

Christ The King Catholic Primary School

Bathurst Avenue, Grange Park, Blackpool, Lancashire, FY3 7RJ

Inspection dates 3–4 October 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	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.

- Pupils make good progress in their learning, doing particularly well in mathematics.
- Teaching is good and sometimes outstanding. Teachers explain things clearly, mark pupils' work carefully and help them to acquire positive attitudes to learning.
- Pupils are safe and well cared for and their behaviour is good. They listen attentively in lessons and try their best. Around the school they are sensible and helpful to others.
- The headteacher's strong leadership expects the very best of pupils and staff. Other leaders work as a team under her skilful leadership and do their jobs well. As a result, the school has improved since the previous inspection.
- The governing body provides good support and is well informed about what goes on in the school. It challenges school leaders because it is keen for all pupils to succeed.
- Since the last inspection, achievement has improved because leaders, managers and governors have made a concerted and successful push to improve teaching. There are good methods for checking on the quality of teaching and further training ensures teachers are kept up-to-date.
- Pupils enjoy sport and music and are proud of their success in Irish dancing.
- Parents are very satisfied with the school and feel their children are happy and taught well.

It is not yet an outstanding school because

- Teaching is not yet outstanding. In a few lessons, the most able pupils are not challenged because the work is too easy. Not all lessons are planned well enough to ensure pupils learn independently and apply their skills.
- Too few pupils achieve the higher levels in writing.
- Despite the school's best efforts, some pupils still do not attend regularly. Exclusions for inappropriate behaviour have fallen since the last inspection, but still exceed national levels.

Information about this inspection

- The inspectors observed the teaching of 11 teachers and visited all classes. They saw 18 lessons altogether. Two lessons were observed jointly with the headteacher.
- The inspectors looked at work in pupils' books to assess achievement currently and over time and the quality of teachers' marking. Some of this was done jointly with the headteacher.
- The inspectors spoke to groups of pupils to get their views on the quality of teaching, what they enjoy doing in school and what they feel about pupils' safety and behaviour. They took account of 11 responses from parents to the online questionnaire (Parent View). Inspectors also looked at the results of a questionnaire the school had recently asked parents to complete.
- Meetings were held with members of the governing body, teachers and support staff and a representative of the local authority.
- Inspectors looked at a number of documents including the school's view of its work, the school improvement plan and various policies, for example, on behaviour and attendance. Inspectors looked at safeguarding documents and the school's record of behaviour and bullying incidents.
- Inspectors took account of the school's view of the quality of teaching. Together with the headteacher, they looked at the school's tracking of pupils' progress. Inspectors analysed the results of the 2012 national tests and tasks and the unvalidated data in the same tests for 2013.
- The inspectors listened to pupils read and checked the school's records of reading progress.

Inspection team

David Law, Lead inspector

Additional Inspector

Janette Corlett

Additional Inspector

Full report

Information about this school

- This is a smaller than average-sized primary school. The proportion of pupils leaving or joining the school within any one year is much higher than is typically seen. This movement of pupils in and out of the school applies across all year groups.
- Most pupils are from White British backgrounds. The proportion of pupils from minority ethnic groups is broadly average and the largest of these groups is Traveller with Irish heritage. Since the last inspection, there has been an increase in the proportion of pupils with Polish heritage but the proportion of pupils whose first language is not English is below average.
- An above average proportion of pupils are supported at school action because they are disabled or have special educational needs. An above average proportion have a statement of special educational needs or are supported at school action plus.
- The proportion of pupils supported through the pupil premium is well above average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children who are looked after by the local authority.
- The school has a federated governing body with shared arrangements with St Mary's Catholic College.
- The school meets the government's current floor standards which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve pupils' progress and the quality of teaching so more is outstanding by:
 - challenging the most able pupils in all lessons by setting work that closely matches their abilities and stretches them to make the best possible progress
 - planning and teaching lessons that further develop pupils' capacity to work independently and apply the skills and knowledge they are taught so they learn exceptionally well across all subjects
 - developing further strategies for the teaching of writing so more pupils reach the higher levels by the end of both Year 2 and Year 6.
- Improve attendance continuously over the next three years by working with other agencies to provide further targeted support for those groups of pupils with the greatest absence.
- Reduce the level of exclusion still further so it does not exceed that seen nationally, by developing additional strategies to support the most vulnerable pupils at an early stage.

Inspection judgements

The achievement of pupils

is good

- Children enter the Early Years Foundation Stage with skills, knowledge and understanding well below what is typical at this age. They settle well to school routines and make good progress, for example, when developing their counting skills by throwing coloured balls into a bucket. Despite this good start, when they begin Year 1 many pupils remain below what is typical at this age.
- Currently, pupils make good progress across Key Stage 1. Pupils' attainment improved strongly to average levels in the 2013 end of Year 2 assessments rectifying the below average standards seen prior to this. Pupils' books, school data and teaching in lessons show this improvement is continuing across Key Stage 1.
- Pupils make particularly strong gains in mathematics acquiring good skills in manipulating numbers. By the end of Year 2, attainment is broadly average and more pupils are now attaining the higher Level 3.
- At Key Stage 1, pupils make good progress in reading. Their ability to use letters and sounds when reading develops well. In a Year 1 lesson, pupils thoroughly enjoyed using their 'special words' to write about autumn. Despite overall good progress in writing, fewer pupils reach the higher level by the end of Year 2 than is seen nationally.
- Pupils make good progress across Key Stage 2. Their achievement has improved strongly since the last inspection because teaching has improved. In 2012, following some years of low attainment, standards at the end of Year 6 rose sharply to meet the national average in all subjects despite the often low starting points of these pupils when they left Year 2. This picture was sustained in 2013 and good progress across Key Stage 2 is seen currently in pupils' books, the school's assessments and in lessons.
- Good progress in mathematics enables more pupils to reach the higher Level 5 by the end of Year 6. For example, Year 6 pupils confidently manipulated prime numbers.
- By the end of Year 6, most pupils are reading with understanding and fluency. Overall, they make good progress in writing although too few reach the higher level, for example, where composition does not use wide ranging and adventurous vocabulary.
- Disabled pupils and those with special educational needs make good progress because work is well matched to their needs.
- The most-able pupils generally make good progress and in mathematics many more reach higher levels than at the time of the last inspection. However, the challenge in lessons is not yet consistent across years and subjects to ensure these pupils always make enough progress.
- Pupils who join the school at different times throughout the year make good progress because the school assesses their needs quickly and provides timely support.
- Pupils for whom English is not their first language make good progress, particularly Polish speaking pupils. Traveller pupils generally make steady progress when they are in school but where there is persistent absence progress slows.
- The school fosters good relations amongst all groups of pupils and makes sure there is no discrimination so all have an equality of opportunity to learn.
- Over time, the school has successfully narrowed the gap in achievement between pupils eligible for the pupil premium, including those eligible for a free school meal, and those who are not. Pupils currently eligible for free school meals make the same good progress as others at the school. Their attainment is above that of similar pupils nationally being about one term ahead.

The quality of teaching

is good

- Teaching has improved since the last inspection and consequently pupils are making better progress. The school's training regime and the close monitoring of teaching by senior leaders

has been central to this improvement.

- Improvements in the teaching of mathematics underpin the strong gains in achievement made since the previous inspection. Teachers have good mathematics subject knowledge. For example, in a Year 2 lesson the skilful use of questioning helped pupils to understand links between addition and subtraction.
- The impact of good literacy teaching is seen in the rise in pupils' reading attainment and improvements in the ability of Year 1 pupils to use letters and sounds (phonics). Although better teaching has also improved pupils' attainment in writing, fewer reach the higher level than in reading because expectations about what pupils can do are not always high enough.
- There are good relations between pupils and their teachers. Pupils say that teachers help them and make lessons interesting. Teaching ensures all pupils have equality of opportunity to learn and this promotes pupils' spiritual, moral, social and cultural development well, for example, through class masses where pupils have time to reflect.
- Teaching enables pupils to acquire positive attitudes and lessons proceed smoothly because pupils listen carefully and follow instructions. Teachers manage behaviour well and pupils understand the need for school rules which they do their very best to follow.
- Teachers plan lessons to take account of pupils' previous learning. This is more successful in mathematics when the most able pupils are challenged well but not always in other subjects where work is not stretching enough. On the other hand, teachers make regular checks on pupils' progress as they work and some examples of marking of books are of excellent quality. Pupils say they find teachers' comments helpful and most can articulate what they need to improve.
- Although teachers provide practical and interesting activities in many lessons, there are not always enough opportunities for pupils to work independently and so develop their initiative, organise their own learning and apply the skills they have acquired.
- Disabled pupils and those with special educational needs get good support, particularly from the skilful deployment of teaching assistants. Teachers are quick to assess pupils new to the school and are adept at providing 'catch-up work' for pupils who have been absent. For example, Traveller pupils are provided with support to cover gaps in their learning if they have been away travelling.

The behaviour and safety of pupils are good

- In lessons, pupils' are keen to learn and attitudes are positive. Pupils behave well, follow instructions, work cooperatively and try their best. For example, in a Year 1 lesson, pupils' behaviour was outstanding as they sensibly used cameras.
- Around the school, behaviour is good, for example, as pupils line up quietly in the playground or get ready for lunch. Pupils are keen to take responsibility, for example, by joining the school council.
- Pupils say they feel safe and show a good understanding of how to keep safe. Parents feel the school keeps their children safe and helps them to behave well. Pupils feel free from bullying and show a good awareness of different types of bullying because the teaching for personal development covers this well.
- Behaviour over time has improved because teaching has improved and leaders have implemented effective policies to manage pupils' behaviour. The high rate of exclusions seen at the previous inspection has reduced year by year but remains above average. There are good methods for dealing with pupils who are vulnerable to exclusion, although these are not always put into place swiftly enough. The family support manager is improving links with parents and this is proving to be very effective.
- Considerable effort has been put into reducing absence and there is some impact in that attendance has improved for most pupils. Despite this, a small number of pupils still do not attend regularly. A requirement to keep pupils on the register for some time after they have left, or in some instances when they are enrolled but have never turned up, negatively affects the

overall figure.

The leadership and management are good

- The headteacher provides a strong lead by putting a firm focus on continuously improving teaching so pupils achieve more. Leaders and managers expect the very best of all pupils and the headteacher sets the tone for this. This has had a telling impact on the improvement of teaching, behaviour and achievement. The school is well placed to improve.
- The assistant headteachers carry out their roles effectively by providing models of effective teaching to which others can aspire. The influence of subject leaders has developed considerably since the previous inspection and they now provide good support for other teachers.
- Good methods for checking on the quality of teaching include observation of lessons and scrutiny of pupils' books. There are regular meetings to review pupils' progress and teaching is adjusted to take account of this, for example, by revising teaching plans. This monitoring effectively resolved any concerns about teaching. However, as yet, the adjustments are not all secure and a few areas to improve remain.
- Leaders, managers and governors have ambitious plans for improving pupils' achievement further. Tracking of pupils' progress is much sharper and information used well to identify aspects that need most attention. Priorities for improvement are founded on accurate self-review and actions are clear and affective.
- The appraisal of teachers' performance is managed well. Relevant training is focussed on raising achievement through developing teachers' skills. Firm partnerships with other schools provide opportunities for teachers to share ideas. Salary rewards are linked to the achievement of targets.
- Strong links exist with a range of agencies to support vulnerable pupils, for example, in meeting medical needs and securing better attendance.
- Leaders and managers make sure that pupils benefit from an interesting range of visits and activities in sport, music and art so that learning is enriched and pupils make good progress across a range of subjects. Pupils say how excited they are to make residential visits and do sports at nearby Stanley Park.
- Leaders and governors work hard to foster good relationships so pupils learn free from discrimination.
- The pupil premium funding is used well to provide additional teaching and consequently the gap in achievement between those pupils eligible and others has closed. There are appropriate plans to use recently acquired Primary School Sport funding to buy additional coaching and further training for staff to ensure staff acquire skills to continue changes in the future.
- School leaders value the effective support of the local authority, for example, the school adviser's role in helping them to improve teaching and the training provided for newly qualified teachers.
- **The governance of the school:**
 - Governors have a secure strategic grasp and are effective in monitoring teaching and pupils' progress. They have detailed reports from the headteacher but also visit the school regularly to find out for themselves and then challenge school leaders well. Governors are ambitious for pupils to achieve. They review data and tolerate no excuse for underperformance. Following the previous inspection, governors worked closely with the headteacher to tackle weaknesses in teaching and to raise its overall quality to good. They make sure the appraisal of teachers is thorough and any pay rises are linked securely to performance. Governors keep a close watch on pupils' welfare and ensure safeguarding requirements are met. They have successfully deployed pupil premium funding to raise those pupils' achievement who are eligible for such funding.

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	119601
Local authority	Blackpool
Inspection number	426155

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	211
Appropriate authority	The governing body
Chair	Barry Leyland
Headteacher	Sarah Smith
Date of previous school inspection	16 November 2011
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