

Christ The King RC Primary School

Holly Avenue, Walkden, Worsley, Manchester M28 3DW

Inspection dates	9–10 March 2016
Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- 'Christ The King is more than a school, it's a family' one parent commented, summing up the views of the vast majority, recorded online, in letters and in discussion with inspectors. All say their children are happy, kept safe and well looked after.
- The headteacher's inspirational leadership, driven by the highest aspirations, has given leaders, governors and staff a vigorous sense of purpose, and motivated pupils to work even harder. Consequently, achievement is rising and the quality of teaching and learning has improved.
- Pupils achieve well, including those who have special educational needs or disability and those who are disadvantaged. At the end of Year 6 most pupils will reach age-related expectations in reading, writing and mathematics and many will exceed these.
- The rich curriculum and excellent provision for pupils' spiritual, moral, social and cultural development are strengths of the school.
- Pupils acquire traditional British values and become polite, mature and thoughtful individuals, who respect other ways of life and religions.
- Good teaching provides imaginative experiences and activities that capture pupils' enthusiasm for learning so that they flourish in this vibrant learning community.
- The early years provision gives children a good, secure start to their learning.
- Behaviour is outstanding. This can be seen in lessons where pupils show resilience and willingness to do their best. Pupils say they feel safe in school and bullying does not happen.

It is not yet an outstanding school because

- Teaching is improving rapidly and securely but does not yet result in outstanding achievement.
- Some leadership roles are new and have yet to show their full impact.

Full report

What does the school need to do to improve further?

- Raise the quality of teaching to outstanding in order that achievement improves rapidly by:
 - matching activities even more closely to pupils' individual learning needs and abilities
 - ensuring that pupils are secure at each step of their learning before they move on to the next
 - making sure that pupils always have time and know that they are expected to respond to the written comments and extra challenges staff provide when staff mark their work in line with the school policy
 - providing wider opportunities for pupils to use and extend their mathematics skills in other subjects.

- Continue to embed and develop newly allocated leadership roles to ensure that they make their full impact in the ongoing drive for improvement.

Inspection judgements

Effectiveness of leadership and management is good

- Working tirelessly, senior leaders and governors have implemented an aspirational vision of how good they want the school to be, and have made difficult decisions in order to improve provision for every pupil. Their actions have successfully raised attainment and established a good-quality, highly committed staff team, and there is strong capacity for further improvement.
- What works well and what must be improved is constantly evaluated. Well thought out plans are regularly checked to ensure that improvements are happening rapidly and actions are proving effective. Staff have to account for their pupils' progress at half-termly meetings with senior leaders. Consequently, progress is accelerating securely across the school. Although some legacy of slower progress remains for older pupils, leaders are tackling this with additional support and intervention, such as lunchtime mathematics clubs.
- The quality of teaching is rigorously monitored through focused observations and informal 'drop ins'. Outcomes of lesson observations, scrutiny of pupils' work and analyses of progress information are fed back to staff. They have to act on these, including undertaking professional development, to enhance their skills. If they do not meet targets, they cannot move to the next salary level.
- Senior leaders share their management and teaching skills. Middle leaders produce action plans and carry out some teaching observations in order to raise standards in their subjects. However, many leadership roles are new, and have yet to show their full impact.
- Children get a secure, happy start to their learning and progress well due to good leadership in the early years.
- A high priority is placed on ensuring that all pupils have equal opportunities to do well both academically and socially, with additional support to meet individual needs, including small group sessions or one-to-one support. Very good, trusting relationships between pupils and between pupils and adults abound through the school, and there is no discrimination. Good provision for pupils with special educational needs means that they receive the support they need. Those who find learning easier are given further challenges.
- Pupil premium funding is used well. Additional support, such as speech and language therapy, enables disadvantaged pupils to progress well. They make faster progress than their classmates in reading. The remaining gaps between their performance and their classmates' performance are rapidly closing.
- Spiritual, moral, social and cultural development is a strength. The school is a calm yet vibrant environment where pupils feel safe, behave very well and mix happily together. Pupils talk about issues and British values, and know their actions have consequences. They become increasingly responsible, respect other religions and cultures and are well prepared for future life in modern British multi-cultural society.
- The rich curriculum is another strength, with well-planned, innovative activities, such as Tinkology (a project led by Manchester University exploring engineering in primary schools), linking information and communications technology (ICT) across the curriculum, and imaginative topics like Campaigners for Change. Careful adaptations ensure that every pupil can progress well in all subjects, and gain the numeracy and literacy skills they need across the curriculum and for the future.
- Pupils enjoy all the clubs, for example lunchtime coding and mathematics clubs, as well as the wide range of sports. Visits out of school provide experiences pupils might not have otherwise, such as hearing the Halle Orchestra at the Bridgewater Hall, and residential trips to Lledr Hall. Year 5 were thrilled when their teacher won a national science prize that will lead to a visit to London.
- Sports funding provides regular lessons and activities with specialist coaches, such as the Military School. Pupils and staff have gained new skills. Participation in physical activities, such as dance and gymnastics, has increased and pupils are helped to live a healthy lifestyle.
- Parents feel well informed by newsletters, messaging, the website and parents' evenings. Leaders and staff are always willing to meet parents.
- The local authority provides good support for the school. Leaders and governors have made full use of this to improve provision and provide focused staff professional development.
- **The governance of the school**
 - Governors are very well informed about all aspects of their school. They manage finances carefully, are not afraid to make difficult decisions or challenge school leaders and hold them to account by asking probing questions, for example 'Is pupil progress accelerating quickly enough?' or 'Are the teaching assistants used effectively?'

- Regular progress information, reports and training enable governors to interrogate data and compare the school's performance with others, locally and nationally.
- Governors set targets and goals for staff based on national teachers' standards. They ensure that salary rewards are only given when pupils progress well and that staff performance management leads to further professional development to improve both teaching and management skills.
- Careful monitoring of pupil premium funds means that governors know additional support for disadvantaged pupils is proving effective because remaining gaps between their performance and their classmates are rapidly narrowing.
- Governors ensure that sports funding provides a variety of activities that increase pupils' skills, enjoyment, participation and team building, and also gives staff new skills to pass on to their pupils.
- Governors are very sure that pupils acquire a firm foundation of traditional values, such as respect, democracy, equality and care for the environment, ready to be valuable citizens in their future lives.
- The arrangements for safeguarding are effective. Staff have all received training in child protection procedures, records are kept meticulously and any concerns are followed up rigorously.

Quality of teaching, learning and assessment is good

- Inspection evidence and school records show that the quality of teaching has risen rapidly since the previous inspection and is now consistently good, and often better. Consequently, pupils are making good progress and attainment is rising.
- Pupils told inspectors, 'Our teachers push our abilities to be the best we can be', showing high staff expectations for their pupils' achievement. Sharp questioning really makes pupils think and explain their answers.
- Pupils' favourite lessons showed a breadth of curriculum experience and enjoyment, including computing 'because we use many different platforms'; mathematics, 'because of all the problem solving topics'; and literacy, 'because we do lots of extended imaginative writing'.
- High-quality relationships between staff and pupils boost learning and progress. Excellent behaviour in lessons mean pupils cooperate happily, organise materials well, waste no time, are very keen learners and work hard.
- Staff ensure that learning is meaningful and builds on pupils' interests. Sometimes, pupils are expected to move on to the next stage of learning before they are fully secure at the current stage. Tasks are usually well matched to individual needs and abilities; although, very occasionally, pupils who find learning hard may not fully understand and those who find learning easier may be held back.
- Teaching assistants provide well-informed support and make a valuable contribution to pupils' good progress, especially those pupils who are vulnerable or who need extra help with their learning.
- The school has introduced clear systems for checking and monitoring pupil progress, and staff carefully analyse the performance of different groups, such as disadvantaged pupils, boys and girls. Pupils can check their own progress by seeing where they are on the 'learning ladders' and what they need to do next, giving them independence, responsibility and real involvement in their own learning and progress.
- Work is regularly marked, with comments to help pupils improve, and often gives pupils some extra questions and challenges. However, pupils are not always expected to respond, missing an opportunity to further embed and extend their learning.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils develop and mature as sensible, trustworthy individuals in the school's calm, caring environment. They can undertake many roles and responsibilities, such as 'buddies' where Key Stage 2 pupils are paired together for help and friendship, or as chaplains who offer a quiet space for pupils to reflect.
- Serving on the school or the eco councils or as house officials gives pupils a real voice in their school and helps them acquire traditional British values of being fair to everyone, democracy and care for the environment. For example, some pupils talk to the school about litter.

- Pupils are well aware of the many different religions and cultures in modern British society, and know that everyone deserves equal respect.
- 'We can trust everyone' and 'There's always someone by your side' were typical comments when pupils were asked if they feel safe in school, and parents agree that their children are kept safe. Pupils value the online system where they can sign in and report any issues or concerns confidentially.
- Anti-bullying activities and the Internet Safety Day ensure that pupils know bullying can happen in different ways, such as repeated name calling or on the internet. Pupils say bullying does not happen at Christ The King. They are confident that staff help and quickly sort out any problems. Most parents agree that any bullying is dealt with well.
- Extra support from staff and external agencies for pupils who may be vulnerable, and their families, ensures that these pupils can participate fully and progress as well as their classmates.

Behaviour

- The behaviour of pupils is outstanding.
- School records and inspection evidence show this is typical over time. There is no record of any discrimination, racism or bullying and there have been no exclusions.
- Excellent learning behaviour has made a very strong contribution to the acceleration in pupils' progress, and pupils take care and show pride in their work. They mix happily, are always polite and helpful and show real care and consideration for others as they move around the building, at lunchtime and outside.
- Pupils say the behaviour management system, using yellow and red cards, is fair. They have a well-developed sense of the difference between right and wrong and know that they must take responsibility for their own actions.
- Since the time of the previous inspection, attendance has improved and is above average. Very few pupils are persistently absent, and the school works hard to ensure that all pupils and families understand the importance of regular, punctual attendance.

Outcomes for pupils

are good

- Well aware that the previous inspection found that achievement required improvement, school leaders acted swiftly and successfully to raise staff expectations of what their pupils can achieve and made them accountable for their pupils' progress. Consequently, attainment has risen and progress has accelerated. Current school assessment information, records and inspection evidence confirm that all groups of pupils are now progressing well from their various starting points.
- In 2015, attainment at the end of Year 2 was just above national average in reading and writing and the proportion of pupils who reached the higher level, Level 3, was above the national average in writing.
- At the end of Year 6 in 2015, attainment was similar to national averages in writing and mathematics but significantly lower in reading and spelling, punctuation and grammar. This cohort had much higher than usual proportions of pupils with special educational needs, disadvantaged pupils and those who joined the school late in Key Stage 2. This had an impact on outcomes. The proportions reaching the higher levels was a little below national averages in reading, writing and mathematics but significantly lower in spelling, punctuation and grammar.
- Leaders' rigorous actions to ensure better teaching, support and intervention mean any remaining legacy of slower progress for older pupils is swiftly being eradicated, especially in reading, spelling, punctuation and grammar. Progress across Key Stage 2 is now accelerating securely, seen in lesson observations, pupils' workbooks, and school records. School records show pupils are securely on course to exceed the 2015 outcomes and more are on target to exceed age-related expectations in all subjects.
- The proportion of pupils who met the expected standard in the Year 1 phonics check was above the national figure in both 2014 and 2015. By Year 2, most pupils met the standard. Early reading skills are taught well and daily practice of letters and the sounds they make (phonics) means that pupils quickly know how to tackle new words. Staff provide regular small group reading sessions to extend their skills and overcome underachievement for older pupils. Year 6 pupils have the skills they need for future learning and read fluently with good expression, comprehension and obvious enjoyment. They talk animatedly about favourite books and authors, and one said that reading 'helps you learn new words and check your punctuation'.
- In all classes, pupils write with care, confidence and at length, and use their good oral skills to discuss ideas and plan their writing. Skills are extended and developed across the curriculum, which gives writing

more meaning and purpose. For example, pupils have written a Victorian child's diary in history and reported science experiments.

- Pupils acquire basic number facts well and cover a wide range of mathematical concepts. In Year 1, pupils made rapid progress, putting quarter to and quarter past on a clock face. Older pupils learned to round up or down to the nearest 10 and quickly developed this to working with hundreds, thousands and some went on to 10 thousands. However, pupils have few opportunities to use and develop mathematical knowledge in other subjects.
- Those pupils who find learning easier are given extra challenges to enhance their thinking and reasoning; they work with the local high school and other primary schools to develop their skills.
- Good provision for pupils who have special educational needs or disability ensures that they receive skilful support and learning tasks closely matched to their individual needs to help them progress as well their classmates.
- Pupil premium funds are used effectively, for example to provide wider opportunities such as music tuition, speech and language therapy and extra support. As a result, disadvantaged pupils are now progressing at a similar rate to their classmates. In 2015, the attainment gap between disadvantaged pupils in Key Stage 1 and other pupils nationally was about a term in all subjects. In Key Stage 2, disadvantaged pupils progressed more rapidly than other pupils nationally in reading and mathematics but not as well in writing. School and inspection evidence shows this gap is narrowing steadily.
- Pupils are well prepared for the next stage of their education. As one said, 'We get a good head start for High School'.

Early years provision

is good

- When children enter the Nursery, most have skills that are typical for their age. Most have good oral skills which enable them to participate very confidently in discussions and all activities.
- All groups of children make good progress, including those who are disadvantaged or have special educational needs. The proportion reaching a good level of development at the end of their time in Reception class is above the national average. Children are ready for further learning in Year 1, and this has been the case since the time of the previous inspection.
- Children feel safe, secure and happy because they are very well cared for. They behave well and tackle tasks enthusiastically, happily sharing equipment and taking turns so there is no interruption to their learning.
- Good-quality teaching uses skilful questions that capture children's interests and enthusiasm. Children join in eagerly, become more independent and select resources freely. They enjoy working outside, where they can choose to build dens, use the mud kitchen, or quieter activities like reading, writing, counting or painting. This was seen when Reception children worked together to create a house for the Three Little Pigs and retold the story using masks and puppets, showing good recall.
- Staff have high expectations of what children can achieve, and provide activities to meet different needs, including the needs of the most able and those who are disadvantaged. They all make rapid progress in their academic and social development. Very occasionally, if activities are too difficult for some, or too easy for others, this can slow progress a little.
- Children have daily sessions learning letters and sounds, and quickly recognise initial letters, ready for early reading. Favourite stories are used effectively. For example, nursery children listened carefully to the story of the Owl Babies, then sounded out the names and illustrated the different characters. In Reception class, children blend letter sounds and the most able can write simple sentences.
- Staff assess and record information in each child's 'learning journey' booklet to check that all groups are progressing well and to see where extra help may be needed. Teaching assistants contribute well to children's good start in school.
- Good leadership is committed to continuing to improve provision for every child. Parents are welcomed as partners and come into the setting several times each week to choose books and stories with their children.

School details

Unique reference number	105950
Local authority	Salford
Inspection number	10002206

This inspection 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	233
Appropriate authority	The governing body
Chair	Columb O'Shea
Headteacher	Nichola Potts
Telephone number	0161 921 1630
Website	http://christthekingschool.co.uk/
Email address	christtheking.rcprimaryschool@salford.gov.uk
Date of previous inspection	14–15 November 2013

Information about this school

- The school is a little smaller than most primary schools.
- Most pupils are of White British heritage, and the proportion who speak English as their second language is well below the national average.
- The proportion of pupils supported by the pupil premium is just above the national average. Pupil premium is additional government funding to support those known to be eligible for free school meals and children who are looked after by the local authority.
- The proportion of pupils with special educational needs or disability is below the national average.
- The school met the government's floor standards in 2015. These are the minimum expectations for pupils' attainment and progress in English and mathematics at the end of Year 6.
- The new headteacher took up permanent post in December 2015 and there were two acting assistant headteachers at the time of the current inspection.

Information about this inspection

- The inspection team observed lessons in all classes, including one observed jointly with the headteacher, visited small group sessions and observed pupils outside and at lunchtime.
- Inspectors talked with some parents and held meetings with pupils, staff, members of the governing body and representatives of the local authority and the diocese.
- Inspectors scrutinised pupils' workbooks from different year groups, and listened to readers from Years 1, 2 and 6.
- They examined school documents, including systems to check the quality of teaching, current achievement data and the methods the school uses to gather an accurate picture of how well pupils are doing.
- The school's procedures for safeguarding pupils were inspected.
- Inspectors looked at the 72 responses in the Ofsted online questionnaire, Parent View, comments on Freetext, three letters and the 25 responses in the staff survey.

Inspection team

Kathleen McArthur, lead inspector

Ofsted Inspector

Michelle Beard

Ofsted Inspector

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