

NOTTINGHAM DIOCESAN INSPECTION REPORT ON DENOMINATIONAL EDUCATION

SUMMER 2010



**Christ the King Catholic Primary School
Glenfield Road
Leicester
LE3 6DF**

Date of Inspection: 5th May 2010

(Section 48, 2005 Education Act)

SECTION 48 DENOMINATIONAL INSPECTION REPORT

Name and address of School:	Christ the King Catholic Primary School Glenfield Road Leicester LE3 6DF
Headteacher:	Mr. Martin Fitzwilliam
Chair of Governors:	Mr. Ian Knight
Date of Inspection:	5th May 2010
Inspection Team:	Mrs. Helen White Mrs. Anne Recchia
URN & DCSF Numbers:	120221 856 3420
Overall Grade Awarded:	2 GOOD

A. DESCRIPTION OF THE SCHOOL

Christ the King Catholic School is a larger than average Catholic primary school situated to the west of the city of Leicester. It serves the Leicester parishes of The Most Blessed Sacrament, Mother of God, and St. Peter's. The school is popular and is heavily oversubscribed on an annual basis to the extent that governors have had to refuse places to practicing Catholic families who do not live close to the school.

The pupils currently in school are, almost exclusively, baptised Catholic. The pupil population however, has changed dramatically since the last inspection and the backgrounds of pupils have become more culturally diverse. A significant proportion of pupils entering school in the current Early Years Foundation Stage have English as an additional language (58%). 16% of all pupils are on the special needs register. The percentage of pupils with a statement of special educational need is 1% and 8.5% of pupils have an entitlement to free school meals which is below the national average.

B. OVERALL EFFECTIVENESS

How effective and efficient is the provision of Catholic education in meeting the needs of learners and why?

Christ the King is a good school with some outstanding features. It is at the heart of the Catholic faith community in the area and is very well respected locally. Gospel values of compassion and care permeate the foundation and lived ethos of the school. Collective Worship, liturgy and prayer play a significant role and are strengths of the school. The provision for community cohesion is good and links with the local Catholic faith communities are strong.

The standards in curriculum Religious Education (R.E.) are good overall, with teaching ranging from satisfactory to outstanding. By the time pupils reach the top of the school their attainment is good. The children's behaviour is outstanding. The Religious Education positively effects the pupils' spiritual and moral development.

The school has taken steps to address the issues raised in the last inspection making effective progress in raising standards in Religious Education in Key Stage 2. Assessment for learning and effective differentiation is however, not fully embedded and needs further work.

Grade: 2 Good

C. The capacity of the school to make further improvements and why.

Christ the King Catholic School has a good capacity to make further improvements. Its dynamic Headteacher has already brought about significant change since his appointment and has put in place good measures to assess the schools' strengths and areas for improvement. The school's own self-assessment is accurate and honest. The Headteacher and the leadership team must now work closely with the Governing Body to ensure that governors develop as critical friends and more fully discharge their monitoring role within the school.

Grade: 2 Good

D. What steps need to be taken to improve the provision further?

The school's many strengths far outweigh areas for development. To build on this strong position the school should:

- Develop the role of the Religious Education Coordinator so that effective and rigorous monitoring and evaluation leads to well targeted planning and improvement in standards.
- Establish manageable systems to monitor and evaluate the Catholic life of the school and Acts of Collective Worship

- Develop the role of the Governing Body so that they can act as a “critical friend” to the school and be an effective part of the monitoring and evaluation process.

THE CATHOLIC LIFE OF THE SCHOOL

Leadership and Management

1. How effective are leadership and management in developing the Catholic life of the school?

Christ the King Catholic School is led effectively and managed well. The energetic and dynamic leadership of the Headteacher has brought about significant changes. He has a clear vision for the school and has successfully engaged the governors, staff and pupils in that vision. The senior leadership team are clearly focused on improving standards and developing a welcoming and caring environment for all learners. The Mission of the school is a lived experience and there is a real sense of a Catholic community working together.

The Governing Body are supportive of the school and are very proud of its achievements. They are committed to safeguarding the Catholic life of the school and as such have insured that at least one of the Headteachers’ performance objectives is related to this every year. The school improvement committee has played some part in the development of the school improvement plan. However, they are still at an information gathering stage, rather than one that actively challenges the Headteacher and rigorously monitors standards and the Catholic life of the school.

Leadership at all levels makes an outstandingly effective contribution to the spiritual and moral development of the pupils. It is most evident in the classrooms where relationships are excellent. There is a mutual respect for one another irrespective of background. Morale in the school is high.

The priests from the parishes visit the school on a regular basis and take it in turns to say Mass. The Governor with responsibility for Religious Education visits the school on a weekly basis, attending acts of collective worship and meeting with staff and pupils. He is a very positive presence in the school and works hard to maintain the links with home school and parish.

Parish links are strong. The Head teacher and senior leadership team are supportive of the sacramental programme in the parishes. A very successful Grandparents Day also managed to engage parishioners in the life of the school.

There are strong links with other Catholic and Local Authority schools. Secondary School transition is well thought out and involves the pupils throughout their time in Key stage 2. The school takes full advantage of support from the local authority and the Diocese. Good links exist with other professionals to ensure the pupils are safe, well supported and cared for.

The Catholic life of the school is monitored in an informal way by both the governors and Head teacher. A more rigorous and formal approach to this would allow senior leaders and Governors to fully evaluate the impact the school is having on the faith, and moral and spiritual development of the children.

Grade: 2 Good

Collective Worship

2. How good is the quality of Collective Worship?

The quality of prayer, Collective Worship and the liturgical life of the school is effective to a good level. It offers pupils opportunities to re-affirm, interpret and put into practice the values of the school. It promotes the spiritual and moral development of the pupils to an outstanding level.

Collective Worship is well planned, using the liturgical year and the Here I Am Scheme as its basis. The content is appropriate and well structured to allow pupils to participate prayerfully and with enthusiasm. Music is used to extremely good effect in worship in engaging the pupils' interest and their spiritual response to scripture. Different styles of worship have been introduced to allow pupils the opportunity to experience a variety of prayer forms. They have responded to this in a very positive, prayerful way.

The Eucharist has a central place in the life of the school with Mass being celebrated at least twice per term. ICT has been used very appropriately to help pupils take a more active role in the liturgy and fully engage in the celebration.

The monitoring and evaluation of Collective Worship and prayer is done informally. This has led to some improvements in provision. A more formal system would ensure areas for development are actively targeted, monitored and evaluated. This would focus appropriate support for the staff and would lead to even further improvement.

Grade: 2 Good

Community Cohesion

3. How effectively the school promotes community cohesion: inwardly (within the school); within the local faith community (parish and education communities); and the wider social, cultural and educational communities.

Community cohesion is given a high priority at Christ the King School. Leaders at all levels work hard to ensure everyone in the school works harmoniously, without fear of prejudice or bullying. There is a strong sense of community where staff, pupils and parents work cooperatively together and are proud of the schools' achievements and its well-deserved reputation. Links with the local parishes and the parents are strong. The recent parents' questionnaire shows an overwhelming support for the school.

Induction into the school at the Early Years Foundation Stage is good. Parents are well informed and pupils are given the opportunity to sample school life before they begin

formally in September. Plans to develop this further by meeting parents in the home would further enhance provision.

Pupils new to the country are welcomed in the school and every effort is made to ensure they settle quickly and are well supported. The school also gives opportunities for parents to develop their own learning in adult education organised by the school. It signposts other services offered by the local community well, both through regular newsletters and its very accessible web site.

The school has strong links with the Leicester family of schools and its Catholic partners in education both locally and in the Diocese. It has especially good links with the Catholic Secondary School, English Martyrs, where the well planned transition process begins at the start of Year 3 and develops throughout Key Stage 2.

Efforts to ensure pupils work with their peers from different faith backgrounds have resulted in effective links being made with a local school with a predominantly Muslim population. Year 4 recently shared an activity day with their counterparts in the school. Pupils were enthusiastic to continue this partnership. Links have also been made with a school in Zimbabwe, although this is still in its early stages. The school has recognised that it needs to develop further its links with a range of different communities both nationally and internationally

The school acknowledges that its intake has changed considerably since the last inspection. It has put in place a good support network for children and parents with English as an additional language. Diversity is celebrated through the Religious Education curriculum, visits to other places of worship, Acts of Collective Worship and special themed days. Opportunities for visitors from other faiths to come into the school and engage with the learners are limited and should be investigated further.

Grade: 2 Good

RELIGIOUS EDUCATION

Achievement and Standards

4. How well do learners achieve?

Evidence from lesson observations and work scrutiny suggests that pupils' attainment in Religious Education is good overall. Pupils say that they enjoy RE. A variety of cross curricular approaches are included within the teaching and learning of the subject. Pupils are able to talk with considerable knowledge and understanding of the subject and express good use of religious language. For example in a year 4 class pupils demonstrated good biblical knowledge relating to St. Paul.

There is a wide range of abilities across the school and, given the children's starting points they make good, and some even make very good, progress in Religious Education. Pupils in the Foundation stage demonstrated exceptional knowledge and understanding for their age. They shared their understanding of the Holy Spirit and the

Holy Trinity. They could describe their feelings and the situations when they would ask the Holy Spirit for help.

Work books show evidence that the "Here I Am" themes are covered. However, the same task is often set for all pupils and so progress is not always evident and pupils are not given the opportunity to show the depth of their understanding. Teachers mark pupils' work with positive comments, but not all use targets and support statements to enable them to improve their work. The assessment levels suggest that pupils are achieving satisfactory levels, whereas lesson observations and recorded work show higher than expected levels of attainment.

There is a large School Council, which is led by the year 6 pupils and reports directly to the Headteacher. There is evidence of child-initiated ideas, which have helped to improve the school environment. An example is the new playground equipment that was being installed at the time of the inspection.

The behaviour of the pupils in the school is outstanding. Children demonstrate good manners and are respectful of staff and of each other.

In order to improve standards the school must provide more opportunities for pupils to access differentiated tasks. Teacher assessment should direct pupils on how to improve their work. Summative assessment needs to be more accurate to match learners' attainment. Target setting in RE needs to be introduced across the school.

Grade: 2 Good

Quality of Provision for Religious Education

5. How effective are teaching and learning?

The quality of teaching ranges from satisfactory to outstanding. Teachers challenge pupils to think spiritually. For example in Year One pupils were offered opportunities to reflect on 'What is the Easter message?' Also in a Year 5 class, pupils demonstrated their ability to translate bible readings into a letter to their friend. Where excellent teaching was observed, pupils were engaged in their learning and given a variety of tasks. Pace and challenge was observed in these lessons and Teaching Assistants were used effectively to support learning. The teachers are generally confident in their subject knowledge and are committed to teaching Catholic beliefs. Staff provide good role models for the pupils. This affects the quality of teaching and learning and supports the moral and ethical development of the children.

Summative teacher assessment shows evidence of satisfactory achievement. However, evidence in books and lesson observations suggests that achievement is good.

Parents are kept well informed about the R.E. topics in "Here I Am" through termly newsletters and are encouraged and welcomed to assemblies and celebrations. Parents are given the opportunity to take part in classes at the school to further their own education linked to linguistic skills.

In order for the school to develop further, teachers need to take responsibility for moderating RE levels and for carefully assessing the taught R.E. curriculum. The RE Co-ordinator's role needs to be developed further to ensure that she effectively monitors and evaluates the RE curriculum across the school.

Grade: 2 Good

6. How well does the Religious Education curriculum meet the needs and interests of learners?

The R.E. curriculum fulfils the requirements of the "Curriculum Directory for Catholic Schools" to a good standard. Firm evidence during lesson observations demonstrated how the life and teachings of Jesus Christ affects pupils' lives today. Teachers are able to share their own personal beliefs to model the effect of Christ's teaching in their lives. The school effectively covers the teaching of other faiths in line with Diocesan guidelines and values the input of those of other faiths outside the school community. The school has organised days focusing on other faiths and cultures e.g. Africa Day and an India day. They have also made use of the local mosque for trips.

The caring Catholic ethos of the school has had a positive effect on nurturing Pupils' behaviour during lessons. It is exemplary and reflects the good relationships which are evident at Christ the King. It impacts positively on achievement and standards.

Pupils enjoy their R.E. lessons. Lively hymns are sung by the children and these are integrated into the RE lessons and assemblies. In Year 1, children enjoy sharing their ideas electronically on small voice recorders.

In order to ensure that all external requirements are met, school leaders need to ensure that all classes meet the 10% curriculum time required within Catholic schools.

Grade: 2 Good

Leadership and Management

7. How effective are leadership and management in raising achievement and supporting all learners in Religious Education?

Overall leadership of Curriculum R.E. is good.

The Headteacher provides strong and effective leadership and management and is working hard to ensure that standards continue to be raised under his leadership. He has already made positive changes towards improving the school.

The Governing Body is supportive of the school. One of the Parish Priests is the governor with responsibility for R.E. However, he and the other Governors need to offer more challenge to the Headteacher in order to have a more cohesive approach to raising achievement in curriculum R.E. The Governing Body must to give Religious Education parity with other core curriculum subjects when reviewing attainment and progress.

There is a School Improvement Plan in place. It highlights actions to move the school forward in this area. However Assessment in RE has been on the School Improvement Plan now for three years but is still an area for development.

The R.E. Co-ordinator, has ensured that the R.E. curriculum fulfils the requirements of the Curriculum Directory for Catholic Schools. She uses work scrutiny to explore coverage of the R.E. curriculum. She has ensured that the provision for worship in the school is effective and appropriate to a good standard. She now needs to work much more closely with the teachers to implement target setting and moderating the pupils' work. She has not taken the opportunity to monitor the quality of teaching and learning within the R.E. lessons throughout the school.

The Headteacher should ensure that effective working partnerships continue to be in place with parents, parishes and other outside agencies to support this continuing work of the school.

Grade: 2 Good

Common grading scale for all inspection judgements

Grade 1 Outstanding

Grade 2 Good

Grade 3 Satisfactory

Grade 4 Inadequate

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

How effective and efficient is the provision of Catholic education in meeting the needs of learners and why?	2
<ul style="list-style-type: none"> the overall effectiveness of the Catholic life of the school and its provision for community cohesion; 	2
<ul style="list-style-type: none"> the overall effectiveness of the provision for the Catholic Religious Education curriculum, its main strengths and areas for development 	2
<ul style="list-style-type: none"> the effectiveness of steps taken to promote improvement since the last inspection 	2
<ul style="list-style-type: none"> the capacity to make further improvements 	2

THE CATHOLIC LIFE OF THE SCHOOL

How effective are leadership and management in developing the Catholic life of the school?	2
<ul style="list-style-type: none"> how well the governing body fulfils its role in relation to the school's Catholic foundation 	3
<ul style="list-style-type: none"> how effectively leaders and managers at all levels set clear direction which promotes high quality care and education and leads to improvement 	2
<ul style="list-style-type: none"> the quality of the leadership of the Headteacher and senior staff in leading and developing the Catholic life of the school 	1
<ul style="list-style-type: none"> how effectively leadership at all levels in the school promotes learners' spiritual and moral development 	2
<ul style="list-style-type: none"> the impact of the involvement of the local priests on the work of the school 	2
<ul style="list-style-type: none"> how effectively the leadership promotes relationships and communication with key partners in education 	2
<ul style="list-style-type: none"> how effectively the Catholic life of the school is monitored and evaluated 	3
How good is the quality of Collective Worship?	2
<ul style="list-style-type: none"> the quality of the provision for prayer, Collective Worship and liturgical life of the school and its frequency 	2
<ul style="list-style-type: none"> learners' response to the school's provision 	2
<ul style="list-style-type: none"> how effectively the provision is planned, monitored and evaluated 	2
<ul style="list-style-type: none"> how well the liturgical life, prayer and Collective Worship contributes to the spiritual and moral development of the learners 	1
How effectively the school promotes Community Cohesion?	2
<ul style="list-style-type: none"> how effectively leadership at all levels promote community cohesion within the school 	2
<ul style="list-style-type: none"> the efforts of the school to promote community cohesion with the wider Catholic faith and education communities 	1
<ul style="list-style-type: none"> how well does the school work in partnership with the wider education, cultural and social communities 	2
<ul style="list-style-type: none"> the inclusive nature of the provision for prayer, Collective Worship and the liturgical life of the school 	2
<ul style="list-style-type: none"> how far the Religious Education curriculum promotes community cohesion 	2

RELIGIOUS EDUCATION

How well do learners achieve in Religious Education?	2
<ul style="list-style-type: none"> learners' success in achieving challenging targets including qualifications and learning goals, with trends over time and any significant variations between groups of learners 	2
<ul style="list-style-type: none"> the standards of learners' work 	2
<ul style="list-style-type: none"> learners' progress relative to their prior attainment and potential, with any significant variations between groups of learners 	2
<ul style="list-style-type: none"> the extent to which learners enjoy their work 	2
<ul style="list-style-type: none"> the behaviour of learners 	1
<ul style="list-style-type: none"> learners' spiritual, moral, social and cultural development 	2
<ul style="list-style-type: none"> the extent to which learners' contribute positively to the school and broader community in the school 	2
How effective are teaching and learning in Religious Education?	2
<ul style="list-style-type: none"> how well teaching is used to meet learners' needs and curriculum requirements 	2
<ul style="list-style-type: none"> the suitability and rigour of assessment in planning, monitoring and informing learners' progress 	3
<ul style="list-style-type: none"> the diagnosis of, and provision for, additional learning needs 	2
<ul style="list-style-type: none"> the involvement of parents and carers in their children's learning and development 	1
How well does the Religious Education curriculum meet the needs and interests of learners?	2
<ul style="list-style-type: none"> the extent to which the Religious Education curriculum matches learners' aspirations and potential, building on prior attainment and experience 	2
<ul style="list-style-type: none"> how far the Religious Education curriculum meets external requirements and is responsive to local circumstances 	2
<ul style="list-style-type: none"> the extent to which the curriculum in Religious Education contributes to the spiritual and moral development of the learners 	1
<ul style="list-style-type: none"> the extent to which the Religious Education curriculum contributes to learners' enjoyment and achievement 	2
How effective are leadership and management in raising achievement and supporting all learners in Religious Education?	2
<ul style="list-style-type: none"> how effectively whole school and subject leadership in Religious Education lead and support their staff 	2
<ul style="list-style-type: none"> how effectively performance in Religious Education is monitored and improved through quality assurance and self-assessment 	3
<ul style="list-style-type: none"> how well equality of opportunity is promoted and discrimination tackled so that all learners achieve their potential 	2
<ul style="list-style-type: none"> the adequacy and suitability of staff to ensure that learners are well taught 	2
<ul style="list-style-type: none"> the adequacy and suitability of specialist equipment, learning resources and accommodation 	2
<ul style="list-style-type: none"> how effectively and efficiently resources are deployed to achieve high standards 	2
<ul style="list-style-type: none"> The extent to which governors discharge their responsibilities 	3