoy school and undertake their responsibilities as members of the school council or as playground buddies seriously. Behaviour and attendance are good. Pupils show respect for one another and play together well. Pupils are developing a good understanding of what constitutes a healthy lifestyle.

There are good links with the local community, for example, the choir sings on special occasions at church. Pupils show respect for the needs of others, celebrate difference and recognise what is right or wrong. They raise money and make contributions to charitable causes and are aware of global issues, for example, through the video news-bites that they regularly view in class. Pupils' understanding and awareness of the multicultural diversity of the United Kingdom are limited because they have too few opportunities to engage with people from diverse backgrounds.

### *These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>1</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	1
The quality of pupils' learning and their progress	2

<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

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>2</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 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>2</b>

## How effective is the provision?

Most lessons have a number of strong features, including good relationships between staff and pupils and good systems for checking on pupils' progress. In these lessons, teachers create an exciting, learning atmosphere where pupils are keen to do well and behaviour is good. Teaching assistants play an important role in supporting pupils with special educational needs and/or disabilities ensuring they make good progress in their learning. Generally marking is used well to guide pupils on how to improve their work. Pupils enjoy a wide range of activities, for instance, opportunities to learn about myths and legends by taking part in role play, drama, dance and food tasting. This makes learning fun. Where teaching is less effective, teachers do not engage pupils early on in the lesson in interesting activities. In these lessons, pupils have relatively few opportunities to be involved in assessing, sharing and discussing their own work and ways to improve it. The school tracks the progress of pupils well to ensure that no pupil falls behind.

Pupils' enjoyment is enhanced by a good curriculum. The enrichment activities, such as the Key Stage 2 four-part harmony choir, make a good contribution to pupils' self-esteem and the development of their artistic talent through opportunities to perform for different audiences. Provision for pupils with special educational needs and/or disabilities and those at the early stages of learning English, is good because of the school's early identification and subsequent support systems that are put in place. The school actively promotes good attendance through its reward system.

*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>2</b>

## How effective are leadership and management?

The newly formed senior leadership team has focused on forming curriculum teams to share expertise and to work on identified key areas for improvement. Monitoring and development of teaching and learning are good and linked to sustaining continual improvement. Governors have a good knowledge of the school's strengths and areas for development. They are changing their practice to link in with the

curriculum teams to monitor the areas targeted for development. Equal opportunities, tackling discrimination and good partnerships with parents and relevant agencies are central to the school's work in improving outcomes for all pupils, ensuring they are helped to succeed. At the time of the inspection, safeguarding procedures were satisfactory. The school is a good cohesive community, supports the local community and is effective in developing pupils' global awareness. However, pupils' experience and understanding of the different communities that make up the cultural diversity in the United Kingdom is not as well developed.

*These are the grades for the 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>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>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children settle well and get off to a good start because of the good relationships that staff form with them and the good communication with parents and carers to gather and share important information. Children are well cared for, safe and happy which is reflected in their good behaviour and the way in which they take turns and share resources well. Children make good progress in developing their skills across all areas of learning because of the good support and interesting activities that are provided, especially indoors. Staff use observations of children to help them plan the next steps in children's learning so that individual needs are met. Overall provision in the Early Years Foundation Stage is good. It is well led and managed. From broadly average starting points most children make good progress and develop skills which are mostly above those expected for their age when they reach Year 1. The good indoor provision is not reflected in the outdoor learning environment. Although children do have free access to outdoor learning, the outside area is small and not fully equipped in order to provide for all areas of learning.

*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 in the Early Years Foundation Stage	2

## Views of parents and carers

The majority of parents and carers are very positive about all aspects of the school's provision. They feel that their children are happy at school, and in particular, they are pleased with the progress their children make. Inspectors followed up a few negative comments made, and taking into account their own observations, pupils' responses to the questionnaire, meetings with pupils, analysis of school documentation and discussion with the headteacher, they found no evidence to cause concern.



## 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 Primary 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 180 completed questionnaires by the end of the on-site inspection. In total, there are 367 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	111	62	65	36	0	0	0	0
The school keeps my child safe	127	71	50	28	0	0	1	1
The school informs me about my child's progress	110	61	61	34	7	4	0	0
My child is making enough progress at this school	104	58	68	38	1	1	3	2
The teaching is good at this school	116	64	60	33	2	1	0	0
The school helps me to support my child's learning	107	59	68	38	4	2	0	0
The school helps my child to have a healthy lifestyle	94	52	71	39	10	6	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)	89	49	76	42	3	2	0	0
The school meets my child's particular needs	107	59	68	38	2	1	0	0
The school deals effectively with unacceptable behaviour	80	44	85	47	6	3	3	2
The school takes account of my suggestions and concerns	82	46	88	49	5	3	0	0
The school is led and managed effectively	106	59	66	37	5	3	1	1
Overall, I am happy with my child's experience at this school	118	66	60	33	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 all 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 pupils' 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.**



5 February 2010

Dear Pupils

### **Inspection of Christ The King Catholic Primary School, Wirral, CH62 6AE**

We enjoyed our inspection of your school. I would like to thank you all for making us feel welcome and, in particular, the two pupils who gave us a guided tour. Your good social skills make the school a happy place. Many of you told us how much you enjoy school, particularly the visits and visitors. The adults look after you well and you have a good range of activities in which to take part. I was impressed by your excellent school choir, singing so beautifully in four-part harmony.

Here are some of the things we found out about your school.

- Christ The King is a good school that helps you to become thoughtful, confident and caring young people.
- You make good progress and achieve well above average standards by the time you leave in Year 6.

We have asked your headteacher and staff to make sure that:

- the young children have a bigger and better outside play space
- teachers help you all to understand how well you are doing and know how to improve your work
- you all learn more about people in different communities in the United Kingdom.

I wish you all good luck for the future.

Yours sincerely

Mrs Sheila O'Keeffe  
Lead inspector

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