



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

**Report following monitoring
Level of follow-up: significant improvement**

**Christ The King R.C. Primary School
Everest Avenue
Llanishen
Cardiff
CF14 5AS**

Date of visit: January 2016

by

**Estyn, Her Majesty's Inspectorate for Education and
Training in Wales**

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The monitoring team

Mike Maguire	Reporting Inspector
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Outcome of monitoring

Christ the King RC Primary School is judged to have made sufficient progress in relation to the recommendations following the core inspection in November 2014.

As a result, Her Majesty's Chief Inspector of Education and Training in Wales is removing the school from the list of schools requiring significant improvement.

Progress since the last inspection

Recommendation 1: Raise standards in literacy, numeracy, Welsh and ICT across the school

Very good progress in addressing the recommendation

Standards of pupils' literacy, numeracy, Welsh and ICT across the school have improved.

In 2015, nearly all pupils in the Foundation Phase achieved the expected outcomes in literacy and numeracy. In key stage 2, all pupils achieved the expected levels. The number of pupils achieving the higher outcomes and levels has also improved and, in 2015, this performance placed the school in the top 25% of similar schools.

Scrutiny of pupils' literacy work confirms a continued improvement. At the end of key stage 2, most pupils write for a good range of purposes, including adventure and mystery stories, letters, reports, diary entries and magazine articles. Pupils also have relevant opportunities across the curriculum to write at length. For example, pupils in Year 6 write persuasively to encourage people to reduce their carbon footprints. Pupils' spelling and punctuation are generally accurate.

More able pupils in both key stages read well with developing fluency. They enjoy reading and make good use of inference and deduction to gain a full understanding of the texts they read.

Many pupils develop a good range of numeracy skills as they move through the school. Most have a good understanding of place value and how to apply the four rules of number. They understand mathematical concepts such as time, volume, area and money and apply these skills at an appropriate level in their work in other subjects. For example, as part of their work in history, pupils in Year 6 calculate the amount of food people would be entitled to as part of their rations during World War 2.

The school has increased opportunities for pupils to develop their Welsh language skills. As a result, pupils now use these skills successfully in other subjects and in the daily life of the school. For example, pupils in Year 2 give instructions in Welsh to their class at the start of a lesson about the activity they are undertaking. In Year 6, many pupils read Welsh texts containing familiar phrases confidently and fluently. They apply their knowledge of language patterns well to hold conversations with their peers. Most pupils write in Welsh at a level appropriate for their age and ability.

In ICT, pupils use a good range of computer programs and applications effectively to support their learning across the curriculum. For example, as part of an experiment about the effect of exercise on heartrates, pupils in Year 6 create their own spreadsheet and use it to calculate the mean of a set of data. Overall, pupils' standards in ICT have improved well over the last year.

Recommendation 2: Improve the quality of teaching so that it consistently challenges pupils of all abilities, especially the more able

Very good progress in addressing the recommendation

The quality and consistency of teaching across the school has improved since the core inspection. Senior leaders have achieved this by sharing good practice within the school, providing relevant professional development for staff, developing robust monitoring procedures and building effective partnership working with local schools.

Teachers plan class activities with clear learning objectives. They share success criteria well with pupils in all classes. Teachers generally plan activities that suit the ability of pupils well and they provide good levels of challenge for the most able. For example, the school uses the expertise of a secondary school English specialist to work with able Year 6 pupils to extend their writing skills.

Teachers plan lessons that are very effective in developing pupils' literacy, numeracy, Welsh language and ICT skills. In most classes, lessons proceed at a good pace and activities maintain the interest of pupils. For example, a visit from local magistrates provides an exciting stimulus for pupils in Year 6 to improve their understanding of the features of persuasive writing.

Recommendation 3: Strengthen assessment procedures and assessment for learning

Very good progress in addressing the recommendation

The school has robust moderation and standardisation procedures to ensure that its end-of-key-stage assessments are sound. All staff are involved in regular school and cluster meetings to moderate and agree the levels awarded to pupils' work. As a result, teacher assessment is now accurate.

The school has effective tracking systems that have a positive impact on standards of pupils' work. Teachers and senior leaders meet each half term to review the progress of every pupil. They then adapt teaching approaches and intervention programmes to ensure that all pupils and groups of pupils receive appropriate support and challenge.

Teachers apply assessment for learning strategies consistently across the school. In many cases, they provide pupils with opportunities to respond to their written comments. Teachers also provide pupils with good opportunities to assess their own work and the work of other pupils. These processes are helping pupils to make the next steps in their learning. Discussions with pupils confirm that they recognise how they can assess and improve their own performance.

Recommendation 4: Improve the quality of leadership and management at all levels

Very good progress in addressing the recommendation

The acting headteacher and members of the new senior leadership team have a clear vision. They work collaboratively to provide sound strategic direction for the school with a strong focus on raising standards.

All staff are now clear about their roles and responsibilities. Members of the senior leadership team involve teachers in decision-making through a well-planned programme of meetings. This strategy has helped to develop a shared understanding of the improvements needed, particularly in the quality of teaching, assessment and raising pupils' standards. This is having a positive impact throughout the school.

Teachers are involved in a good range of professional development opportunities, both inside and outside the school. For example, a partnership with a local school and visits to view good practice have helped senior leaders improve their leadership skills and develop effective management structures.

Performance management systems are now in place. Teachers' individual targets link firmly to the school's priorities for improvement. Senior leaders use the school's assessment data regularly with teachers to discuss the performance and progress of pupils. These processes ensure that all staff are held to account for raising standards.

Recommendation 5: Ensure that self-evaluation is systematic and rigorous and focuses strongly on pupil outcomes

Very good progress in addressing the recommendation

The school now has secure processes in place for self-evaluation.

There is a detailed timetable for collecting a good range of first-hand evidence. This evidence includes scrutiny of pupils' work, analysis of assessment data and observations of lessons. Lesson observations identify appropriately what teachers do well and what they need to do to improve. The school also takes good account of monitoring reports from local consortium advisory staff.

School leaders and managers analyse the collection of evidence effectively. This information is contained in a detailed self-evaluation report that provides an accurate view of the school's strengths and areas for improvement.

There are now strong links between self-evaluation outcomes, priorities in the school's improvement plan and pupils' standards. For example, through regular lesson observations and monitoring of pupils' work, teachers have improved the quality and consistency of assessment and have raised standards, particularly in literacy and numeracy.

The school is beginning to seek the views of pupils and parents through discussions and questionnaires. These views contribute to the school's overall improvement. For example, as a result of receiving the views of parents, the school now shares curriculum information more regularly and effectively with them through a series of regular morning and evening meetings.

Recommendation 6: Develop the role of the governing body in self-evaluation, school improvement and strategic leadership and ensure governors meet statutory requirements

Strong progress in addressing the recommendation

Governors support the school well and fulfil their statutory duties. Regular meetings, a strengthened committee structure, an annual timetable of tasks and good quality reports from the headteacher help them to develop and fulfil their roles.

Individual governors are responsible for specific inspection recommendations. This ensures that they evaluate regularly the progress the school is making. In addition, leaders have established a system of link governors, with individual governors responsible for subject areas. This system is still in the early stages of development.

Many governors have received relevant training to help them improve their roles. For example, they have attended recent training on using performance data, and child protection issues. The chair of governors has observed governor meetings in a local school to find out how other groups operate. These activities are helping governors improve their knowledge and confidence.

Governors are becoming more involved in monitoring and evaluating standards and quality in the school through book scrutiny and learning walks. A recent learning walk focused on mathematics and involved governors in evaluating pupils' work and visiting classes. Through these activities, governors are developing a good understanding of the performance of pupils.

Governors now question and challenge the school appropriately. They recently challenged the school about its provision for more able and talented pupils and whether this is having sufficient impact on the standards that these pupils achieve.

Recommendations

In order to maintain and improve on this progress, the school should continue to sustain the level of progress it has already made, and continue to address those inspection recommendations where further progress is required.