

# Christ the King Catholic Primary School

Earls Court Road, Amesbury, Wiltshire SP4 7LX

**Inspection dates** 4–5 June 2014

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Good</b>	<b>2</b>
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.

- Most groups of pupils achieve well over time as a result of consistently good teaching.
- Children in the Early Years Foundation Stage make good progress from their starting points and develop their self-confidence quickly.
- Pupils make progress especially quickly in reading. This is because the school has carefully planned to make sure that every pupil develops both the necessary reading skills and their enjoyment of reading.
- Most groups of pupils, including pupils who benefit from additional funding, and those who find learning more difficult, make good progress. They are interested in their learning and want to do well.
- Pupils in the resource base make especially good progress as their individual needs are met very well in all subjects.
- Teachers check pupils' work promptly, accurately and in detail across a range of subjects. This helps pupils to make secure improvements and develop their understanding.
- Pupils enjoy coming to school and attend regularly. They report that they feel safe at school. They also display positive attitudes to learning in class and behave consistently well around the school site.
- Teachers and other staff provide a wide range of interesting activities for pupils in lessons at lunchtimes and after school.
- The headteacher, supported by other managers and the governing body, gives a high priority to monitoring teaching and developing staff's leadership skills. This has led to an improvement in teaching and achievement across the school.

### It is not yet an outstanding school because

- Not all pupils achieve as well in writing as they do in reading.
- In a small minority of lessons, especially in Key Stage 1, more able pupils are not given enough challenge in the tasks offered.
- Plans for staff to share their skills and expertise to enable further improvements in teaching are not fully developed.

## Information about this inspection

- This is a slightly larger than average-sized primary school serving pupils from a wide geographical area around the town of Amesbury. Pupils are taught in nine classes.
- A large majority of pupils come from White British backgrounds.
- A small number of pupils come from minority ethnic backgrounds and a few speak English as an additional language.
- The proportion of pupils supported through the pupil premium, which is additional government funding for pupils who are known to be eligible for free school meals, those looked after by the local authority and those whose families are in the armed forces, is above average.
- The proportion of disabled pupils and those who have special educational needs supported at school action is above the national average. The proportion supported at school action plus or with a statement of special educational needs is well above the national average.
- There is specially resourced provision on the school site for pupils with speech, language and communication difficulties. There are 16 pupils in the class, which is managed by the governing body and was therefore included as part of this inspection.
- The school meets the government’s current floor standards, which set the minimum expectation for pupils’ attainment and progress.

## Inspection team

David Marshall, Lead inspector

Additional Inspector

Peter Clifton

Additional Inspector

Lesley Voaden

Additional Inspector

## Full report

### Information about this school

- The inspectors observed 21 lessons, some were joint observations with members of staff.
- In addition, the inspectors made a number of other shorter visits to lessons and attended an assembly. They heard some pupils in Years 2, 4 and 6 read.
- Discussions were held with members of the governing body, staff, groups of pupils and a local authority representative.
- The inspectors observed the school's work and looked at a wide range of documentation, including the data the school has collected on pupils' attainment and progress, procedures for keeping pupils safe and the school development plan.
- Inspectors met with a number of parents, took account of the 43 responses to the on-line parent questionnaire (Parent View) and the 29 questionnaires returned by members of staff.

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

- Raise the quality of teaching to outstanding by ensuring that:
  - pupils achieve at least as well in writing as they do in reading
  - more able pupils are challenged in all lessons, particularly in Key Stage 1
  - opportunities for staff to observe and share the best practice in the school are extended.

## Inspection judgements

### The achievement of pupils

is good

- Achievement is good because, from starting points that are often below those expected for their age, most pupils make good progress. This is particularly so in reading and mathematics.
- School evidence shows that the significant improvement in last year's results in national assessments, both in Year 2 and Year 6, has been further enhanced. Pupils in Year 6 are now achieving standards which are at least in line with national averages in reading and mathematics, and in some cases significantly better.
- The school places the promotion of equality of opportunity at the heart of all its work. There is no discrimination. All teachers and support staff are held responsible for pupils' achievement and pupils' progress is checked at regular meetings. If any pupil is seen to be underperforming, extra help is quickly arranged to help them catch up.
- Pupils say that they enjoy school and that teachers make learning interesting and fun, especially in reading. The outcome of this focus showed in the results in the most recent Year 1 check on pupils' understanding of letters and sounds (phonics), which were above the national average. During the inspection, pupils showed that they could use their phonics skills well to read unfamiliar words. Throughout the school a love of reading is encouraged.
- Children make a very good start to their education in the Reception classes. The on-going assessment of children's progress is a particular strength of the provision.
- Disabled pupils and those who have special educational needs are well supported in their learning by teachers and support staff. This helps them to achieve well. The progress of the pupils in the resource base is very carefully managed and they all achieve outstandingly well over time. Many of these pupils are enabled to return to mainstream classes, full or part time.
- The additional government funding is used very well to support individual pupils through one-to-one sessions and group work. Last year, the gaps in attainment between the group of Year 6 pupils supported through this funding and other Year 6 pupils represented about three terms' progress. The impact of the school's investment of their additional funding can be seen in the pupils currently on roll. The pupils now in Year 6 are achieving standards that are in line with the others in their class. These gaps narrow consistently as pupils move through the school. By the end of Year 2, pupils supported through additional funding are achieving as well as, and sometimes better than, their classmates in reading, writing and mathematics.
- Achievement is not outstanding because those pupils who are most able do not always make the maximum progress to enable them to reach the higher National Curriculum levels. This is because they are not always provided with work that fully stretches them.

### The quality of teaching

is good

- Teaching is consistently good because it enables most pupils to achieve well. Teachers plan very carefully to ensure that pupils are clear about what it is intended that they learn. Learning is most effective when they routinely keep a careful check on how well pupils are progressing and make changes accordingly. For example, the Year 4 and Year 5 pupils were all well challenged and they understood what was required to finish their stories. This included scientific facts and explaining their reasoning and use of language.
- Pupils develop a real thirst for knowledge and a love of learning. This is because teachers and support staff listen to what pupils say and are skilled in asking the right questions. Teachers mark pupils' work diligently and give pupils helpful advice about how to improve. There is also evidence that pupils are being provided with the opportunities to respond to this advice. There is now a consistent approach to setting targets for pupil's achievements which, as the pupils confirmed, really helps them to improve.
- Teaching is not outstanding because, on a small minority of occasions, the level of challenge is not high enough to stretch pupils of higher ability. In these instances, the pace of learning varies too much.

- The teaching of mathematics is, in most respects, strong and improving, especially with regard to using and applying mathematical concepts. Writing skills are generally not as well developed as those in mathematics and reading, as is reflected in recent national test results and the school's extensive data. This is because new teaching approaches to help pupils apply their writing skills in a range of subjects are not yet firmly in place in all classes.
- The standard of marking is consistent and helpful in all subjects which represents a significant improvement since the previous inspection. As a result, pupils know how to improve their work and it was evident in the detailed scrutiny undertaken by inspectors that most put this into practice. As with marking, the setting of purposeful and interesting homework makes a useful contribution to pupils' good achievement.
- Pupils are taught well in the resource base and teachers help them to be more confident in their learning.
- The school puts a high priority on making learning as enjoyable as possible and taking opportunities to promote pupils' spiritual, social and moral development.

### **The behaviour and safety of pupils** are good

- The behaviour of pupils is good. This is a friendly and welcoming school. The school fosters good relationships. The headteacher and staff set a very good example. Pupils know that they are cared for and say they all work together and 'no one is ever left out'.
- Behaviour is managed consistently well. Pupils know that there are a few pupils who have different needs and say 'they are not naughty, they just find it difficult to settle down'.
- Generally, pupils are so involved with their learning there is no thought of misbehaviour. However, when they are not so involved and well challenged, there are a few occasions when pupils fidget or chat about other things.
- Pupils are proud of their school, proud of their achievements and take great delight in showing off the good work that they and others have done. They take care of each other and enjoy the times when they work across year groups. They take care of the environment and enjoy the large school grounds.
- Pupils enjoy coming to school. The school has worked hard with parents to recognise the importance of regular attendance and punctuality. As a result, the attendance rate has improved and is now higher than the national average.
- The school's work to keep pupils safe and secure is good. Pupils know about the different sorts of bullying through assemblies, and they know it is wrong. They are emphatic that there is no bullying. They say that, if there was, they would tell an adult and they would be confident it would be dealt with in a quick and fair way. They know about cyber bullying and are confident they know how to deal with it.
- Playtimes are enjoyable and safe. Pupils understand the rules for staying safe on the outdoor equipment and enjoy sharing the many games. If there are any minor disagreements they are happy for others to intervene and sort things out in a friendly way.
- All parents who responded to Parent View said that their children are happy and feel safe at school.
- Parents appreciate the benefits of the school's breakfast club and pupils say they enjoy the food, especially the cereals and toast at breakfast time, the companionship and games.

### **The leadership and management** are good

- The headteacher, senior leadership team and governors have an accurate view of the school's strengths and areas for development. They have high aspirations for the school and are quick to recognise and successfully tackle areas for improvement. As a result, the school's performance has improved year on year.
- There have been many initiatives over the last two years and it has been difficult for a few members of staff to accommodate to these changes. However, this has not had an impact on

the school's progress or capacity to improve even further.

- Teachers' performance is managed effectively. Personal targets are set for all staff and any support needed is identified and provided. Reviews of staff performance tackle weaknesses and recognise and reward improvements in teaching.
- Teaching and pupils' achievement have improved as a result of these effective checks. The staff show a real willingness to learn from each other and appreciate that distinct approaches work for different teachers and different pupils. As the school has begun to realise, there is a need for the different expertise to be shared as carefully as possible in order to raise the performance of all teachers.
- Middle leaders collect a wide range of information within their areas of responsibility. They accurately check pupil progress and the quality of teaching. Follow-up actions from these observations have also successfully improved and shaped teachers' skills and have had a positive impact on pupil performance.
- The broad range of subjects offered meets the needs of pupils' aptitudes and interests well. The strong focus on literacy and numeracy prepares them well for the next stage in their education. Pupils say how much they enjoy taking part in the wide range of out-of-school activities, including sports, music and art, and this promotes their spiritual, moral, social and cultural development very well.
- The school has carefully planned how to spend the additional primary sports funding. So far it has been used for football coaching, swimming and to widen pupils' experience of physical activity to include cricket, golf, and scooters for all year groups.
- The resource base is well led and managed. Pupils are well taught and supported so their achievement is good. Parents are very positive about how the base helps their children to do well.
- The local authority has given the school effective support and advice which has helped it to improve, develop and grow.
- **The governance of the school:**
  - The members of the governing body play a significant role in the strategic direction of the school and the improvements that the school has made since the previous inspection. They have benefited from good quality local authority training in order to improve their skills. As a result they have an accurate view of the school's performance, including the quality of teaching and how pupils' test results compare to those nationally and of other similar schools. They realise that more work has to be done to increase the proportion of outstanding teaching.
  - Governors understand about the management of teachers' performance and how it must be used to improve the quality of teaching if pay rises are to be awarded. Governors are fully involved with setting targets for the school and hold it rigorously to account. They ensure that statutory duties such as safeguarding are met and that financial resources are managed well. They know that pupils known to be eligible for extra funding are closing any gaps they may have in attainment because money allocated for this purpose is used appropriately.

## 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

<b>Unique reference number</b>	126423
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	432455

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

<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>	252
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Carol Crossland
<b>Headteacher</b>	Jerome McCormack
<b>Date of previous school inspection</b>	4 October 2012
<b>Telephone number</b>	01980 622039
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