

Christ The King Catholic Primary

Firs Avenue, Alfreton, DE55 7EN

Inspection dates 3–4 June 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Senior leaders have created a close team of teachers and support staff who have high expectations of pupils and work very closely together. This has led to consistently good teaching and achievement across the school.
- Pupils make good progress from their starting points and achieve well in reading, writing and mathematics.
- Teaching is effective in all year groups. Teachers plan interesting lessons that engage and excite pupils' interest. As a result, pupils are very keen to learn and make as much progress as they can.
- Pupils' behaviour is outstanding. Pupils embrace the values of the school and are kind, hardworking and exceptionally thoughtful towards others.
- Pupils are kept wholly safe whilst in school. They say that they can approach any adult in school if they feel unsure about anything. All parents agree that their children feel safe.
- Pupils get off to a good start in the Early Years Foundation Stage and are well prepared for Year 1. Children who join the school with little or no English make outstanding progress.
- Governors are involved in all aspects of the school. They hold leaders to account and are not afraid to challenge the decisions that they make.

It is not yet an outstanding school because

- In a small minority of lessons, not all groups of pupils are given challenges that are appropriate to their ability.
- Marking does not always provide pupils with the clear advice they need to improve. In a small number of cases, teachers do not check that pupils have followed the advice that they have given.
- Leaders' plans for improvement are focused on the right priorities but the systems used to check that planned actions are working are not detailed enough to be fully effective.

Information about this inspection

- Inspectors observed learning in each class in the school, and some on more than one occasion. In total, they visited 10 lessons, one of which was observed jointly with the headteacher. Inspectors also checked pupils' behaviour at break times, lunchtimes and as they moved about the school during the day.
- Inspectors held meetings with senior and middle leaders in the school, including the special educational needs coordinator, the leader of the early years, and subject leaders for mathematics and English. Inspectors also met with members of the school's governing body and with a representative of the local authority.
- Inspectors discussed pupils' work with them in lessons, heard pupils read, and met more formally with them in groups to discuss particular aspects of their experiences at the school.
- Inspectors looked at a range of school documentation, including: the school's improvement plans; the school's data for tracking pupils' attainment and progress; the headteacher's reports to the governing body; minutes of meetings of governing body; the school's self-evaluation document; records of the quality of teaching in the school; work in pupils' books; individual case studies showing the impact of the school's support for pupils whose circumstances make them vulnerable, including disabled pupils and those who have special educational needs; anonymised records of the performance management of staff; and school documentation relating to safeguarding.
- Inspectors analysed the responses from 32 parents on Parent View (the Ofsted online questionnaire) and spoke informally to a number of parents and carers on the playground as they brought their children to school.

Inspection team

Roary Pownall, Lead inspector

Her Majesty's Inspector

Lynda Townsend

Additional Inspector

Full report

Information about this school

- This is an average-sized primary school.
- The proportion of disabled pupils and those who have special educational needs is well below average.
- The proportion of pupils supported through the pupil premium funding is below average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals or who are looked after by the local authority.
- The proportion of pupils from minority ethnic backgrounds is below average, although the number of pupils who speak English as an additional language is rising.
- Pupils attend on a part-time basis in the Nursery, and attend full-time from Reception onwards.
- The school meets the current government floor standards, which set the minimum requirements for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.

What does the school need to do to improve further?

- Raise the quality of teaching to outstanding so that pupils' achievement improves even faster by ensuring:
 - all groups of pupils are appropriately challenged in all lessons and are given work which is always closely matched to their needs
 - teachers' marking is always clear and detailed so that pupils know how to improve, and by making sure that pupils always act on the advice that they are given.
- Improve leadership and management by ensuring that all action plans state clearly what their objectives are, who will check that the action is being done, and when and precisely how, success will be measured.

Inspection judgements

The leadership and management are good

- School leaders have created a calm, orderly learning environment. Leaders' high expectations have led to a climate where good teaching, achievement and behaviour can all flourish. The headteacher leads a united team that is committed to the best education for pupils and to ensuring teaching is of a consistently high standard. Staff are also mindful of the need for pupils to be happy, caring and confident young people who are well prepared for the next stage of their education. All parents who responded to Parent View, and who were spoken to by inspectors, feel the school is well led and managed.
- Subject leaders are effective because they have a good knowledge of their areas of responsibility. They regularly examine pupils' work, monitor the quality of teaching in their subject and use the outcomes of this monitoring to plan improvements in provision. Subject leaders are also effective at supporting other staff in improving their skills. For example, the subject leader for mathematics has led useful staff meetings to discuss how progress can be accelerated across the school. Subject leaders are helping staff to devise suitable questions for pupils of different abilities so that all pupils develop a mastery of mathematics skills.
- Leaders ensure that teachers assess pupils' work regularly, and work with both the local authority and other schools to check that their judgements are accurate. The local authority has also provided helpful support to the school by assisting governors to understand pupil data, and to check that improvement is continuing across the school and that the quality of teaching is good.
- The curriculum is a strength of the school. Whilst giving pupils a secure range of skills in reading, writing and mathematics, it is also rich, wide and exciting. There are many opportunities for pupils to contribute their ideas. As a result, pupils say that they enjoy their lessons very much and make good progress. Pupils who spoke with the inspectors described them as 'a ton of fun'.
- Pupils' spiritual, moral, social and cultural education is very effective, with spiritual development a particular strength. Because of this, pupils are reflective, thoughtful and extremely considerate. They learn about the importance of respect for others and for different cultures, are very familiar with key British values and are very well prepared for life in modern Britain. For example, pupils learn about Judaism throughout the school and, at other points, juniors study about Islam, Sikhism and Hinduism. Pupils in the infants learn about different religious festivals and celebrations. A number of visitors to the school, and visits for pupils to see and learn about places of worship, help pupils to understand at first hand those religions that are different to their own. Pupils were keen to tell inspectors how important it is that people believe different things and do not look, or behave, the same. They believe that everyone is equal and deserves to be respected.
- The school uses its pupil premium funding purposefully to support the achievement of disadvantaged pupils. Leaders organise an effective series of activities such as additional support to improve their skills. As a result, eligible pupils achieve well across the school and are well prepared for the next stage of their education.
- Leaders use the PE and sports funding effectively, with most of this funding being spent on a sports partnership scheme and on lunchtime sport clubs. Pupils spoken to by inspectors were keen to confirm that most of them enjoy both PE and sport greatly. They said that even those pupils who do not normally enjoy physical activity are keen to take part in the wide variety of new sessions that the funding provides.
- Leaders monitor different aspects of the school well. They check both attendance and any behaviour issues closely and take swift and effective action to address any concerns that arise.
- School leaders place the greatest emphasis on promoting equality of opportunity for all pupils. They are clear that good relationships are essential to the school and that no discrimination of any form can be allowed. Leaders are committed to ensuring that no group of pupils is allowed to underachieve.

- Leaders remind staff regularly that pupils' safety always comes first. Staff receive regular training on safeguarding, are alert for any warning signs of potential harm, and know the procedures for reporting any safeguarding concerns.
- While school action plans focus on the correct priorities, they do not always state precisely what the intended outcomes are. It also not consistently clear who will check that the actions have taken place, and when, and how they will measure success. As a result, further school improvement is not as fast, nor as focused, as it needs to be.
- **The governance of the school:**
 - Governors are a very effective team. They are accessible to parents, as well as being regular visitors to school who are well known to the pupils. Whilst giving necessary support to the headteacher, they hold all school leaders to account for the decisions they make and the outcomes that occur as a result. They have a good understanding of the data on pupils' achievement and are not afraid to challenge leaders, in order to ensure that all pupils, and particularly disadvantaged pupils, make at least good progress. They frequently ask leaders to provide further details if they do not have sufficient information to make a decision.
 - Governors have a good knowledge of the quality of teaching through the school. They meet regularly with senior and middle leaders to discuss both successes and areas for development. They are keen to ensure that continuous improvements are occurring. Governors are clear that any pay decisions they make must be linked clearly to good teaching and to teachers' performance management objectives. They would not be afraid to tackle underperformance, were it to exist. Governors are rightly proud of the school and share the high expectations of senior leaders.
 - Governors monitor the school budget well. They have taken decisions to enhance the school's provision for its pupils recently, in order to reduce a surplus. Governors also ensure that all safeguarding requirements are met and that they are effective.

The behaviour and safety of pupils are outstanding

Behaviour

- The behaviour of pupils is outstanding. Pupils have a love of learning and pay close attention to what they are being taught, and this helps them make at least good progress across classes and subjects. Even when, in a minority of cases, the work pupils have been given has not fully met their needs, they are keen to do as well as they can. They support each other in lessons, cooperate extremely well and complete their work with pride.
- Pupils, like the staff at Christ the King, are extremely proud of being part of their school. Pupils explained to inspectors that 'we are all one family'. Pupils are respectful of school property, as well as their own, and keep the school tidy and free of any litter.
- Pupils are exceptionally well behaved when they move around the school, and at break times and lunchtimes. They are very polite and friendly to each other, to staff and to visitors. Older pupils help younger ones to play games and explore the school grounds, and act as excellent role models so younger pupils learn to be considerate at all times and to work hard. Inspectors saw no instances whatsoever of disagreements between pupils during the inspection. Bullying is extremely rare and is always fully and promptly dealt with.
- Pupils are punctual in arriving to school and to lessons because they enjoy their learning and want to learn as much as possible. Attendance is above the national average and exclusion levels are nil. The school works well with families to ensure that any pupil whose absence is causing a concern is rapidly supported.

Safety

- The school's work to keep pupils safe and secure is outstanding. Pupils who spoke with inspectors throughout the inspection said that all of them felt very safe in school. They were clear that they could approach any member of staff, who would help them with any difficulty.
- All visitors are checked when entering the school and the school site itself is also checked regularly to

ensure that it is secure.

- Pupils have a very clear understanding of a wide variety of unsafe situations, and know the things they should do to reduce these risks. For example, pupils were able to discuss the importance of keeping passwords secret when using the internet, and of not giving out personal details to others.
- All parents who responded to Parent View say that their school keeps their child safe, with a very large majority strongly believing that this is the case.

The quality of teaching is good

- Teachers at Christ the King plan work together so that they can ensure that progress over time is at least good for all groups of pupils. This is the case for reading, writing and mathematics. Teachers take care to find out what pupils understand and what they can do already before a new area of work begins. They assess pupils' learning effectively, ask questions that make pupils think, and encourage them to 'have a go' even if they are unsure of something. This helps build pupils' confidence and, in turn, then make them want to learn more. Pupils who spoke to inspectors said that they believe that the school's motto of 'we can and we will' helps them to carry on trying, even when their work is difficult.
- Lessons are lively and imaginative. For example, a topic often begins with an exciting stimulus, such as a visiting actor or the opportunity to build an igloo in the school grounds. Teachers ask pupils what they want to find out about a particular area, and this gives them a sense of ownership of their learning. Pupils say that if they are unsure about something, their teachers are very happy to help explain it until pupils understand it.
- Teachers use their assessments to determine how pupils are performing and where their skills are less well developed. As a result, they are able to adapt their teaching by giving extra emphasis to these areas so that pupils' progress will accelerate. For example, teachers noted that, across the school, pupils' skills in both spelling and writing sentences were weaker than they should have been. This was leading to writing attainment that was lower than in other subjects. As a result, teachers gave pupils many more opportunities over time to learn and practise these skills. Writing scores across the school have now risen considerably. A lesson seen by inspectors showed how pupils in Year 4 were writing sentences with impressive detail such as 'without a second glance, the boy crept along the hotel corridor'.
- Teachers organise extensive and prompt support for pupils who enter the school with very low levels of communication and language skills. As a result, these pupils catch up rapidly and make outstanding progress.
- Teachers pay close attention to the progress of disadvantaged pupils, and put in place additional learning activities to help them do well. They also adjust their teaching to support pupils who are disabled or who have special educational needs, so that these pupils achieve their potential.
- In most classes, though not all, teachers set work for the most-able pupils that enables them to develop high levels of understanding. However, in a small minority of lessons, teachers do not consistently challenge all pupils appropriately. In some lessons, for example, some of the most-able pupils are not given work that is sufficiently difficult for them. In other lessons, work for others is too challenging. This means that, in these lessons, these pupils do not learn at the rapid rate that they are capable of.
- Teachers' high expectations of pupils mean that they expect pupils to contribute in lessons, to produce a good amount of neat and well-presented work. In most cases, pupils' books seen by inspectors showed examples of careful handwriting and neat diagrams.
- Although marking from teachers has improved recently, teachers do not always give pupils the advice they need to improve their written and mathematical work. On occasions, pupils do not act on the advice they are given. When this happens, pupils' progress is less than it should be.

The achievement of pupils is good

- A large majority of pupils join the school with skills that are less well developed than those that are typical for their age. An increasing proportion arrive with English as an additional language, and many of these have little or no English. These children make outstanding progress in the early years and most of them reach a good level of development by the time they leave Reception. Some of them even exceed the levels expected for their age and they, and all children, are very well prepared for Year 1.
- Pupils in Key Stage 1 and 2 make good or better progress, and go on to achieve well by the end of Key Stage 2. They, too, are well prepared for the next stage of their education. Their attainment in the national assessments in 2014 was significantly above national averages in reading, and broadly average for writing and mathematics.
- School data and pupils' work seen by inspectors, shows that the most-able pupils are achieving well, and that the proportion of Year 6 pupils on track to achieve the higher levels in writing and mathematics indicate standards are set to rise this year.
- In 2014, all pupils in last year's Year 6 cohort made at least expected progress in reading, writing and mathematics. The school expects similar success for this year. In 2014, the proportions making more than expected progress were lower than the national averages in writing and mathematics. However, inspection evidence and the school's own tracking information indicate that pupils are on track to be at least in line with national averages for in reading and mathematics this year, and results are set to be considerably higher than this in writing.
- In 2014, disadvantaged pupils left the school with attainment broadly equal to other pupils in the school in reading, writing and mathematics. Compared to other pupils nationally, their attainment was broadly in line in mathematics, approximately half a term behind in writing but one term ahead in reading. The progress of disadvantaged pupils across the school is good, and remaining gaps between their achievement and that of their peers and pupils nationally are closing over time.
- Disabled pupils, and those who have special educational needs, achieve well because they are well supported by staff who challenge them appropriately, meet their needs and monitor their progress carefully. The coordinator for this area is an effective middle leader who is passionate about the need to ensure that all pupils thrive and achieve their potential.

The early years provision is good

- Teaching is consistently good in the early years and allows all groups to make at least good progress. Teachers plan carefully so that children learn well in all areas of learning, and there is good communication between Nursery and Reception staff. All groups of pupils are therefore well prepared for Year 1.
- Children's achievement is at least good. Children who enter with very little or no English make outstanding progress because they are very well supported by staff who are determined that these children must catch up with their peers as quickly as possible. Teachers place a strong emphasis on building children's skills in speaking and listening, as well as writing and reading. Consequently, an above average proportion of children are now leaving the early years with a good level of development, and many exceed this.
- The curriculum in the early years is vibrant and exciting to children. Adults plan and deliver interesting lessons that capture children's imagination and make them hungry to find out about the world.
- Staff in the early years model the highest standards of behaviour to children. As a result, children quickly learn to work together and cooperate with adults and each other. They behave well at all times and develop very positive relationships with each other and with adults.
- The leadership of the early years is good. The leader has high expectations for all children and wants all children in Reception and Nursery to do well. She ensures that she and her staff work closely with parents,

who are well informed and involved in their children's education. Teachers monitor the progress of children well, and are keen to develop this further. Adults provide high levels of care for the children in their charge and ensure that the children are kept safe at all times.

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	112909
Local authority	Derbyshire
Inspection number	461630

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	238
Appropriate authority	The governing body
Chair	Peter Connolly
Headteacher	Helena Carrazedo
Date of previous school inspection	21 September 2011
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