

# NOTTINGHAM DIOCESAN INSPECTION REPORT ON DENOMINATIONAL EDUCATION

**Autumn 2010**



**Christ the King School  
Darlton Drive  
Arnold  
NOTTINGHAM  
NG5 7JZ**

**Date of Inspection: 18<sup>th</sup> October 2010**

**(Section 48, 2005 Education Act)**

## SECTION 48 DENOMINATIONAL INSPECTION REPORT

<b>Name and address of School:</b>	<b>Christ the King School Darlton Drive Arnold Nottingham NG5 7JZ</b>
<b>Headteacher:</b>	<b>Mr Carlo Cuomo</b>
<b>Chair of Governors:</b>	<b>Mr David Wilson</b>
<b>Date of Inspection:</b>	<b>18<sup>th</sup> October 2010</b>
<b>Inspection Team:</b>	<b>Mr M Groves Mrs K Pietryka</b>
<b>URN &amp; DfS Number:</b>	<b>122899 891 4700</b>
<b>Overall Grade Awarded:</b>	<b>2</b>

### A. DESCRIPTION OF THE SCHOOL

Christ the King School is a smaller than average, Catholic, voluntary-aided, 11-18 Comprehensive school of 704 students including a Sixth Form of 106 students. Around 60% of the students are of the Catholic faith, the remainder from other Christian denominations, other faith backgrounds and others of no particular religious affiliation. Many non-Christians choose to send their children to Christ the King School because of its ethos.

Located in Arnold, within Nottinghamshire Local Authority, the school covers a wide and varied catchment area. Students come from around 30 primary schools. The four main feeder schools are the Good Shepherd in Woodthorpe, Sacred Heart in Carlton, Holy Cross in Hucknall and St Margaret Clitherow in Bestwood. This represents a wide socio-economic, ethnic and cultural intake ranging from students from Bestwood, one of the most deprived areas in the country, St Anns in the city of Nottingham, to the more affluent areas of Woodthorpe and Mapperley. The majority of students are from white British backgrounds. A third of students are from minority ethnic backgrounds - which is higher than the national average but reflects the Catholic nature of the school. For over half of these students, English is a second language. 70+ students are recent immigrants from Eastern Europe, mainly from Poland. The percentage of students with special educational needs has risen sharply from 6.5% in 2007 to 17.8% in 2009, due in part to the influx of students who are in the early stages of learning English.

After a period of instability, the school now benefits from strong leadership and direction. The Head teacher was appointed in September 2009.

# INSPECTION SCHEDULE

## B. OVERALL EFFECTIVENESS

### GRADE: 2

There is much to celebrate in this good school. Christ the King School is a very supportive and inclusive community. Students of all backgrounds and abilities achieve well.

The leaders and managers promote, monitor and evaluate provision for the Catholic life of the school and Religious Education to good effect. Plans to realise the mission of the school are clearly in place and there is evidence of the capacity for sustained improvement.

## C. What does the school need to do to improve further?

- continue to develop chaplaincy
- review materials and further develop collective acts of worship
- build on the baseline assessment in Year 7, ensuring that assessment criteria is in line with the Catholic levels of achievement
- ensure that Year 11 have their full entitlement to religious education by ensuring that the schemes of work for Citizenship state explicitly the links to Catholic Teachings

## D. The school's capacity for sustained improvement

### GRADE: 2

The School Improvement Plan clearly identifies areas for development, including challenging yet realistic targets to enrich the pastoral structures and strengthen the Catholic ethos. The school has a very clear mission, owned by the entire community, governors, staff, students and parents. There is a real sense of enthusiasm amongst the staff, who appreciate the renewed spirit engendered by a united senior leadership team, determined to continue to move the school forward, building on its present strengths.

Attainment in Religious Education is good and has shown a continued, steady improvement since the last inspection (May 2008) at all key stages.

The newly formed senior leadership team is highly motivated and consistently communicates high expectations to staff about securing improvement. There are now more robust quality assurance systems in place, which have led to more effective self-evaluation at all levels. The areas for development stated in the previous inspection are being addressed. Assessment for learning is now embedded and implemented consistently in Religious Education. There is evidence of more student involvement in collective worship and of evaluation by senior leaders. There are plans to develop chaplaincy but financial constraints are proving to be a problem.

## PUPILS

### **How good outcomes are for pupils, taking particular account of variations between different groups**

#### **GRADE: 2**

Learning and progress are good.

The standard of attainment by Key Stage 3 students is mostly above average. The effectiveness of assessment in Religious Education is good. The department has developed a structure to moderate work to ensure consistency with levels of attainment. Assessment criteria should now reflect the Bishop's conference document 'Levels of Attainment in Religious Education in Catholic Schools and Colleges'.

Standards at Key Stage 4 are average and broadly in line with English. At Key Stage 5, attainment is good.

Most students make good progress. Where this is the case, lessons are well structured, objectives are shared, students know how to improve, and have a positive attitude and to their learning. When learning is less evident, work is insufficiently challenging and differentiated for all, resulting in some students being off task.

Some good examples of assessment for learning, including peer assessment, were observed but there needs to be a more consistent approach across the department. Students worked steadily and occasionally showed high levels of enthusiasm and interest.

The recent Kirkland Rowell surveys show that students rate Religious Education as being the top subject in which they are making good progress. Students with particular learning needs including the large number of EAL students are well-served and make at least good progress.

The extent to which students contribute to and benefit from the Catholic life of the school is good. They take responsibilities and participate in the Catholic life of the school. There are some 10 students ranging across the key stages who together with a Religious Sister form the Chaplaincy team. Their enthusiasm and commitment to both raising awareness and to financial support for charities is outstanding. They are a real credit to themselves and to the school community. The chapel has been relocated in the centre of the school and is open once or twice a week to enable students to participate in prayer. The Chaplaincy team is a very good basis for further development. All students express a sense of belonging to an inclusive community. They value and respect Catholic tradition and appreciate the significance of key liturgical events. The students' behaviour both within and outside of the classroom is very good. Their respect for one another, the environment and the relationships they have with all staff are clear for all to see. Students take advantage of the wide variety of extra-curricular activities and are very involved in responding to the needs of others, locally, nationally and internationally.

Students readily take part in the regular and routine prayer life of the school. The students who attended the house assembly on the day of inspection listened attentively and responded well to the invitation to write down their own prayers and reflections. The acts of worship in tutor time were initiated by staff and the students responded appropriately.

# LEADERS AND MANAGERS

**How well leaders and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan improvement to outcomes for pupils**

**GRADE: 2**

The school leadership team is deeply committed to the church's mission to education and this is evident in the daily life of the school. Staff and pupils start and end the day in prayer. The displays around school celebrate being part of the Catholic community. Students who are not from a Catholic background are aware of and respect its Catholic tradition. They comment how welcome and included they feel. The Head Teacher, when addressing parents, staff and students promotes the Catholic life of the school in an inspirational way which leads to a realisation of what it means to be part of a Catholic school. The monitoring and evaluation of the provision for the Catholic life of the school is in place and is reflected in the school's Improvement Plan and in other documents.

Inclusion is central to the mission of the school. The young people feel welcome and supported. They are very aware of their academic, spiritual and pastoral needs.

'To provide the best experience we can for all in our care in a living faith community.'

The leaders of the school plan and provide opportunities for students to participate in activities and events to further their understanding and appreciation of being part of a wider community, both locally and internationally. Evenings have been well supported, celebrating Black Culture, Polish Traditions and Celebrations of Success. Greater links have been established with the local parish community and the school has been joined by parishioners to celebrate key feasts. The school has prioritised the establishment of positive relationships with the local shopkeepers and neighbours.

The school was involved in the production of a DVD for the introduction of the new English mass to be used as training for parishes and schools within the diocese.

An Italian exchange is well established, enabling students to experience Italian culture and family life. Annual visits are also organised to France, Spain and Poland. A recent link with Stoke City Football Club enables the young people to access support and training in football. Financial support and involvement in promoting various charities is a strength of the school.

Students were involved in the recent Papal visit and with the diocesan pilgrimage to Lourdes.

The well-structured parent forum includes representatives from the four feeder parishes. It nurtures strong links with the wider community and supports both parents and school.

The Religious Education curriculum includes awareness of other faiths and promotes community cohesion by exploring issues of justice and development.

It is evident that relationships between students, and students and staff, embody a real sense of respect and concern for each other.

The inspectors agree with the school grade for how well leaders and managers at all levels monitor and evaluate the provision for Religious Education and plan for improvement to outcomes for pupils. Leaders and managers conduct a range of systematic monitoring activities to a good standard, providing a firm basis for accurate diagnosis of the department's strengths and weaknesses.

The Director of Learning for Spiritual and Human Learning , together with other members of the senior leadership team, monitor the department. These are positive influences on future planning for improvement. The recently appointed head of department is increasingly involved in the monitoring process.

The Governors and the senior staff have a full understanding of the requirement for the 10% curriculum time for RE and this is implemented at both Key Stage 3 and 4.

The leaders and managers ensure that the statutory requirements for collective acts of worship, including the celebration of the liturgical year, are in place.

The Governors have been determined to move the school forward and appointed a new Head Teacher a year ago. They see the Head Teacher's termly report as a formative document and work closely with the leadership team to promote the Catholic dimension of the school. They have developed mechanisms to evaluate and monitor the school. They are aware of the need to both challenge and support.

A well-qualified and experienced Governor has been appointed to be the link with the Religious Education department. Although it is still in its infancy, the governor review process is rigorous and is now well embedded.

The Governors discharge their responsibilities effectively and have clear systems of seeking the views of parents and pupils.

The Governors are very committed and fully supportive of everything the school stands for. They ensure that Christ the King is a fully inclusive school, where Gospel values of respect and reconciliation are a living reality.

## **PROVISION**

### **How effective is the provision in promoting Catholic Education?**

#### **GRADE: 2**

The quality of teaching in Religious Education is good. A total of nine lessons were observed across the key stages. All of these lessons were judged to be at least satisfactory and 88% were good. The Religious Education department benefits from having experienced leaders in the subject, providing strong support for younger, less experienced teachers. In general the teachers have good subject knowledge and this is a major feature in the good progress made by the students. There is a reasonable range of resources. The Inspectors note that IT is identified in the school improvement plan as a priority. The teaching assistants are deployed appropriately. Students are provided with detailed feedback, both orally and through marking. They know how well they have done and can discuss what they need to do to sustain progress.

Assessment in Religious Education is good. The school's detailed information on student achievement is used effectively to identify and tackle under-achievement. The work of the students is assessed regularly, thus ensuring that they know how well they are doing and how to improve. The department sets targets which are challenging. A strength of the school is the

effective induction assessment procedure and associated learning programme. This enables the needs of newly arrived EAL students to be appropriately addressed.

The school's allocation of 10% Religious Education Curriculum time is met and is in line with Bishop's Conference requirements. The Religious Education Curriculum matches the needs and aspirations of the students throughout the key stages. Good opportunities are provided for spiritual and moral development. There is much evidence that the students enjoy the topics covered.

As of this year, Year 11 students have completed GCSE Religious Studies early and have embarked on the AQA 'Citizenship' course. Although much of this course can reflect Catholic social teaching, the school needs to ensure that explicit links to Catholic teaching, Scripture and the Sacraments are made.

The school prioritises the importance and relevance of Collective Acts of Worship. Staff and students pray together at the beginning and the end of the day. Parents/parish participation is encouraged and the celebrations of some key feasts, including St.Peter and St.Paul, have been developed. Tutor-based acts of collective worship follow a fairly routine structure, whereas House assemblies are planned so as to involve the students in delivery and provide a richer variety of prayer.

#### **Common grading scale for all inspection judgements**

Grade 1 Outstanding

Grade 2 Good

Grade 3 Satisfactory

Grade 4 Inadequate

## INSPECTION JUDGEMENTS

### OVERALL EFFECTIVENESS

Leave this judgement until the end. Then transfer your grades from for the 3 overarching judgements into the boxes below and make the overall effectiveness judgement the modal grade of these 3 judgements

<b>How effective is the school in providing Catholic education?</b>	<b>2</b>
<ul style="list-style-type: none"> <li>• <b>how good are the outcomes for pupils, taking particular account of variations between different groups</b></li> </ul>	2
<ul style="list-style-type: none"> <li>• <b>how effective is the provision in promoting Catholic education</b></li> </ul>	2
<ul style="list-style-type: none"> <li>• <b>how effective leaders and managers are in developing the Catholic life of the school</b></li> </ul>	2

### PUPILS

<p><b>How good outcomes are for pupils, taking particular account of variations between different groups</b> Please use the modal average of the judgements 2), 3) and 4) to inform judgement 1) Judgement 6) informs judgement 5) and finally Judgements 1) and 5) inform the main judgement with 1) carrying most weight</p>	<b>2</b>
<ul style="list-style-type: none"> <li>• <b>1) how well pupils progress and enjoy their learning in Religious Education</b></li> </ul>	2
<ul style="list-style-type: none"> <li>• <b>2) <i>the pupils' standards of attainment in Religious Education</i></b></li> </ul>	2
<ul style="list-style-type: none"> <li>• <b>3) <i>the quality of pupils' learning and their progress</i></b></li> </ul>	2
<ul style="list-style-type: none"> <li>• <b>4) <i>the quality of learning for pupils with particular learning needs and / or disabilities and their progress</i></b></li> </ul>	2
<ul style="list-style-type: none"> <li>• <b>5) the extent to which pupils contribute to and benefit from the Catholic life of the school</b></li> </ul>	2
<ul style="list-style-type: none"> <li>• <b>6) <i>how well pupils respond to and participate in the school's collective worship</i></b></li> </ul>	2

### LEADERS AND MANAGERS

<p><b>How effective leaders and managers are in developing the Catholic life of the school</b> Judgement 2) informs judgement 1) The modal average of judgement 1), 3) and 4) inform the main judgement</p>	<b>2</b>
<ul style="list-style-type: none"> <li>• <b>1) how well leaders and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan improvement to outcomes for pupils</b></li> </ul>	1
<ul style="list-style-type: none"> <li>• <b>2) <i>how effectively leaders and managers promote community cohesion</i></b></li> </ul>	1
<ul style="list-style-type: none"> <li>• <b>3) how well leaders and managers monitor and evaluate the provision for Religious Education for improvement to outcomes for pupils</b></li> </ul>	2
<ul style="list-style-type: none"> <li>• <b>4) the extent to which the governing body provides effective challenge and support for the Catholic dimension of the school so that areas for development are tackled decisively and statutory and canonical responsibilities are met</b></li> </ul>	2

## PROVISION

<b>How effective the provision is in promoting Catholic education</b> Judgement 2) informs judgement 1) The modal average of judgements 1), 3) and 4) inform the main judgement	<b>2</b>
<b>1) The quality of teaching and how purposeful learning is in Religious Education</b>	<b>2</b>
<b>2) <i>the effectiveness of assessment and academic guidance in Religious education</i></b>	<b>2</b>
<b>3) the extent to which the religious Education curriculum meets pupils' needs</b>	<b>2</b>
<b>4) the quality of Collective Worship provided by the school</b>	<b>3</b>