



Archdiocese of Birmingham

Section 48 Inspection Report

CHRIST THE KING CATHOLIC PRIMARY SCHOOL

Warren Farm Street, Kingstanding, Birmingham, B44 0QN

Inspection dates:

10th & 11th June 2019

Lead Inspector:

Rose Brookes

OVERALL EFFECTIVENESS:

Outstanding

Catholic Life:

Outstanding

Religious Education:

Outstanding

Collective Worship:

Outstanding

Overall effectiveness at previous inspection:

Outstanding

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

This is an outstanding Catholic school because:

- At Christ the King Catholic Primary School the headteacher and the Religious Education leader are deeply committed to the Church's mission in education. They compliment each other and work very well as a cohesive team. They are energised by the task and are a source of inspiration for the whole community.
- From their earliest years, pupils are encouraged, through meaningful and prayerful discussions, to name their feelings and manage their emotions. This gives them self-confidence and enables them to treat each other with respect.
- Staff enjoy teaching Religious Education at Christ the King because they are well trained and supported. The headteacher ensures that they have time to plan their Religious Education collaboratively. The Religious Education leader continually inspires the staff to be highly motivated.
- Every opportunity is taken by senior leaders and the generous parish priest to develop the spirituality of all staff and parents. As a result, adults have the chance to deepen their relationship with God.
- The school and parish are proud of the way they work together for the good of every pupil. The governors are innovative in the ways that they support parents. They see this as their vocation because they cherish the school community and actively seek out opportunities to support and improve it.

FULL REPORT

What does the school need to do to improve further?

- Induct the newly appointed assistant Religious Education link governor, to support the effective work of the current link governor.
- The governors need to formally record all their evaluations of Catholic Life, Religious Education and Collective Worship.
- Provide further training to develop the pupils' ability to initiate, plan and lead Collective Worship. This would allow pupils to be more independent across the school.

THE CATHOLIC LIFE OF THE SCHOOL

The quality of the Catholic Life of the school.	Outstanding
The extent to which pupils contribute to and benefit from the Catholic Life of the school.	Outstanding
The quality of provision for the Catholic Life of the school.	Outstanding
How well leaders and governors promote, monitor and evaluate the provision of the Catholic Life of the school.	Outstanding

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.

- The quality of Catholic life in this happy school is outstanding because the staff, pupils and governors understand and live the school's mission, 'God's Kingdom we will build, for our lives to be fulfilled.'
- Staff, pupils and governors refer to the school as an extension of their own family. Pupils and staff show a deep respect for themselves and others as made in the image and likeness of God. Pupils love attending school.
- The behaviour of almost all pupils is exemplary. They deeply appreciate the great care that staff show to them.
- The staff are excellent role models and their actions show commitment to the mission of the school. They live out the virtues promoted in the Catholic Schools' Pupil Profile (CSPP) and Gospel values to ensure that the needs of all pupils are met. They encourage pupils to trust by willingly sharing their lives and experiences. Pupils appreciate this and respond with openness.
- Pupils receive continual support from staff, which helps them to learn about the love of God. They show an ability to listen, to give thanks, to forgive and be forgiven.
- The faith ambassadors believe that it is their vocation to support Catholic Life. They regularly check prayer areas in each classroom and report back when things need improving. Staff listen and act on their evaluations.
- The school environment greatly enhances the school's mission and Catholic identity. There is a rich variety of different displays, many of which the pupils have made, depicting the virtues promoted in the CSPP, different saints and the liturgical year.

- Staff are continually developed spiritually, morally and professionally by the senior leaders and the parish priest. All staff attend retreat days and staff prayers each Friday.
- School staff, supported by the parish priest, continually provide programmes of catechesis for the parents of children who are preparing to receive the sacraments of the Eucharist and Confirmation. This enables parents to deepen their knowledge of the Catholic faith.
- There is a strong sense and responsibility of God's call for us to evangelise. The outreach programme for parents is supported in school by staff, governors and the parish priest who is very generous with the time and support he gives to the school.
- Newsletters are very informative for parents and they encourage greater understanding and participation.
- Pupils who are receiving the sacraments are very well supported in their preparation through their attendance at retreat days, which take place in school, and Year 6 also visit Alton Castle.
- Pupils lead fundraising for several different charities, including Father Hudson's Society Fund, St Vincent de Paul's, St Chad's Sanctuary and Sifa Fireside. The inspirational school choir sings at the St Chad's Sanctuary, the local old people's home and many parish events.
- Pupils learn about different faiths and cultures. Each year pupils visit different places of worship. Pupils appreciate that learning about other faiths helps them to understand how others pray to God and to respect those who have different beliefs.
- Pupils have a very good and sincere understanding of vocation and enjoy the 'World of Work' activities that the school provides. They can talk about how they need to live out their vocation in school and at home and are able to articulate how the faith, strength and talents they have gained at school will support them in the future.
- Pupils benefit from the the Archdiocese of Birmingham relationships and sex education (RSE) programme, 'All That I Am'. They explore feelings and emotions and how they impact on themselves and others.
- All year groups are taught about safe relationships. New resources have recently been purchased to further develop pupils' learning in RSE in line with Church teaching.

How well leaders and governors promote, monitor and evaluate the provision of the Catholic Life of the school.

- The headteacher and the Religious Education subject leader are deeply committed to the school's mission. They provide support and challenge in all aspects of Catholic Life.
- The senior leadership team and the governors give Catholic Life the highest priority.
- Governors are well informed about the strengths and areas for development. They are very involved in evaluating Catholic Life. They continually provide challenge. However, they need to formally record their very good involvement in all areas.
- Governors deeply care for the school. They are innovative and generously use their talents to serve the pupils and parents. Their work has helped parents access training that will have a positive impact on their lives.
- All members of the school participate in rigorous and systematic self-evaluation of Catholic Life. This provides searching analysis and self-challenge and leads to

planned improvements. For example, everyone has been actively involved in reviewing the school mission statement.

- Historically, parents show an appreciation of the ethos and values taught to their children. Completed surveys (2018-19) state: "My child loves learning and singing about God", and, "I like the religious aspect which teaches and focuses on right from wrong and consideration of others".
- High quality professional development enables staff to have a deeper understanding of the school's mission. They have been actively involved in supporting and shaping it.
- Staff professional development is given the highest priority. Some examples of this include: diocesan training, CAFOD training, inset from the Columban Missionaries, as well as in-house training developed from the diocesan cluster meetings. This ensures that all staff can confidently support and embrace all elements of Catholic Life.
- The parish priest, who is very well supported by other religious in the parish, has worked in partnership with the headteacher and the Religious Education leader. He is deeply committed to the development of all areas of Catholic Life.

RELIGIOUS EDUCATION

The quality of Religious Education.	Outstanding
How well pupils achieve and enjoy their learning in Religious Education.	Outstanding
The quality of teaching, learning and assessment in Religious Education.	Outstanding
How well leaders and governors promote, monitor and evaluate the provision for Religious Education.	Outstanding

How well pupils achieve and enjoy their learning in Religious Education. The quality of teaching, learning and assessment in Religious Education.

- Pupils enter Nursery and Reception classes with very low levels of knowledge and understanding of the Catholic faith. However, due to good teaching, they quickly begin to make progress. This means that, by the end of foundation stage, most have made outstanding progress and the majority of pupils are working at expected levels.
- The high-quality professional development and improvement in teaching strategies over the past three years means that attainment continues to be above age-related expectations for most pupils.
- By the end of both key stages, most groups of pupils make good progress and a significant number make outstanding progress.
- The school ensures that pupils with special educational needs and pupils with English as an additional language are very well supported. Teachers and other adults are very aware of their pupils' capabilities and of their prior learning and understanding and plan very effectively to build on these. The provision for inclusion is excellent. By the end of Year 6, attainment is at least good for most of these pupils, irrespective of ability, and it is comparable with the progress of other pupils.
- In all classes, teachers plan activities to suit the differing needs of pupils. This outstanding support and challenge of pupils enables them all to access learning with confidence.

- All teaching is good, and a significant amount is outstanding. Teachers are inspirational and have very good relationships with pupils. They are good role models who enjoy teaching Religious Education. All the teachers have excellent subject knowledge. This enables pupils to take part in lessons with great interest and enthusiasm.
- Almost all pupils are engaged in their learning. They use their knowledge, understanding and skills effectively, to reflect spiritually, and to think ethically and theologically. Consequently, they are fully aware of the demands of religious commitment in everyday life.
- As pupils progress through the school, they develop the skills required to engage in examination of and reflection upon religious belief and practice. Teaching consistently make links between life and faith and focuses on how pupils can apply what they are learning in Religious Education to their own lives, such as, living out the school mission statement.
- Teachers place an emphasis on deeper discussions that enable pupils to think about emotions, During the inspection teachers always gave pupils the opportunity to discuss feelings. Pupils demonstrated an ability to name and recognise how they were feeling and how people felt in the Pentecost bible story. They were also perceptive in their ability to see the consequences that feelings can have.
- Behaviour in lessons is outstanding because teachers make the work interesting. As a result, almost all pupils enjoy Religious Education.
- Teachers' marking of pupils' work is consistently good. It challenges pupils with questions that are answered at the start of the next lesson. Pupils are regularly given time to self-assess their own level of understanding. Consequently, they know when they have achieved good learning and know how to improve.

How well leaders and governors promote, monitor and evaluate the provision for Religious Education.

- Christ the King School greatly benefits from a caring headteacher who is dedicated to supporting her staff. She is an outstanding role-model.
- The Religious Education subject leader brings a passion to her role that is caring and thorough. She has an inspiring vision of outstanding teaching and learning. This leads to an unwavering commitment in holding staff, including other leaders, to account with regards to standards. Her high expectations and systems for monitoring ensure that any areas identified for improvement are addressed with appropriate and timely actions.
- Senior leaders have thoughtfully ensured that the teachers in each year group share the same planning time. As a result, they are able to work in supportive teams, which produce co-ordinated and consistent lessons. This is beneficial to pupils learning and teachers' workload.
- The headteacher and the Religious Education subject leader ensure that pupils' learning is evaluated during formal and informal observations, by the outcomes of book trawls and pupil interviews and by the analysis of data. There is an agreed schedule for monitoring Religious Education throughout the school. This results in well targeted planning and strategic action taken by the school, which leads to outstanding outcomes in Religious Education.
- Staff are developed through dialogue, coaching, training, mentoring and support. All staff have a Religious Education performance management objective. Staff complete professional development evaluations identifying strengths they can share and areas where they need support.

- The governors are very dedicated and share the vision of the senior leadership team for Religious Education. As a result, the subject is imaginatively and thoughtfully planned to meet the needs of different groups of pupils.
- The new Religious Education link governor is very knowledgeable. In partnership with senior leaders, she is actively challenging teachers to reflect on their planning and its impact on teaching and learning.
- There is great affection for the parish priest. He shows dedicated support for Religious Education and adult catechesis within the parish and school community.

COLLECTIVE WORSHIP

The quality of Collective Worship.	Outstanding
How well pupils respond to and participate in the school's Collective Worship.	Outstanding
The quality of Collective Worship provided by the school.	Outstanding
How well leaders and governors promote, monitor and evaluate the provision for Collective Worship.	Outstanding

How well pupils respond to and participate in the school's Collective Worship. The quality of Collective Worship provided by the school.

- A school Mass is celebrated by the parish priest each week, taking place either in the parish church or school hall, alternately. It is a sacred event, which engages all the pupils' interest and inspires them to think deeply.
- During the inspection, the choir sang beautifully in different harmonies at the whole school Mass. The behaviour of all pupils was exemplary. There was a genuine enthusiasm for Collective Worship. A group of Year 6 pupils prayed silently with open hands during the whole of Mass, reflecting the excellent teaching that they had received about Pentecost and ways to pray. The parish priest led everyone in a prayerful reflection after Holy Communion. The quality of silence and the depth of reverent participation in communal prayer was heartfelt.
- Pupils contribute regularly in Mass using their skills in a variety of roles as musicians, servers, readers, offertory bearers and technicians. As part of the congregation, they make very clear responses and singing with enthusiasm. The pupils are well prepared for these roles. During the inspection, eight pupils served during the Mass.
- The school invests in the development of religious music. The pupils have weekly hymn practices with a dedicated music teacher. They are encouraged to learn new hymns, which enhances the prayer life of the school. During the inspection, at the Mass, all pupils signed several of the hymns. The quality of the music greatly supported the celebration of the Mass.
- The headteacher leads a weekly Gospel assembly where pupils reflect on aspects of the liturgical year, explore contemporary themes about faith in their lives and promote the virtues of the Catholic Schools' Pupil Profile. Pupils compose and lead the prayers in these assemblies.
- All staff regularly participate in weekly prayer sessions at the beginning of the school day. During the inspection, there was a whole staff and governor prayer session, led by the assistant headteacher. This personal reflection focused on

the way other people have supported our personal faith journeys. It enabled all staff to pray in a quiet, thoughtful way.

- Through regular whole staff retreats, for example at Harvington Hall, the prayer life and spirituality of staff is continually developed. This is great strength of the school.
- Prayer bags enable families to participate in prayer and deepen their relationship with God. Pupils spoke positively about how these help them to involve their family and lead prayer at home.
- 'Stay and Pray' sessions are timetabled in the afternoon, before the end of the school day, to enable parents to come and pray with their children. This is just one example of how the school and parish work together to help the adults to deepen their relationship with God.
- Pupils are given regular opportunities to write and lead their own prayers in class. Many examples of this were evident in class prayer areas and learning journals.
- Pupils readily take the initiative in leading worship, displaying confidence and enthusiasm. In one instance, Year 6 pupils led the weekly staff prayer session. They gave thanks for what staff had taught them during their time at Christ the King.
- As pupils' progress through key stage 2, they take more ownership in planning, preparing and leading prayer services for their peers and younger pupils. By the time they reach upper key stage 2, pupils can lead class prayer and reflection services. However, this practise needs to be embedded. Pupils would benefit from further training to develop their ability to initiate, plan and lead Collective Worship. This would allow lower key stage two pupils to be more independent.
- Pupils are creative and resourceful in their liturgical planning. They want it to be the best it can be. During the inspection, Year five pupils led a meditation in Year two on the theme of, 'Love one another'. They prepared a PowerPoint, spoke without prompts, invited pupils to make their own personal prayers and challenged younger pupils asking, "How can we show love to others?" Year two pupils responded well with their ideas.
- Staff introduce and practise prayers for each year group. As a result, pupils' knowledge of the traditional prayers of the Church develops well as they move through the school.

How well leaders and governors promote, monitor and evaluate the provision for Collective Worship.

- Leaders treat their responsibility to lead and model best practice in Collective Worship with very high importance. The headteacher routinely leads acts of Collective Worship.
- Governors are dedicated and highly committed. They frequently attend Collective Worship and they regularly evaluate its impact.
- Parents also regularly complete questionnaires to evaluate the Collective Worship they attend. Their evaluations are very positive and show that they strongly agree that prayer and liturgy are central to the life of the school.
- The senior leadership team and class teachers formally observe and evaluate Collective Worship. Their comments to improve are acted upon. This has led to pupils experiencing a good variety of prayer styles and traditions. It has also helped pupils to develop the way they lead Collective Worship.
- The faith ambassadors regularly evaluate Collective Worship.

- The planning of Masses and liturgies is very well organised. Collective Worship is carefully planned to support the virtues promoted by the CSPP. It is continually evaluated by the senior leaders, teachers and governors.

SCHOOL DETAILS

Unique reference number	103423
Local authority	Birmingham
<i>This inspection was carried out under canon 806 of Canon Law and under Section 48 of the 2005 Education Act.</i>	
Type of school	Primary
School category	Voluntary Aided
Age range	3-11
Gender of pupils	Mixed
Number of pupils on roll	399
Appropriate authority	The governing body
Chair	Clare Gutteridge (Acting)
Headteacher	Maria Breslin
Telephone number	0121 464 9800
Website address	http://www.christkng.bham.sch.uk/
Email address	enquiry@christkng.bham.sch.uk
Date of previous inspection	June 2014

INFORMATION ABOUT THIS SCHOOL

- Christ the King is a one and a half form entry Catholic primary school with a nursery serving the parish of Christ the King.
- The percentage of Catholic pupils is currently 79%.
- The percentage of disadvantaged pupils is significantly above against the national average.
- The percentage of pupils with special educational needs and/or disabilities is significantly above the national average.
- The percentage of pupils from minority ethnic origins is above the national average.
- The percentage of pupils with English as an additional language is just below the national average.
- Attainment on entry is below average.
- Since the last inspection a new headteacher, deputy headteacher, Religious Education subject leader, chair and vice-chair of governors have been appointed. The school has become part of the 'Sursum Corda' group of schools with the aim of raising standards, sharing outstanding practice and celebrating the faith.

INFORMATION ABOUT THE INSPECTION

- The inspection was carried out by two Diocesan Inspectors – Rose Brookes and Stephen Godber.
- The focus of the inspection was on the impact, quality and leadership of the school's provision of Catholic Life, Religious Education and Collective Worship.
- The inspectors observed teaching across fourteen Religious Education lessons to evaluate the quality of teaching, learning and assessment. All of these lesson observations were conducted jointly with senior leaders.
- The inspectors completed a work scrutiny and held discussions with pupils to evaluate their understanding of Catholic Life, the impact of Religious Education teaching on their learning over time and their experience of Collective Worship.
- Meetings were held with the chair of governors, the Catholic Life link governor, the headteacher, the Religious Education subject leader and the parish priest.
- The inspectors attended a whole school Mass and assembly, class Collective Worship and undertook a learning walk to look at aspects of learning and teaching in Religious Education, the presentation of the Catholic Life of the school and pupils' behaviour.
- The inspectors reviewed a range of documents including the school's self-evaluation, data about pupils' attainment and progress, Analyse School Performance data, the school development plan, the Religious Education action plan, teachers' planning and learning journals.