



# Archdiocese of Birmingham

## Section 48 Monitoring Visit

### CHRIST THE KING CATHOLIC PRIMARY SCHOOL

Warren Farm Road, Kingstanding, Birmingham, B44 0QN

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Inspection date	4 <sup>th</sup> June 2014
Reporting Inspector	Teresa Quick

Inspection carried out under Section 48 of the Education Act 2005

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Type of School	Voluntary aided
Age range of pupils	3-11years
Number on roll	346
Appropriate authority	The Governing Body
Chair of Governors	Mrs C Gutteridge
Telephone number	0121 464 9800
E-mail address	enquiry@christkng.bham.sch.uk
Date of previous inspection	September 2009
DFE School Number	103423
Unique Reference Number	330/3319

<b>Headteacher</b>	<b>Mr Adam Hardy</b>
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Previous inspection:	1
This inspection:	1

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June 6<sup>th</sup> 2014

Diocesan Education Service,  
Don Bosco House,  
Coventry Road,  
Coleshill,  
B46 3EA

Mr Adam Hardy  
Christ the King Catholic Primary School  
Warren Farm Road  
Kingstanding  
Birmingham  
B44 0QN

Dear Mr Hardy

### **Section 48 Monitoring inspection: 5<sup>th</sup> June 2014**

Thank you for the welcome you, your staff and pupils gave me when I inspected your school on 5<sup>th</sup> June and for the information you provided both before and during the inspection. I am grateful for the time given by all including the chair of governors and parish priest in speaking with me.

The inspection was a "light touch" monitoring inspection because your school was judged at the last section 48 inspection to be an outstanding school and because it is now five years or more since you last received a diocesan inspection.

The purpose of the inspection was to assess the quality of the school's self-evaluation and improvement planning for Catholic life and religious education. In order to make this judgement I attended a whole school Mass, a child-led prayer service, read school documents, including a summative self-evaluation, interviewed senior leaders, the chair of governors, the parish priest, the subject leader for RE, and pupils from Years 2 and 6. I was accompanied on a learning walk. I observed parts of 6 lessons over 3 year groups with members of the school's leadership team, and looked at a sample of pupils' written work. In addition, I gathered evidence of some of the outstanding practice in the school as part of a diocesan wide survey of good practice in Catholic life and religious education.

### **Catholic Life**

The self evaluation of the quality of the Catholic life and collective worship is accurate and based on reliable and effective processes that are in place and embedded. The outstanding Catholic life comes from the deeply held faith commitment in the leadership of the headteacher, governors, subject leader and senior management team and to the ideals they hold for a Catholic school. The Catholic mission embodied in the school's mission statement is central to the outstanding development of pupils' spiritual, moral, and vocational understanding "Through Faith and Education, Christ the King School seeks "fullness of life" for all members of the school community". The strong and dedicated Catholic leadership ensures that all staff and pupils share and help promote the Catholic ethos. This has been achieved by example and with the appointment of almost all teachers being Catholic and with a very high percentage having the CCRS or equivalent. The school rightly judges its Catholic life to be outstanding. The judgement is reliably based on effective monitoring and evaluation processes which involve all stakeholders. There are a range of monitoring activities involving governors, staff, parents and pupils that relate specifically to Catholic life provision and outcomes. There are systems in place to enable pupils, parents, all staff and governors to regularly feed their views into this monitoring and evaluation system. The link governor provides feedback and submits a clear, detailed written report to the full governing body following his half termly monitoring visits with the RE co-ordinator. This report includes the actions agreed with the subject leader with a time commitment for improving child led prayer, vocational development and assessments. It is as a result of all these findings that an accurate knowledge of the school's strengths and areas for development is formulated. A real strength of the school is its prayer life, from the inspiring staff prayers to the well developed child led prayer and the spirituality felt in the most beautiful Mass richly enhanced by the singing. The development of Catholic life is a complete team effort but led by an experienced capable subject leader working in collaboration with the headteacher. There are close links with local Catholic schools; the secondary school with close chaplaincy links and of the primary schools St Margaret Mary Catholic primary school in particular with which they share planning, systematic monitoring and prayer



services. They have a collective action plan and share a joint priority on their school improvement plan. Pupils of both schools have worked together to organise joint themed prayer services. There is evidence of differing and regular audits of Catholic life, the ethos of the school and spirituality, together with their links with the parish and the wider community. These are analysed and shared with staff. The outcomes feed into the action plan to support the school's continuous development and improvement of Catholic life. Pupils and staff benefit from retreats and special themed activities. The school correctly aims to embed the partnership with other schools and to continue to build upon practice of pupils sharing prayer with their peers.

All teaching staff have Catholic life as part of their performance management. They actively participate and engage in the Catholic life of the school. Staff regularly check and assess pupils' participation and response to the Catholic life and collective worship. There is sound evidence on which to base the judgement that both are outstanding. It is clear from the pupils' response to collective worship that differing styles of prayer are well embedded. Child led prayer with pupils confident to engage in open prayer are excellent features. These child led prayer services are supported by interesting class based resources. Prayer bags are used well with families. The school and church are at the centre of the local community. There are excellent links between the school and the parish. The school has the benefit of being next to the church. They use the church for many different purposes, Stations of the Cross, Nativity and Easter Performances. The parish priest, supporting priests, deacon and parish sisters all play an extremely supportive role in the development of the Catholic life of the school. The New Heights charity which works alongside the parish also works closely with the school providing services for parents and families who attend the school. The Catholic life of the school flows to pupils using their talents as altar servers and choir members and the choir members reaching out and singing to bring joy to those in old peoples' homes, hospital and the local community. The attendance of pupils at Sunday Mass has increased since the time of the last inspection. The governors are a supportive and a challenging influence within Christ the King School. There is a close working relationship between the chair of governors, the headteacher and the priest. The experienced chair of governors is a well known regular visitor to the school. The governors are not complacent and are continuously working towards improvement in the Catholic life and the learning in RE. Pupils benefit from the immersion of Catholicity in and around the school. All classes have a prayer focus area and have prayer leaders for this daily worship. There is religious art around the school which has impacted on both the school environment and the quality of collective worship. Pupils lead and contribute to regular fundraising and charity work for St Chad's Sanctuary, Elim Food Bank, CAFOD, Fisher House at the Queen Elizabeth Hospital, Rwanda and Uganda. Pupils are aware of the call to the religious life through priests, deacon and sisters and other visitors to the school. The Mission / Vocations weeks and various religious visits encourage understanding of what God wants them to do. The pupils' spiritual, moral and vocational development is outstanding and opportunities are well embedded. There is a shared ethos where respect for all is mutual, where differences regardless of faith or race is celebrated and followed by all members of the school community.

### **Religious Education**

Self evaluation is accurate and reliable in its judgement that progress and attainment in religious education are outstanding. Rigorous monitoring in RE is embedded and feeds into the school action plan. The headteacher, the assistant headteachers and the subject leader all monitor how well teaching, assessment and the curriculum promote purposeful learning, enjoyment and achievement of the pupils. They monitor and evaluate the achievement of pupils in RE through planning scrutiny, lesson observations, drop-ins, book trawls and pupil, parent and governor discussions and termly moderation both in school and with St Margaret Mary School. They look at the progress and quality of learning for individuals, different groups of pupils and pupils with special educational needs and disabilities. Recording is clear and detailed and based on Diocesan assessment and the national levels. The findings are fed back to teachers and the data discussed with the link governor for RE. Feedback is given to staff on a regular basis through staff meetings and phase meetings. Standards in RE are scrutinised on a half termly basis at the joint standards committee of governors from Christ the King and St Margaret Mary School. There is also a review by the joint senior leadership team involving the senior staff of both schools. All staff have an RE based target as part of their professional development. Overall teaching is never less than good with most outstanding. With pupils receiving this high quality religious education this impacts greatly on their spiritual and moral development and their knowledge of the Catholic faith. Behaviour is excellent. Pupils' attainment and progress across the school is outstanding. The leadership of religious education is excellent. The subject leader supports and motivates both staff and pupils in order to maintain standards and



continue the pursuit of outstanding standards in all aspects of RE and the Catholic life of the school. Support for new staff and development in planning and assessment is provided by the subject leader. Very good displays that are both informative and contain children's work proclaim this to be a Catholic school. The quality of written work in pupils' books is in line with the written standards in literacy and writing assessment books. Teachers' planning provides opportunities for children to develop as independent learners, through a variety of approaches to learning activities. Children in all groups achieve well. Marking is careful and used well to consolidate and extend religious thinking. To improve learning further the school rightfully aims to allow pupils more time to reflect on feedback and to self assess their own learning at the end of units. Pupil interviews both by staff show they are interested and enjoy their learning in RE and are happy to talk about their Faith experience. Staff development and training for RE and Catholic life has a high priority at staff meetings and through the Birmingham Partnership and cluster groups. The curriculum based on the Diocesan Strategy is personalised to encourage pupils to be reflective about the contribution they make to be a follower of Christ. The spiritual, moral and vocational opportunities are well embedded. The curriculum provides opportunities for pupils to experience values and beliefs and ask questions. The school believes the opportunities provided support pupils in developing their beliefs which are personal and relevant. Enrichment activities are varied and stimulating and include the Confirmation Club. Pupils experience other faiths including visits and develop their understanding of the worldwide Catholic Church through the international topic.

The school has clearly identified in its planning the areas for development. An interesting facet is the development of the partnership with St Margaret Mary School to include closer co-operation with another local Catholic primary school the Catholic secondary school with links with the chaplains already established.

Yours sincerely

Teresa Quick  
Diocesan Inspector