



## DIOCESAN CANONICAL INSPECTION REPORT

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

# Christ the King Catholic Primary School

Firs Avenue, Alfreton, DE55 7EN

<b>School URN:</b>	112909
<b>Inspection Date:</b>	24 November 2016
<b>Inspectors:</b>	Mrs Jane Monaghan and Mrs Mary Hirst

<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>		Good	2

## SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

**Christ the King Catholic Primary School is an outstanding Catholic school.**

- The headteacher, deputy headteacher, lay chaplain and subject leaders ensure that the Catholic Life of the school is given the highest priority and, as a result, this area is outstanding. The school lives and breathes the mission statement, *'We know we can, we know we will'* through their everyday routines and this underpins the Catholic Life of the school. The Catholic Life of the school is promoted very effectively by governors, they are actively involved in its evaluation and provide challenge and support in equal measure to a high degree.
- The quality of Collective Worship is outstanding. Prayer is integral to the school day and is central to the life of the school. Collective Worship is given a high priority in terms of planning and resourcing which thus leads to high quality delivery. The school's lay chaplain is a 'beacon' in the school community and she is highly regarded by pupils, colleagues and parent alike.
- Christ the King is a welcoming and inclusive school which has very strong links with the parish and the wider community.
- The quality of teaching and learning in Religious Education is good. Pupils enjoy their Religious Education lessons and understand their value in their everyday lives. The quality of teaching is mainly good with some examples of outstanding practice, as a consequence, most pupils and groups of pupils make good progress. The headteacher, senior leadership team and governors have a clear vision for further improvement.

## FULL REPORT

### INFORMATION ABOUT THE SCHOOL

- Christ the King Catholic Primary School has 230 pupils on roll and is an average sized primary school. Situated in Alfreton, Derbyshire.
- The core leadership is comprised of the headteacher, deputy headteacher and a senior leader. The Religious Education subject leadership is shared by the headteacher (Catholic Life), deputy headteacher (Collective Worship) and the Year 2 teacher (Religious Education Curriculum). The school has one newly qualified teacher in Key Stage 1.
- Pupils are organized into 8 single age classes including a part-time Nursery. 64% of pupils are baptised Catholic, 13% are from Christian denominations and 23% have no religious affiliation.
- The percentage of pupils who receive the pupil premium, which is additional funding for pupils known to be eligible for free school meals, in local authority care or with a parent in the armed forces, is below the national average at 5.6%. The proportion of pupils with special educational needs and/or disabilities is 14.3% with 0.4% of pupils having a statement of their needs or an Education, Health and Care Plan (EHCP).

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

- To further develop the role and scope of the chaplaincy team through increased membership and participation, particularly targeting upper Key Stage 2 boys.
- Staff now need to continue to develop a more rigorous and robust assessment system throughout the school where the work in pupils' Religious Education books matches closely the termly assessment pieces in all classes. In some classes, termly assessed pieces were consistent with the work in pupils' Religious Education books; this good practice needs to be shared throughout the school.

## CATHOLIC LIFE

THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL	1
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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**

- In Christ the King Catholic Primary School, most pupils are definitely at the centre of the school's mission and ethos. The phrase from the mission statement, *'We know we can, We know we will'* underpins the Catholic Life of the school. Pupils also quoted *'We follow in Jesus's footsteps'*.
- Pupils have a deep sense of belonging and they are proud to be members of the Christ the King community. The pupil voice team (formerly the school council) along with the upper Key Stage 2 chaplaincy team are excellent in promoting the Catholic Life of the school.
- Good manners, politeness and an interest in others is evidenced in the exemplary behaviour of pupils.
- Pupils have a growing sense of vocation, this impacts on their keenness to offer their gifts for the benefit of others such as visiting local care homes and supporting the local food bank. Their awareness of the wider community and the concept of the 'common good' is outstanding, this is evidenced through their fundraising for local and national charities.
- Pupils are proud of their own religious identity including those who are not of the Catholic tradition, parents commented 'I am not a Catholic but I wanted my child to be in a Catholic school' and 'I am glad my child is at Christ the King'.
- The school continues in its tradition of close links with the parish. It is regularly involved in parish and diocesan celebrations and again this impacts on the pupils' sense of belonging to the community of Christ the King.

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

- The school is a joyful and strongly supportive community where the quality of relationships between all colleagues and pupils echoes the mission statement.
- The learning environment of the school is a key feature in promoting the school's Catholic character. Beautiful displays of the Year of Mercy, the school's mission statement, vibrant mosaics and paintings of the saints amongst others all positively impact in promoting the catholicity of the school.
- The Relationships and Sex Education (RSE) Programme is thoughtfully designed and refers explicitly to Catholic teachings and principles, resulting in pupils and their families responding in a very positive manner.
- Behaviour policies firmly reflect the teaching of the Church, this positively impacts on the pupils' understanding of personal responsibility and the need for justice. They promote the importance of Catholic Social Teaching.

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

- The headteacher, senior leadership team, lay chaplain and governors are superb role models; they are highly effective in developing and sustaining the authentic Catholic ethos of the school. The positive impact of this leads to them being highly regarded by all staff and pupils.
- The school's self-evaluation in this area is given high priority. This impacts on the effective strategies for engaging with almost all parents as evidenced in questionnaire documentation, parent consultation sessions and general dialogue between parents and school. A parent commented that she hadn't any concerns about her child but, 'if she had, it would be dealt with effectively'.
- The Catholic Life of the school is promoted very effectively by governors, they are actively involved in its evaluation and provide challenge and support in equal measure to a high degree.

## COLLECTIVE WORSHIP

THE QUALITY OF COLLECTIVE WORSHIP	<b>1</b>
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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 act with reverence and sincerity and they are keen to participate and respond to the theme of the day. During the Act of Worship observed on the day of inspection, some pupils gave excellent answers drawing on knowledge of scripture, 'It's like the Good Samaritan story' was one comment. However, when questioned later, some pupils showed a lack of understanding in the message of the Act of Worship.
- Pupils participated fully in formal prayers and responded with gusto to the adult-led choice of music.
- The mime performed and led by the chaplaincy team was an example of pupils being encouraged to take the initiative in this area. Pupils are actively encouraged to be members of the chaplaincy team and this needs to continue so that more boys and girls will be involved in its membership.
- Pupils' understanding of the liturgical year is greatly enhanced by the 'grotto'. The displays and explanations in this area impact on the pupils' knowledge and understanding of Church seasons and feasts. They readily give explanations of the liturgical colours used at various times throughout the year.
- A range of photographic evidence particularly in the class liturgy books display of range of examples of worship where a wide variety of prayer, use of artefacts and music clearly impact on the pupils' development in this area.
- Pupils readily talk about their knowledge and understanding of world religions and there is a sense of respect among all members of the community. The living and worshipping community of Christ the King has a profound and visible impact on pupil development.

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

- Prayer is integral to the school day and is central to the life of the school, where praying together is a rich and positive feature of the school's activities.
- Collective Worship is given a high priority in terms of planning and resourcing which thus leads to high quality delivery. In most cases, Collective Worship has a clear purpose and message, the impact of this is outstanding on the pupils' understanding of the Church's mission in education.
- There is an open invitation for members of the wider community to attend Acts of Worship, class and school Masses prepared by the pupils.
- School leaders in Religious Education are highly skilled and have an excellent and thorough understanding of the Church's liturgical heritage, the impact of this ensures a wide and rich experience of liturgical life for the pupils.

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

- The headteacher, senior leaders and lay chaplain have very sound knowledge in planning and delivering quality Acts of Worship.
- The school's lay chaplain is a 'beacon' in the school community and she is highly regarded by pupils, colleagues and parent alike. Her expertise along with that of other senior staff ensures that all have a deepening appreciation of the traditions of the Church.
- The school places a high emphasis on the professional development of all staff, particularly those new to Catholic schools and to Newly Qualified Teachers. Colleagues receive appropriate training according to their needs. They are developing their knowledge and skills of the monitoring and evaluation process.
- The views of pupils, staff and parents are sought in a systematic way, the outcomes are acted upon to ensure continued high quality provision both at whole school and key stage levels.
- The governors of the school are highly ambitious and proud of all the school achieves in the area of Collective Worship. They support and challenge and they are effective role models to the wider community. They comment 'Acts of Worship are inspiring, delivered with deep reverence and help pupils to develop compassion.' They add further '...that Acts of Worship are a strength of the school.'

## RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION	2
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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 – good**

- Pupils enjoy their Religious Education lessons and understand their value in their everyday lives. They are settled for work and show good listening skills, behaviour for learning is exemplary and they are keen to do well. All staff are caring and attentive and there are good relationships with the pupils.
- The majority of pupils enter Christ the King with little knowledge and understanding of the Catholic faith and make good progress in the Early Years Foundation Stage. This is consolidated in Key Stage 1 so that by the end of Year 2, most pupils achieve expected levels of attainment in line with diocesan averages. By the end of Key Stage 2, pupils are also achieving levels in line with diocesan averages. Most pupils and groups of pupils including those with special educational needs and/or a disability make good progress. Pupils who need extra support are targeted with appropriate interventions.
- Pupils have an understanding of how well they have done and what they need to improve. They can talk about what they have learnt in lessons and are proud of their achievements.
- Over the last three years, pupils' attainment in Religious Education has improved significantly. Over the last two years pupils have achieved standards at or slightly above diocesan averages at the end of Key Stage 1 and 2.

### **The quality of teaching and assessment in Religious Education – good**

- The quality of teaching is mainly good with some examples of outstanding practice, as a consequence most pupils and groups of pupils including disabled pupils and those with special educational needs make good progress. Staff now need to continue to develop a more rigorous and robust assessment system throughout the school where the work in pupils' Religious Education books matches closely the termly assessment pieces in all classes. In some classes, termly assessed pieces were consistent with the work in pupils' Religious Education books; this good practice needs to be shared throughout the school.
- Teaching is planned throughout the school with consistency and purpose. The *Come and See* programme has become embedded in the Religious Education curriculum. Teachers' subject knowledge is strong, they understand the importance and significance of the subject and work hard to plan and deliver engaging and creative lessons to promote good learning. Teachers use a variety of learning styles and there is a combination of visual, auditory and kinesthetic stimulus to interest and enthuse pupils to make good progress.
- Teaching Assistants are well deployed and have a clear understanding of the outcomes expected by the end of each lesson. They make a positive impact on pupils and are able to support individuals or groups of pupils.
- Most teachers systematically and effectively check pupils' understanding throughout lessons with skilled questioning and intervene in a timely way when needed to move learning on. Marking is used to acknowledge the achievement of pupils and to develop their knowledge and skills and pupils respond to this.

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

- The headteacher, senior leadership team and governors have a clear vision for further improvement and work extremely hard to keep the Catholic ethos at the centre of the learning curriculum.
- Training is seen as important and attendance at diocesan events is always assured. The *Levels of Attainment in Religious Education* document is used and the majority of teachers are confident in levelling pupils' work in Religious Education accurately. There is a newly qualified teacher on the staff who has received valuable support from experienced Catholic teachers at the school.
- A range of monitoring activities are used to evaluate the quality of teaching and learning in Religious Education. Leaders and managers are therefore able to effectively identify the strengths and areas for development in the subject. Whole school improvement planning has identified accurately the areas for improvement.
- Good links exist with the local parish and the wider community to provide a range of enrichment activities linked to the Religious Education curriculum.
- The curriculum meets the requirements of the Bishops' Conference of England and Wales. The *Come and See* programme promotes the exemplary behavior of pupils evident in the school. Pupils' moral, spiritual, social and cultural development is well developed throughout the curriculum.

## SCHOOL DETAILS

<b>School Name</b>	Christ the King Catholic Primary School
<b>Unique Reference Number</b>	112909
<b>Local Authority</b>	Derbyshire

The inspection of this school was carried out on behalf of the Bishop of Nottingham under Section 48 of the Education Act 2005 and Canon 806 of Canon Law 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 5 Religious Education lessons and 1 Act of Collective Worship.

Meetings were held with the headteacher, the subject leaders for Religious Education and Collective Worship, two governors and the lay chaplain. Discussions were also held with pupils and parents.

The inspectors scrutinised a range of documents including reports of the governing body, action plans, the school development plan, monitoring forms, assessment data and tracking and parental response forms and examined the work in pupils' Religious Education books.

<b>Chair of Governors:</b>	Mr Peter Connolly
<b>Headteacher:</b>	Mrs Helena Carrazedo
<b>Date of Previous School Inspection:</b>	5 October 2011
<b>Telephone Number:</b>	01773 832919
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## 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.