



Archdiocese of Birmingham

INSPECTION REPORT

CHRIST THE KING CATHOLIC PRIMARY SCHOOL COVENTRY

Inspection dates 26th - 27th June 2013
Reporting Inspector Teresa Quick

Inspection carried out under Section 48 of the Education Act 2005

Type of School	Voluntary aided
Age range of pupils	3-11 years
Number on roll	418
Appropriate authority	The governing body
Chair of governors	Mr Roger Ladbury
School address	Scots Lane Coundon Coventry CV6 2DJ
Telephone number	024 76 335790
E-mail address	admin@ctk.coventry.sch.uk
Date of previous inspection	First inspection
DFE School number	331/2001
Unique Reference Number	137283

Headteacher Mrs Elizabeth Burnett

DIOCESAN EDUCATION SERVICE



Evidence

The inspection was carried out by 1 Diocesan Inspector. The focus of the inspection was on the effectiveness and use of the school's self evaluation of religious education (RE) and Catholic life. To validate the effectiveness of the school's self-evaluation of teaching and learning, the inspector observed 6 lessons across year groups jointly with the headteacher. In addition the inspector completed a work scrutiny and held discussions with pupils to evaluate the impact of teaching and learning over time. She held meetings with the chair of governors, the link governor for RE, chaplain, staff and the parish priest. She attended Mass, an assembly and a prayer service and undertook a learning walk in each school building to look at aspects of teaching and learning in RE, the presentation of the Catholic life of the school, and pupils' behaviour. Alongside the validation of the school self evaluation the inspector gathered evidence about teaching and learning in religious education which will be shared with other diocesan schools.

Information about the school

Christ the King School is a new school formed in September 2011 as a result of amalgamating Christ the King Infant School and Christ the King Junior School. It is a larger than average size primary school being a 2 form entry with a nursery. It is one of two schools serving the parish of Christ the King and Our Lady of Lourdes in Coventry. The school is on two sites approximately 800 metres apart. The Early Years and Key Stage 1 pupils are in the building next to the parish church. There is a high percentage of Catholic pupils with 96% overall. The social and economic background of pupils is generally average. The large majority of pupils are white British. The proportion of pupils who speak English as an additional language is very low but that of pupils who have special educational needs or disabilities are above the national average. The percentage of pupils who are known to be eligible for free school meals or in the care of the local authority for whom the school receives additional income is below average. Pupils enter school with average starting points.

Main Finding

In its self evaluation the school judges itself to be an outstanding Catholic school and one that has the capacity to develop and improve even further. They aim to provide a high quality of Catholic education for the pupils. They consider their strengths are best represented in the attitude, commitment and response of all connected with the school as well as the ability to identify and address areas for development. Previously the two schools were good with outstanding features. As an amalgamation of the two schools they believe they have successfully combined their strengths and that the school is an outstanding school in relation to Catholic life, collective worship and the RE curriculum and this reflects the standards the pupils attain with them. After careful monitoring and evaluation and talking with the pupils the school is confident that the holistic experience provided enables the pupils to constructively engage with and contribute positively towards their faith and the community beyond. Inspection concurs with the evidence derived from self evaluation and the school's judgement that it is an outstanding Catholic school both in its Catholic life and the religious education learned. Staff are dedicated and reflective practitioners who show determination to develop further the religious education and Catholic life of the school. Relationships throughout the school are very good. There is a sense of teamwork and collective responsibility among staff. There is a sense of belonging to a community among the pupils, parents and staff with the parishioners. The school improvement plan has a priority of improving RE and the Catholic life of the school. Progress towards success criteria is carefully monitored and governors are kept informed and involved in the evaluation process. The school has acted upon all recommendations made at the time of

the last inspections when they were two schools. The school is an integral part of the parish and has excellent links with the local community and works well with the other Catholic school in the parish, the Catholic cluster of schools and others within Coventry.

School self evaluation

The school has a clear view of its strengths and the areas that will improve pupils' learning and their Catholic life even further. This is based on very good systems of monitoring and evaluation that are carried out within the school and in conjunction with the governing body. The clear vision and high expectations of the headteacher, deputy head and subject leaders coupled with their effective use of the findings from monitoring and evaluation supports staff well and leads to very good outcomes in lessons, pupils' work and the general Catholic life of the school. The leadership's dedication and support for all staff is an important feature that has helped raise standards both in the Catholic life of the school and in the teaching and learning in RE. Governors provide excellent support to the school and the link governor for RE supports the monitoring process for the Catholic life and teaching of RE. The priests give a great amount of time to support both the Catholic life and the RE curriculum.

The self evaluation led by the headteacher has produced a detailed thoughtful evaluation. It judges that the pupils' attainment in RE is now outstanding and the quality of their learning and progress is also outstanding. This judgement is reliably founded on lesson observations carried out by the senior management team which includes the subject leaders, regular book trawls, careful assessment and moderation of pupils' work and talking with the pupils. Tracking pupil progress each year through the units of work shows that children are increasing their knowledge and level of in depth understanding. This is also the case with pupils with special needs and disabilities (SEND) who are given the support they need. The original two school staffs have blended into a team with very high expectations of the pupils. Much in-service training has taken place. The school has developed good monitoring and assessment systems which are carefully monitored by the subject leaders for their effectiveness and accuracy. Not only are the end of unit assessments recorded but all the differing areas of collective worship are evaluated and written evidence kept. Teachers and pupils reflect on the outcomes which show progress to be outstanding. Pupils' active enjoyment in all aspects of prayer and collective worship is obvious for all to see. There are a large number of pupils active with in the life of the Church and a number are altar servers. Teachers have a very good knowledge of the faith and all teaching is good throughout the school. The outcomes from monitoring are carefully recorded and provide staff with clear information for the way forward. There are two subject leaders, one for the early years and Key Stage 1 and the other for Key Stage 2. The subject leaders gather and monitor all information about planning, the quality of teaching and pupil progress. The staff from the two schools use the thorough monitoring of planning and book trawls ensure that there is uninterrupted progression in learning across the whole school. The learning between Year 2 and Year 3 is showing more continuity. Each class teacher has an RE file which includes planning for RE in the class, pupils' moderated work, notes from trainings, Mass and assembly rotas and general reminders from the subject leaders. The file provides excellent guidelines for all staff. Planning includes work from units of study from the diocesan *Strategy for Religious Education*, learning about other faiths, family life and sex education and work from SEAL (social and emotional aspects of learning). The subject leaders work closely with the headteacher, senior management team and priests to improve the teaching in RE and the Catholic life of the school. They are excellent role models for the rest of the staff. The headteacher joined the inspector in all lesson observations and learning walks and showed her ability to judge effectively. The headteacher and subject leaders have observed teaching and learning in RE in every class. Written feedback to teachers is positive. However how to improve the lesson is given

orally. Pupils, through their school council, are regularly inspired to provide for those less fortunate than themselves or support causes that arouse their particular interest. Pupils are active in their involvement towards school improvement in RE. The pupil voice is taken into account. Pupils wanted the Prayer Garden renovated and improved. This has now been done. They requested holy water stoops around the school. They have been placed at each classroom door. Pupils views are taken into account and are fed into the schools self evaluation especially those of the school council. The RE curriculum contributes to the pupils' spiritual, moral and vocational development which they judge as outstanding. Pupils work co-operatively and enthusiastically to produce quality prayer services and contribute to RE based class assemblies. Pupils learn in their early years in school right from wrong. The moral learning develops so by Year 6 pupils confidently discuss moral issues in a mature fashion. Pupils have contact with nuns and seminarians and understand the religious vocation but also learn and appreciate the wider meaning of vocation.

The school judges the Catholic life to be outstanding and has formalised written systems of evaluating it as well as Masses and the many and various forms of collective worship. These evaluations are effective as they can lead to change and evidence shows subsequently improvement. The link governor has also been a member of the monitoring and evaluating team. Pupils benefit from a wide range and style of collective worship. Pupils have the ability to plan their own collective worship and instigated improvements to the prayer garden to increase its use. They willingly take part in the prayer life of the school and parish school linked times of prayer. These include the Stations of the Cross in Lent, Exposition of the Blessed Sacrament and Benediction in church and regularly say the Rosary with members of the parish Legion of Mary. They are used to prayer circles with meditative prayer, open prayer and the use of the traditional prayers of the Church. The school judges the pupils' responses to the Catholic life of the school to be outstanding. The school considers that pupils benefit from their retreat time at Alton Castle and a retreat with Cardinal Newman School Chaplaincy staff, visits to St Chad's and Westminster Cathedrals, Oscott College and Walsingham. The leadership closely monitors the Catholic life and with the participation of the priests seek ways to improve provision. The school self evaluation is carried forward into the schools improvement planning. They have an accurate vision of next steps necessary. The section in the improvement plan on how they can support pupils on their journey of faith is detailed, the actions are reviewed and impact given. The visit by staff to an outstanding school has led to them adopting some of their practices.

Overall effectiveness of the school¹

This is an outstanding Catholic school led by a headteacher with a strong, clear vision. It is this outstanding leadership of the headteacher with the support of the deputy head and the subject leaders that has impacted on the standards and progress in RE and the pupils' attainment and the outstanding Catholic life of the school. The staff work as a team and know that every member of the school community is valued and respected. Progress and learning in RE match those in English which are high. Teaching and learning is at least good throughout the school. In Year 2 most pupils are reaching standards above expectations. They have a good knowledge and understanding of bible stories. They are given a good basis of religious vocabulary. They are capable of enjoying and participating in the meditation at the end of the lesson. Year 6 reach standards which are above and well above expectations. Older more able pupils are encouraged in a variety of ways including the philosophy group led by the link governor, a priest of the parish, to explore subjects in a greater depth and detail and to consider theological and ethical issues. They have a significant knowledge and understanding of the Catholic religion including the sacraments and the liturgical year. Excellent teaching prepared the pupils well for receiving

¹ As the quality of the school self evaluation has been affirmed, the judgements in this section of the report conform to those of the school.

the Sacrament of Confirmation. The impact on the pupils' knowledge and understanding was clear. Through collaborative work across the school pupils have developed their own understanding of religious language and thinking/enquiry skills through questioning and peer group discussions in house groups. This has had a positive effect and is now a regular learning opportunity that is provided for pupils.

Overall, relationships throughout the school community are outstanding. Pupils see teachers, teaching assistants and the priests working very well together. Pupils are encouraged to show respect for other pupils, and to the adults with whom they come into contact. Pupils are polite and welcoming with excellent behaviour. Their approach to the prayer life of the school is outstanding. All pupils have a good knowledge of the traditional prayers of the Church. Pupils have the opportunity to regularly say the Rosary. Each pupil has their own school prayer book. They pray devoutly at Mass, and in prayer services and liturgy. A variety of liturgies take place at different times of the year. Pupils take an increasing part in planning liturgies. By Year 6 pupils are able to plan and execute prayer services themselves and include differing types of prayer, readings and hymns. They use prayers for a range of intentions including for a different seminarian each time from the group they met at Oscott and the prayer for the Year of Faith. Each classroom has a prayer table and pupils have requested a holy water stoop for each class. Staff have regular priest-led prayer services. Each building is clearly part of a Catholic school. There are statues and crucifixes and displays of a religious nature around the school. The leaders monitor the outcomes of the Catholic life. With the priests the staff are constantly striving to improve the provision for the Catholic life of the pupils. A large number of pupils join teachers for the children's choir for the Sunday Mass. The younger ones attend the liturgy group. Parents and parishioners actively support the pupils in their journey of faith. Pupils see very many parents and parishioners at Mass and assemblies are very well supported.

Provision is good and often outstanding. The quality of teaching is at least good and this impacts on the learning which is good throughout. The school is working well towards continuous progression throughout the school especially across the key stages. All classes have at least 10% of teaching time devoted to RE with many cross curricular links which include art, drama, dance, geography and ICT. Good use is made of the Curriculum Strategy adapted to meet the needs of the school. Areas of SEAL, learning about other faiths, visiting their places of worship and other schools, family life and sex education are all successfully included in the planning. Each lesson has a clear learning objective with success criteria. Planning meets the differing needs of the different abilities within the group. Pupils' books show a variety of methods of recording, work matched to ability or support given to enable pupils to achieve the learning objective. Marking is positive and can support pupils' learning but pupils do not always know how to improve their work. Prayer is an integral part of lessons. Pupils are comfortable with and show great maturity with the differing styles of prayer experienced.

Recommendations

The school will continue to improve if:

- they ensure progression in pupils' learning in religious education across the school
- the marking system throughout the school ensures that all children know how to improve their work.



July 2013

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

Dear Parents and Carers

**Section 48 (Diocesan) Inspection of Christ the King Catholic Primary School,
26th - 27th June 2013**

I am writing this letter to share with you the findings of the Diocesan inspection of your children's school. Diocesan inspection now explores in detail the school's own view of itself as expressed in its self-evaluation. For this reason, much of the report is more technical than used to be the case. You are still entitled to have a copy of the full report should you want one and it will be available on the school website or by request from the school office.

This is the first inspection of Catholic life and religious education since the infant and junior schools joined together to form a primary school. The new school is an outstanding Catholic school. Your children benefit from the vision and drive of the headteacher supported by her deputy and subject leaders for the Catholic life and religious education. They lead a team of teachers and teaching assistants who work with drive and enthusiasm to provide the best Catholic education for your children as members of this Catholic community. Pupils enjoy their learning in RE, the liturgies with their singing and their visits and as a result they learn well. There is an excellent Catholic ethos where every member of the school community is valued and respected. Pupils take an active part in the prayer life of the school. Priests, governors, teachers and pupils are all rightly proud of how well the pupils are achieving in Christ the King school. Teachers encourage pupils to behave well in class and around the school. Pupils are polite and welcoming. Teachers and governors regularly monitor and assess your child's learning and the Catholic life of the school to ensure that your child receives the best possible Catholic education.

I have recommended that in order for the school to develop further it should ensure that progression in pupils learning in RE across the whole school and develop the marking system throughout the school to ensure that all children know how to improve their work

I thoroughly enjoyed my time being able to see your children at work, play and prayer. It was a privilege and pleasure to inspect your school. The children and staff made me feel most welcome. The children are proud of and happy in their school. They are a credit to the school, to their families and those who care for them.

Yours sincerely

Teresa Quick
Diocesan Inspector