



# Archdiocese of Birmingham

## Section 48 Inspection Report

### **CHRIST THE KING CATHOLIC PRIMARY SCHOOL**

Scots Lane, Coundon, Coventry, CV6 2DJ

Inspection dates:

28<sup>th</sup>-29<sup>th</sup> June 2018

Lead Inspector:

Denis Cody

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#### **OVERALL EFFECTIVENESS:**

**Outstanding**

Catholic Life:

Outstanding

Religious Education:

Outstanding

Collective Worship:

Outstanding

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*Overall effectiveness at previous inspection:*

*Outstanding*

#### **SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS**

- The school provides an outstanding Catholic environment to which pupils contribute fully and in which they can learn and flourish.
- Catholic teaching and values are reflected in every aspect of the school's life and curriculum.
- Teaching and learning are consistently good and often outstanding, so that most pupils make outstanding progress in Religious Education.
- Prayer and Collective Worship, rooted in Catholic teaching, are integral parts of daily school life.
- Behaviour and relationships throughout the school are outstanding.
- Leaders ensure that planning for Catholic Life, Collective Worship and Religious Education is informed by accurate self-evaluation and review, leading to well-targeted improvements and developments.
- School leaders have a clear vision for its future, based on a sound knowledge of its strengths and areas for development.

#### **FULL REPORT**

##### **What does the school need to do to improve further?**

- Further develop the Religious Education subject leadership role as an effective enabler of staff.
- Refine the process of monitoring and evaluating Catholic Life and Religious Education, so that its impact is clearly identified.

**THE CATHOLIC LIFE OF THE SCHOOL**

The quality of the Catholic Life of the school.	<b>Outstanding</b>
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 Catholic mission of the school is emphasised in its motto, 'Learning, Growing and Praying Together with Christ Our King.' This motto is displayed throughout the school and included on the school website and in newsletters to parents. Consequently, pupils talk about it being a part of their everyday life and can discuss and explain its meaning and how it is realised in the school.
- Pupils are taught about key virtues through the Catholic Schools' Pupil Profile (CSPP). These virtues are introduced in school assemblies and follow up work is carried out in each class. They are further promoted and reinforced by values and virtues certificates, which are awarded at assemblies to acknowledge pupils who have displayed these virtues at school.
- Both the school motto and the virtues promoted in the CSPP are reflected in the pupils' positive behaviour, attitudes and approach to school life, and in their supportive relationships with staff and one another. A Year 6 pupil commented, "Christ the King has impacted on all of us, as we want to follow in the footsteps of Jesus."
- The school's spiritual and moral teaching underpins pupils' understanding of right and wrong and their willingness to take responsibility for their own actions.
- The Catholic Life and mission of the school is evident in its commitment to the pastoral care of pupils. They are emphasised across all areas of the curriculum, for example, in the teaching of relationship and sex education, in the understanding and respect for other faiths and cultures, and in the eco council's concern for the environment.
- In both sites, the school's Catholic identity is clearly visible through prayer areas, prayer gardens, religious artefacts and displays. The virtues promoted in the CSPP are illustrated in displays and posters around the walls and the house system uses the names of places, which commemorate apparitions of Our Lady.
- Prayers and reflection, at the beginning of governor, staff and senior leadership meetings, emphasise the commitment of the school community to its Catholic Life and mission. Similarly, the parish priest's reflection for staff once a month, during their morning briefing, supports this commitment.
- Appropriate to their age, the pupils have a good understanding of vocation as a calling from God and how it impacts in their own lives. This is especially emphasised in the commitments they make during sacramental preparation. Although it is delivered in school, it is a partnership between school, parish and parents and is celebrated by all.
- The impact of Catholic teaching and their learning about vocation is evident in the pupils' understanding of their obligation to help those in need and their enthusiastic and proactive involvement with charitable fundraising. They support a local food

bank, as well as national and international charities. They are particularly passionate about the idea of children helping children, through their leadership of fundraising for the Mission Together charity.

- Pupils value and respect the Catholic identity of the school. They play an active part in maintaining and promoting it, such as through their involvement with the school council, the chaplaincy group and by taking ownership of classroom prayer areas.
- The school is firmly embedded in the parish and both work together to develop their successful partnership. The parish priest and deacons play an active part in school life through liturgy, visits to school and curriculum support. For example, the parish priest writes letters to Year 6 pupils when they leave the school to remind them they are still members of the parish and welcome at church.
- Pupils also contribute to the close partnership between school and parish. They act as altar servers every week at Sunday Masses. The headteacher leads a school choir at 9am Mass and pupils carry out the readings once a month and on special occasions, such as Education Sunday. Staff demonstrate their commitment by attending each week to support and encourage pupils.
- The pupils are also actively involved in the wider Catholic community through their close links with other local Catholic schools. They have also sung Christmas carols to pensioners and presented an Easter reflection and other performances to grandparents and elderly parishioners.
- The school has an active pupil chaplaincy group whose members make a significant contribution to its Catholic Life as role models and leaders for their fellow pupils. For example, following a training day with chaplaincy teams from other schools at Cardinal Newman secondary school, they led workshops for younger pupils back at school.
- Surveys and interviews with pupils are carried out as part of Catholic Life reviews. During this process, pupils are asked about their understanding of the messages delivered in Collective Worship. The chaplaincy team have also carried out audits of classroom prayer areas and provision of crucifixes and statues throughout the school, resulting in the purchase of new crucifixes. Pupils views are listened to and acted upon.

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

- The governing body, headteacher and senior leaders all strongly support the Church's mission in education, recognising their responsibility to protect and develop the Catholic Life of Christ the King school.
- The new headteacher is confidently building on the school's successful history. He has a clear vision for its future and is committed to a collaborative relationship with other Catholic schools.
- Following recommendations from a diocesan monitoring visit in 2016, governors' involvement with monitoring and evaluation has become more formal and targeted. They have discussed and almost completed the Catholic Life section of the Catholic Education Service (CES) self-evaluation document to identify strengths and areas for development in their own practice. As a result, they are identifying new ideas such as adding a specific Catholic Life section to the school website.
- Catholic Life is given a high priority in school improvement planning and always features prominently in the annual school development plan. Catholic Life targets are identified through accurate self-analysis and review.
- Monitoring and review of Catholic Life is planned and carried out in such a way as to include input from staff, pupils and parents. Learning walks and pupil interviews are used to monitor aspects of Catholic Life such as use and preparation of prayer areas

and how the school buildings reflect and promote its Catholic mission. Sacramental preparations and celebrations are monitored and feedback from parents gathered.

- Governors are kept informed of progress towards achieving the Catholic Life targets through termly reports from the headteacher and Religious Education subject leader. They are actively involved in this monitoring process and confidently challenge school leaders and hold them to account.
- As part of their promotion of Catholic Life, school leaders ensure that the areas for development identified in self-evaluation are addressed in staff training. For example, to develop greater awareness and understanding of the sacraments, staff training was developed in conjunction with parish clergy.
- The school makes every effort to engage with parents especially those who may be difficult to reach and those whose children are most vulnerable and in need of support. With this objective in mind, the role of the learning mentor has been developed to promote good working relationships with parents and families.

## RELIGIOUS EDUCATION

The quality of Religious Education.	<b>Outstanding</b>
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.**

- From the time pupils join the school, their progress and attainment in Religious Education are carefully monitored in line with diocesan expectations. Most pupils, of all abilities, consistently make at least good progress in each key stage and many make outstanding progress.
- Attainment is at least good, and for most pupils outstanding, in all key stages building on good Early Years provision. By the end of Year 6, the great majority of pupils have achieved or exceeded the expected outcomes in Religious Education.
- Pupils of all abilities are able to make good or better progress because tasks are tailored to meet their learning needs. More able pupils are challenged and those with special education needs or disabilities receive extra support.
- Across the school, pupils' written work is of a high standard and comparable in quality to their work in literacy.
- Appropriate to their age, pupils display good knowledge and understanding of their faith and can confidently discuss their learning in Religious Education. They have a sound biblical knowledge.
- They have a good understanding of the virtues taught through the CSPP and how these relate to their everyday lives.
- Teaching in Religious Education is consistently good or better.
- Teachers have good subject knowledge and high expectations of their pupils. Pupils enjoy Religious Education lessons; their behaviour is excellent and they are fully engaged and eager to ask and answer questions.
- Teachers adopt a variety of teaching styles and strategies to promote pupils' learning. Religious Education lessons incorporate a cross-curricular approach so

pupils experience art, music, drama and written work in a variety of genres. They take part in class and group discussions and learn to work independently and collaboratively.

- Pupils' learning is challenged and supported by strategic questioning and feedback during lessons. 'Next step' tasks and marking feedback help direct their learning and move it forward.

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

- In line with their commitment to Catholic education, governors and senior leaders protect the status of Religious Education as a core subject in the school. They ensure it receives adequate resources and always include Religious Education among the headteacher's performance management targets.
- They ensure that the requirements of the Bishops' Conference are met in terms of curriculum time allocated to Religious Education.
- School leaders ensure that Religious Education is consistently taught throughout the school by adopting and monitoring the diocesan scheme of work, including its planning and assessment recommendations.
- The Religious Education subject leader is committed and conscientious. She attends diocesan cluster meetings and keeps staff informed of new developments and initiatives. She offers advice and guidance when required and supports new staff in lesson preparation and delivery.
- Pupil attainment data is analysed to monitor overall performance of different classes and groups, enabling targeted support for individuals or groups and informing future planning and staff training. This task is currently carried out by the Religious Education subject leader. In line with diocesan advice, this would be more effective if class teachers had greater involvement in their own class data analysis.
- To develop the Religious Education leadership role further, greater emphasis should be placed on empowering and enabling other staff to develop their teaching.
- Provision and effectiveness of Religious Education is monitored through lesson observations, book scrutinies, learning walks and pupil interviews. Teachers' planning is monitored and pupil attainment data analysed.
- Outcomes from monitoring activities are reported back to staff and form the basis of targeted improvement planning. The process of monitoring and evaluation would benefit from further refinement, so that its impact is clearly identified.
- To ensure their judgements are accurate and consistent when assessing pupils' work, teachers have moderated pieces of work at staff meetings within the school and with colleagues from other schools in their diocesan cluster group.
- The Religious Education link governor has liaised with school leaders and taken part in some of these monitoring activities.
- Governors have a good understanding of Religious Education provision in the school. Standards and progress are regularly reviewed and discussed at their meetings and governors receive reports from the headteacher, Religious Education subject leader and link governor. They are aware of the school's strengths and areas for development.
- The Religious Education curriculum is under constant review to ensure it meets the needs of pupils. For example, Relationship and Sex Education is being reviewed with the involvement of staff, governors and parents.
- School leaders have revised provision for teaching about other faiths. Visits have been arranged to places of worship of other faiths and links have been established with non- Catholic schools.

- To give pupils a greater appreciation of the diversity of Catholic experience across countries and cultures, links have been successfully established with Catholic schools that have pupils from different social and cultural backgrounds.
- School leaders promote Religious Education provision by including enrichment activities in the curriculum. Pupils' Religious Education work and their spiritual, moral and vocational learning are enhanced and deepened by experiences such as retreats, residential visits to Alton Castle and the opportunity to take part in retreats in school. Similarly, sacramental preparation is enriched by workshops led by the local clergy.

## COLLECTIVE WORSHIP

The quality of Collective Worship.	<b>Outstanding</b>
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.

- Through their prayers, readings and singing, pupils participate enthusiastically in school Masses, which are held in the parish church. The school's high expectations are matched by pupils' reverent and prayerful responses to the Mass.
- Assemblies are used to introduce and celebrate new virtues from the CSPP, to reflect on the Sunday gospel readings and to teach about the liturgical seasons.
- Pupils listen attentively in assemblies and are eager to answer questions and share their ideas. Following the Monday mission assembly, they enjoy tackling the 'go forth task' which encourages them to find ways to put into practice the message of the assembly.
- The pupils' spiritual, moral and vocational development is promoted by the opportunities, after Masses and assemblies, to discuss the theme or message and how it relates to their lives.
- Pupils are very familiar with different forms of prayer. They are confident in composing and writing their own prayers and have experience of meditation and reflection. They also acquire a growing knowledge of traditional prayers as they go through the school, with each year group learning and using new ones. For example, the angelus is recited daily in each class.
- Even the very youngest children are developing an understanding of prayer and can talk about it. "You can ask God when you're sad to help you feel happy again." The prayers for their year group are prominently displayed and prayer focus areas are decorated in appropriate liturgical colours.
- Pupils respond positively to opportunities to take part in voluntary prayer and reflection activities, such as a lunchtime rosary group and Advent and Lent clubs.
- Younger pupils play active roles in teacher-led class assemblies and prayer services. From Year 4 onwards, groups of pupils plan and deliver prayer services to their peers and to younger pupils. Using a liturgy planner, they collaborate confidently together to prepare content and delivery, selecting hymns and music, prayers and pictures to best illustrate the theme of the worship. During the inspection, one such prayer service was followed by questions from the class discussing and reviewing

the service. In all cases the prayer services were enthusiastically and reverently delivered and received, with pupils displaying very good knowledge and understanding of their faith.

- The pupils in the chaplaincy team make a significant contribution to Collective Worship in the school. They have worked with pupils from other schools to prepare and deliver assemblies on Christmas and St Patrick's Day celebrations. They also played an active role in a retreat day in school, where they delivered a prayer service at the end of the day.
- Parents and family members value their children's involvement in acts of worship both in school and in the church. Large numbers of them attend class assemblies and Masses. Worship is often planned with them in mind. During Advent, for example, pupils take part in Benediction services. During Lent, stations of the cross are held in church. These services take place on Friday afternoons, at the end of the school day, so that parents and pupils can attend together.

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

- Governors have a visible presence in the school, through their regular attendance at assemblies, prayer services and celebrations. As a result, they have a good understanding of the school's provision of Collective Worship and how pupils respond to it.
- They also receive progress reports about Collective Worship initiatives in the termly headteacher report to governors.
- As part of their completion of the CES self-evaluation document, governors have reviewed the school's provision of Collective Worship and how it reflects the Catholic identity of the school.
- School leaders deploy a variety of monitoring activities to oversee the provision and quality of Collective Worship. For example, staff reflect with pupils following year group-led Masses. Feedback is also received from staff, parents and pupils about assemblies and prayer services. However, these are not collated into a planned and systematic programme.
- Where appropriate, the outcome of these reviews has led to aspects of Collective Worship being included in the school development plan. For example, the 'Teach us to Pray' diocesan document on prayer was introduced to staff to help with planning prayer in year groups.
- School leaders promote prayer and worship at home by distributing prayer bags to pupils to share with their families.

**SCHOOL DETAILS**

Unique reference number	137283
Local authority	Coventry
<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	4-11 years
Gender of pupils	Mixed
Number of pupils on roll	422
Appropriate authority	The Governing Body
Chair	Mrs Leanne Moynihan
Headteacher	Mr Peter Burke
Telephone number	02476 335790
Website address	<a href="http://www.ctl.coventry.sch.uk">www.ctl.coventry.sch.uk</a>
Email address	<a href="mailto:admin@ctl.coventry.sch.uk">admin@ctl.coventry.sch.uk</a>
Date of previous inspection	June 2013

## **INFORMATION ABOUT THIS SCHOOL**

- Christ the King is a larger than the average-sized two-form entry primary school with a nursery. It is situated in the parish of Christ the King and Our Lady of Lourdes in Coventry.
- It is a split-site school, formed in 2011 through the amalgamation of separate infant and junior schools, approximately 800 metres apart.
- Currently 99% of pupils are baptised Catholics.
- The percentage of pupils from disadvantaged backgrounds is below the national average.
- The percentage of pupils with special educational needs or disability is above the national average.
- The percentage of pupils from minority ethnic backgrounds is below the national average.
- The percentage of pupils with English as an additional language is below the national average.
- Attainment on entry is in line with national levels.
- Since the last inspection, a new headteacher was appointed in September 2017 and there has also been a new chair of governors.

## **INFORMATION ABOUT THE INSPECTION**

- The inspection was carried out by two Diocesan Inspectors, Denis Cody and Julie-Anne Talon.
- 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 twelve Religious Education lessons to evaluate the quality of teaching, learning and assessment. All the lesson observations were conducted jointly with the headteacher or Religious Education subject leader.
- The inspectors completed a work scrutiny and held discussions with pupils, including members of the chaplaincy team, 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 a group of governors (including the chair), the parish priest, the headteacher and the Religious Education subject leader. The inspectors also met and spoke to several parents/carers.
- The inspectors attended a whole school Mass, several class prayer services and a pupil-led key stage assembly. They also 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 (ASP) data, the school development plan, the Religious Education action plan and teachers' planning.