



## DIOCESAN CANONICAL INSPECTION REPORT

THE CATHOLIC LIFE OF THE SCHOOL, COLLECTIVE WORSHIP AND RELIGIOUS EDUCATION

# Christ the King Catholic Primary School

Glenfield Road, Leicester, LE3 6DF

<b>School URN:</b>	120221
<b>Inspection Dates:</b>	23 April 2015
<b>Inspectors:</b>	Mrs Anne Recchia and Mrs Fionuala Boucher

<b>Overall Effectiveness</b>	Previous Inspection:	Good	2
	<b>This Inspection:</b>	<b>Outstanding</b>	<b>1</b>
<b>Catholic Life:</b>		Outstanding	1
<b>Collective Worship:</b>		Outstanding	1
<b>Religious Education:</b>		Outstanding	1

## SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

### Christ the King is an outstanding Catholic school.

- Pupils are rightly proud to be part of the Christ the King school family: they report that they 'wouldn't change anything!' Pupils are instrumental in developing and shaping the school's mission and can articulate its distinctive nature. All stakeholders are passionately committed to the Catholic Life of the school. Inspirational leadership from the headteacher and senior leaders ensures that this area is given the highest priority; their shared vision is most evident.
- Prayer is central to the life of the school. Pupils value times of worship. Pupil-led liturgy has improved significantly since the last inspection: the establishment of a chaplaincy team has further raised the profile and importance of worship in school.
- Pupils clearly enjoy their learning in Religious Education and readily talk with enthusiasm about their work, speaking with a spiritual and ethical depth of thought. Behaviour for learning is outstanding. Pupil outcomes are consistently above diocesan averages. Assessment is carried out with rigour and expertise; a range of approaches are used to ensure that no pupils fall behind.

## FULL REPORT

### INFORMATION ABOUT THE SCHOOL

- Christ the King is a larger than average Catholic primary school serving the parishes of Blessed Sacrament (Braunstone), Mother of God (New Parks) and St Peter's (Leicester).
- The school is expanding and is due to move to a split site in September 2015, when the planned admission number will increase from 50 to 90.
- Almost all pupils on roll are baptised Catholics; they almost all transfer to Catholic provision when moving onto secondary school.
- The proportion of disabled pupils and those with special educational needs is lower than the national average.
- The proportion of disadvantaged pupils who are supported by additional funding (the pupil premium) is below the national average. This includes pupils who are known to be eligible for free school meals.

### WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- The chaplaincy team should be encouraged to extend and develop other forms of prayer to add to their resources and share these with other pupils through their modelling of good practice.
- The school recognises that a move to a split site in autumn term 2015 will bring both challenges and opportunities. It should continue to develop the Catholic Life of the school and share its vision and values with the increasing number of pupils across both sites.

## CATHOLIC LIFE

## THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL

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- The extent to which pupils contribute to and benefit from the Catholic Life of the school.
- The quality of provision for the Catholic Life of the school.
- How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school.

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**The extent to which pupils contribute to and benefit from the Catholic Life of the school - outstanding**

- Pupils contribute to and benefit from the Catholic Life of the school to an outstanding degree. They have been involved and instrumental in developing the school's motto 'Believe and Achieve at Christ the King'. Pupils are keen to join groups such as the justice and peace group and the chaplaincy team which actively promote the Catholic mission of the school through a range of projects both within the community and the wider world. Their advocacy and leadership has led to most pupils having a deep sense of belonging and understanding of the demands of their faith.
- Pupils are actively involved in the monitoring and evaluation of the Catholic Life of the school through the school's reflective journals and pupil interviews. They are proud of their school's achievements and are able to articulate its distinctive nature.
- The behaviour of pupils is exemplary; there is a common understanding that the moral education they are receiving at the school will influence their behaviour both now and beyond their time in school. They show respect and tolerance for one another, their teachers, support staff and visitors to the school. In proportion to their years they listen attentively, congratulate others, are able to forgive and be forgiven. They understand that everyone is unique and made in God's image and as such, must use their talents, skills and qualities for the good of others.
- The vast majority of pupils are baptised Catholics, they show respect for the different convictions of others however, and at the same time are proud of their own Catholic identity. They participate willingly in events in both the parish and the diocese which reinforce this identity. Pupils value the opportunities provided by the school to find out about other faiths and traditions. They speak enthusiastically about visits to other places of worship and visits from local leaders of other faiths.

### **The quality of provision for the Catholic Life of the school - outstanding**

- The school's Catholic mission is visible throughout; in the vibrant displays, religious artefacts and the outstanding relationships evident in the classrooms and around the school. There is a real sense that the mission of the school is an inspiring statement that is lived out in the everyday lives of the community.
- Teaching and support staff share the vision and passion for the Catholic Life of the school promoted by the headteacher and senior leadership team. This is actively fostered and disseminated to the pupils who say, 'We are one community: we know how to make people feel equal and included'.
- The Personal, Social and Health Education (PSHE) and Relationships and Sex Education (RSE) programmes are thoughtfully designed and well planned preparing pupils effectively for life in and beyond the school. They are consistent with the teachings and principles of the Catholic Church. The school is working collaboratively with other schools and the diocese to further develop this provision.
- The school promotes the highest standards of ethical and moral behaviour based on Gospel values; pupils are aware of these and understand that these are non-negotiable. This has led to a happy, secure and inclusive environment in which to learn and where pupils thrive.
- The school recognises that a move to a split site in the autumn term 2015 will bring both challenges and opportunities to both continue to develop the Catholic Life of the school and share its vision and values with pupils and parents from different backgrounds and faith traditions.

### **How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school - outstanding**

- The headteacher is an inspirational leader, not afraid to take calculated risks to share his vision and passion for Catholic education. He is ably supported by an outstanding senior leadership team who are able to share his vision and communicate this to all.
- The promotion, monitoring and evaluation of the Catholic Life of the school is given high priority in planning for improvement. The mantra adopted by the headteacher and leadership team of 'what works well but even better if...' is shared and owned by the whole staff. As a result, the self-evaluation process is rigorous and leads to continual development and well targeted planned improvements.
- The views of all stakeholders are regularly sought and acted upon. The ownership that this encourages ensures a consistency of approach and a motivation and enthusiasm for the school's mission.
- Teaching and support staff are highly valued. Great effort is made to ensure that new members of staff are effectively inducted to the school and receive on-going support through the wide ranging continuing professional development programme. A resource library for staff has been effective in supporting teachers to develop their own knowledge and understanding of Catholic teachings and traditions.
- The governing body is rightly proud of the school. They are well informed, committed and supportive, taking an active role in the monitoring and evaluation of its Catholic Life. They are not afraid to challenge as well as support the headteacher and leadership team and as such, act effectively as critical friends of the school.

## COLLECTIVE WORSHIP

## THE QUALITY OF COLLECTIVE WORSHIP

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- How well pupils respond to and participate in the school's Collective Worship.
- The quality of provision for the Collective Worship.
- How well leaders and managers promote, monitor and evaluate the provision for Collective Worship.

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**How well pupils respond to and participate in the school's Collective Worship - outstanding**

- Pupils participate with respect and enthusiasm to the Collective Worship at Christ the King School. The quality of communal prayer and heartfelt singing and signing of hymns is an indication of their interest and engagement in liturgy. From an early age, they learn the traditional prayers of the Church and are encouraged to create their own prayers. They understand that Collective Worship is an integral part of the school day and that it has a powerful impact on their lives.
- All pupils are given the opportunity to plan and lead their own liturgies. Skills are developed systematically using the 'Let us Pray' materials in the first instance and expanded upon in later years. In this way, pupils are increasingly able to use scripture, religious artefacts, prayer, music and visual images to create meaningful and inspirational liturgies. Their evaluations of these and adult-led liturgies show further evidence of their depth of understanding and their eagerness to improve.
- Appropriate to their age and ability, pupils have a good understanding of the Church's liturgical seasons and are able to use this knowledge in their planning and preparations.
- Through the curriculum, pupils gain knowledge and understanding of other faiths and show a deep sense of respect, tolerance and sensitivity. Acts of Collective Worship are very inclusive and show that pupils have the confidence to act with integrity when praying with others who do not share their beliefs.
- The chaplaincy team are influential in the development of Collective Worship. They have been well supported and trained by staff and other adults to enable them to deliver high quality liturgies. They should now be encouraged to extend and develop other forms of prayer to add to their resources and to share these with other pupils through their outstanding practice.
- Pupils are rightly proud of the extent to which they contribute to the prayerful community where they live and work. They are acutely aware of the effect this has on their lives. As such, Collective Worship has an outstanding impact on the spiritual and moral development of all pupils.

### **The quality of provision for Collective Worship - outstanding**

- Collective Worship is central to the life of Christ the King and is an intrinsic part of every school day for staff and pupils.
- The quality of provision is outstanding. It is well planned and given high priority in the development of the school as a prayerful Catholic community. Resources are used effectively to create meaningful and thought provoking liturgies that are appreciated and treasured by the whole community. The themes chosen by staff and pupils demonstrate a deep understanding of the Church's mission and liturgical heritage.
- The school provides many opportunities for parents and carers to join pupils and staff in Acts of Worship. Parents speak very positively about their experiences of liturgy in school. The reflective journals indicate that they see these as spiritually uplifting occasions for the community.
- Class teachers are skilled in helping pupils to plan and lead liturgies. They understand the significance and purpose of prayer and worship and the different forms it can take. They regularly pray together and understand the way this draws the school community together. They use opportunities within the curriculum effectively to celebrate diversity and difference in worship.

### **How well leaders and managers promote, monitor and evaluate the provision for Collective Worship - outstanding**

- The headteacher and senior leadership team have the knowledge and understanding of what constitutes a high quality liturgical experience. They offer other staff and pupils outstanding models of good practice. Diocesan personnel and resources are used very effectively to enhance the provision and develop the liturgical skills of the staff.
- The monitoring and evaluation of Collective Worship has developed from a target in the last inspection to a strength of the school. The rigorous identification of areas for improvement and well planned interventions and training opportunities have greatly enhanced provision, especially in respect of pupil-led liturgies.
- The introduction of the reflective journals has given all stakeholders the opportunity to give feedback about their experiences of worship in the school. These are regularly and systematically monitored to ensure that any issues are rapidly dealt with in order to maintain the high quality level of provision.
- The headteacher values the work of the parish priests in the school. He recognises that they each bring their talents and gifts to enrich the prayer and liturgical life of the school family. His support of the parishes enriches pupils' experience of what it means to be a member of a worshipping community.

## RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION	1
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- How well pupils achieve and enjoy their learning in Religious Education.
- The quality of teaching and assessment in Religious Education.
- How well leaders and managers promote, monitor and evaluate the provision for Religious Education.

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**How well pupils achieve and enjoy their learning in Religious Education - outstanding**

- Pupils thoroughly enjoy Religious Education and talk with enthusiasm not only about their learning but also about its important place in the life of the school. They say, 'You learn in RE the Gospel stories and these stories help you to love people' and 'We think about how it could shape our lives. If you are taught well, you have it for life!' In this way, staff are enabling the school mission of 'believe and achieve' to become a reality. They say: 'We want all our children to love Religious Education!'
- Behaviour for learning is outstanding. High standards are expected and all groups of pupils rise to these expectations. Pupils concentrate well in lessons making interesting and thoughtful contributions to discussions. They work exceptionally well both independently and with learning partners: they listen intently to teachers and teaching assistants to maximise learning opportunities.
- Pupils are hungry to learn and acquire knowledge quickly and in great depth. Their ability to make links with their learning enables pupils to think spiritually and ethically, applying their understanding to elements within their own lives and the lives of others. 'We try and make people feel we are all equal. We know they are, so we want to make them *feel* equal'.
- A high level of challenge in lessons ensures that all pupils from all groups make at least good progress; a large proportion make better than expected progress. Pupils are religiously literate – a skill that develops from an early age within the school. Pupils' command of religious vocabulary and knowledge of a range of Biblical stories is impressive.
- Standards of attainment in Religious Education are outstanding; year-on-year, pupils reach standards that are above diocesan averages at the end of Key Stages 1 and 2 – this is reinforced through a scrutiny of pupils' present work in Religious Education. Pupils within the school, often from a low starting point, reach consistently high levels for their age.

### **The quality of teaching and assessment in Religious Education - outstanding**

- The majority of teaching is outstanding and never less than good. Teachers have high expectations, clear learning intentions and secure subject knowledge. Skilful questioning probes and extends pupils' understanding; expert support ensures that pupils make visible progress within lessons.
- A natural rapport exists between adults and children within the school. There is an ease within which lessons operate, leading to a positive 'can do' attitude throughout all classes. Well-timed, pacy lessons ensure that rapid progress is made and that no learning time is lost.
- Teaching assistants are capable and well deployed. They are directly engaged in the business of learning; they make a clear and significant impact on pupils both during direct teaching sessions and when supporting individuals or groups of pupils.
- Assessment for learning is embedded within Religious Education lessons. Peer and self-assessment systems are firmly established and these, together with accurate teacher assessment, move learning on so that pupils can reach their full potential. Pupils respond to teachers' marking and comments consistently; they can explain their next steps in learning, such as 'I have to improve using other sources and making links to scripture'. Pupils feel involved in evaluating how well they are doing in Religious Education and they appreciate the attention they receive. One pupil, when talking about the teacher, said: 'She looks at the things we are good at. She will make the work sometimes harder – to give me a challenge so that I can improve'.
- Assessment procedures are a strength of the school. Tracking systems are highly effective so that no pupils fall behind with their work. Staff work collaboratively so that there is a common and shared understanding about progress, levels of attainment, marking systems and the quality of work in pupils' books. This ensures consistency and a commonality of approaches throughout the school.

### **The extent to which leaders and managers promote, monitor and evaluate the provision for Religious Education - outstanding**

- There is inspirational leadership from the Religious Education leader. Her unrelenting focus on and drive for improvement since the last inspection has enabled the school to realise great success. She is high profile within school life, offering direct support to colleagues, arranging continuing professional development opportunities for staff and directing them to a well-resourced staff library. As a result, the vision held by senior leaders for success in Religious Education is shared and prized by all.
- A well-targeted planning and review cycle plus swift strategic action leads to outstanding outcomes. Systems for scrutinising pupils' work, observing lessons and improving teaching are robust; conclusions and evaluations are informative and accurate. The 'what works well' and 'even better if...' principles underpin the positive approach established within the school for continual improvement.
- *Levels of Attainment in Religious Education* are well known by staff; the portfolio of collated evidence inspires confidence and ensures that even the newest teachers rapidly gain experience and increased accuracy when judging standards of work. Tightly focussed pupil progress meetings enable staff to discuss and agree both achievement and points for action.



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- The curriculum is engaging and creative, meeting the full range of pupils' needs. Pupils say that in their Religious Education lessons, 'We always have fun activities to do'. Regular visits and visitors enhance lessons: 'Last year when we learned about other faiths we went to a synagogue and a temple – and we had a Rabbi in'. The quality of links made between the curriculum, community action and personal development leads to pupils articulating, 'We need to spread our talents. Our goal is to help people locally, nationally and internationally'.
- Religious Education is extremely well resourced in terms of staffing, physical resources, capitation and curriculum time when compared with other core curriculum subjects. It fully meets the requirements of the Bishops' Conference of England and Wales fully.

## SCHOOL DETAILS

<b>School Name</b>	Christ the King Catholic Primary School
<b>Unique Reference Number</b>	120221
<b>Local Authority</b>	Leicester

The inspection of this school was carried out on behalf of the Bishop of Nottingham under Canon 806 of Canon Law and Section 48 of the 2005 Education Act in accordance with the *evaluation schedule* for diocesan canonical inspections in the Diocese of Nottingham. The inspection reviews and evaluates how effective the school is in providing Catholic education. The process begins with the school's own self-evaluation and the inspection schedule is in line with the criteria set by the National Board of Religious Inspectors and Advisers (NBRIA).

During the inspection, the inspectors observed 11 Religious Education lessons alongside senior leaders and 1 whole school Act of Collective Worship.

Meetings were held with the headteacher and the subject leader for Religious Education, one of the parish priests and two governors. Discussions were also held with pupils, including members of the chaplaincy and justice & peace teams and a number of parents.

The inspectors scrutinised a range of documents including the school improvement plan, the self-evaluation form and diocesan toolkit, reflective journals, governing body minutes plus additional monitoring and evaluation evidence. Inspectors also examined the work in pupils' Religious Education books.

<b>Chair of Governors:</b>	Mr James Etchingham
<b>Headteacher:</b>	Mr Martin Fitzwilliam
<b>Date of Previous School Inspection:</b>	5 May 2010
<b>Telephone Number:</b>	0116 285 7261
<b>Email Address:</b>	mfitzwilliam@ctk.leicester.sch.uk

## WHAT INSPECTION JUDGEMENTS MEAN

Within the report, the following grades are used:

<b>Grade 1</b>	Outstanding
<b>Grade 2</b>	Good
<b>Grade 3</b>	Requires Improvement
<b>Grade 4</b>	Inadequate

In the context of the whole school, the overall effectiveness grades have the following meaning:

<b>Grade 1</b>	Outstanding	The school is a highly effective Catholic school. Pupils' needs are exceptionally well met.
<b>Grade 2</b>	Good	The school is an effective Catholic school. Pupils' needs are met well.
<b>Grade 3</b>	Requires Improvement	The school is not yet a good Catholic school, it is not inadequate however, and there are aspects that require improvement. There will be a monitoring visit within the next 12 months and the school will be re-inspected within 3 years.
<b>Grade 4</b>	Inadequate	There are features in need of urgent and immediate attention. The school is not meeting the basic minimum requirement for adequacy as a Catholic school. The school will receive an annual monitoring visit and will be re-inspected within 3 years.