



INSPECTION REPORT

CHRIST THE KING CATHOLIC PRIMARY SCHOOL

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Headteacher: Mrs Anne Peachey
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Canonical Inspection under Canon 806 on behalf of the Diocese of Clifton
and inspection of Denominational Education under Section 48 of the Education Act 2005

Date of inspection: 26th-27th March 2014
Date of previous inspection: 18-19th January 2010

Reporting Inspector: Mrs M Barnard
Additional Inspector: Mr M O'Keefe

Description of School

Christ the King Catholic Primary School is adjacent to the parish church of Christ the King whose parish priest is Fr. Michael Derrick D'Mello. Approximately 40% of the pupils in the school are baptised Catholic. The Sisters of Charity are located nearby and support the school and parish. The school is smaller than average and serves an area of Bristol with a higher than average deprivation factor. The number of pupils receiving free school meals is significantly higher than the national average. The great majority of pupils are of White British heritage with those who have English as an additional language below the national average. The proportion of pupils with Special Educational Needs and/or disabilities is significantly higher than average. There is overwhelming support for the school from parents and the wider community.

Key for inspection grades

Grade 1: Outstanding; Grade 2: Good; Grade 3: Requires improvement in order to be good;
Grade 4: Inadequate

Overall effectiveness of this Catholic school (summary statement)

Grade 2

This is because of:

- The effective leadership on the Catholic Mission of the school by the headteacher and subject leader
- The care, guidance and support given to pupils, led by the headteacher and supported by all members of the school staff is outstanding
- The provision and outcomes for pupils are good
- The exemplary behaviour and attitude to learning by pupils
- The overwhelming parental support for the work of the school
- The environment of the school which is very well maintained providing a warm, welcoming and stimulating place for learning

The capacity of the school community to improve and develop

This is good because of:

- The commitment of the headteacher and senior leadership
- The attitude to learning of the pupils
- The overwhelming support for the school from parents
- The positive links with the Catholic community
- The strengthening capacity of the Governing Body

What the school needs to do to secure outstanding

- Improve Assessment procedures
- Improve the level of progress of pupils further
- Improve the monitoring and evaluation procedures to ensure they are more rigorous and systematic and ensure all levels of leadership are fully engaged
- Develop good leadership skills of pupils in prayer and worship and evaluation of the school

What the school should do to improve further

1. Improve Assessment procedures ensuring: greater accuracy when levelling, embedding consistent expectations and practice of marking and including more AT2 in teachers planning.
2. Improve the rates of progress for pupils and the number of pupils attaining the higher levels by providing more challenging and in-depth activities.
3. Improve monitoring and evaluation procedures at both school and governor level to ensure they are more rigorous and systematic and lead to analysis and self -challenge for future improvements.
4. Develop good leadership skills of pupils in prayer and worship across the school and in the evaluation of the Catholic life of the school.

How good are outcomes for pupils, taking account of variations between different groups?

Pupils benefit substantially from the Catholic life of the school. Most pupils take on some responsibility and engage very well with the Catholic Life of the school. They are reflective and enthusiastic in their participation in all aspects of RE and understand the importance of key celebrations. They understand that religious belief and spiritual belief is important for people. They are very respectful of one another and the adults in the school. Pupils have a very well developed sense of right and wrong and this was exemplified by the strong views expressed by upper KS2 pupils on work about Syria. Pupils have a strong sense of belonging to the school community and take great pride in their school. They are ready to express their opinions and understand well the idea of service, responding well to charity class fundraising events such as those taking part throughout Lent. The parish priest visits the school often to support the Catholic Life of the school.

Pupils are motivated and enthusiastic and apply themselves well to their work. They can talk enthusiastically about their enjoyment of RE and demonstrate a high level of interest in learning about their own and other religions. Rates of progress in RE are good by the end of Key stage one and in line or better by the end of Key stage two. Standards and progress could be further improved by focusing on the level descriptors and planning learning objectives more rigorously to improve outcomes. Further focus on AT2, as demonstrated by the good work carried out in an upper Key Stage two class where written questions were posed in marked work to encourage reflective thinking, would enhance the learning for pupils. Pupils take great care of their RE books and with the presentation of written work which is of a high standard across the school. Behaviour in RE lessons and across the school is outstanding because of the excellent level of care, guidance and support given to pupils, modelled by the headteacher and well supported by all members of staff.

The school has a prayer room where pupils can go voluntarily and pray quietly. Pupils pray regularly together in their classrooms and in assemblies, know traditional prayers and have opportunities for personal prayer. Pray areas in the classrooms reflected the liturgical season of Lent and many had Lent promises. RE displays in classrooms and around the school were of a high standard to encourage reflection and engagement. The whole school Assembly, led by

the headteacher on the Last Supper was outstanding in its sincerity and spiritual engagement of the pupils, who all responded with great stillness, calmness and reverence. All members of staff were fully engaged in modelling prayerful responses to pupils and the joyful singing of pupils and staff was a beautiful and spiritual end to the assembly.

Grade 2

What the school needs to do to secure outstanding

- Pupils should be more involved in developing and evaluating the Catholic Life of the school and the Prayer Life of the school
- More pupils should take responsibility and develop their confidence in planning and leading prayer and worship
- The rate of pupil progress and attainment between key stages needs to be greater

How effective are leaders and governors in developing the Catholic Life of the school?

The headteacher leads the spiritual, moral, social and emotional life of pupils extremely effectively and the Catholic mission of the school is a priority for all leaders and governors. There are plans in place to strengthen the expertise of governors further in RE matters through recruiting more governors which is proving challenging for the school. All Bishop's Conference requirements are met. The subject leader meets regularly with the link governor for RE who is the parish priest and supports parish/school links through the First Communion programme in the parish. The parish priest who is also the Vice Chair of governors was away during the inspection but it is clear that he provides good support to the school and in particular to the headteacher and subject leader in developing the Catholic Life of the school. The subject leader supports and advises staff and leads on staff training and there are also links with other local Catholic schools for mutual support and development. Staff attend training and a day of Inset is regularly set aside for RE. The Catholic ethos and excellent behaviour and attitudes of pupils towards one another are greatly enhanced as a result of the care and welfare by all staff and in particular by the headteacher. This in turn produces the excellent attitudes to learning of pupils and enables them to achieve good outcomes. Therefore, although formalised rigorous systems are not yet in place to monitor and evaluate the impact on pupils, the informal evaluations demonstrate that the impact is positive and the school is achieving good outcomes for pupils.

The subject leader monitors the progress of all pupils and the quality of teaching and learning. Teachers feel well supported by the subject leader. Leaders and governors have some knowledge of the school's strengths and areas for development, including the performance of different groups of pupils and the factors influencing outcomes. Plans have been implemented to improve outcomes and these have included work on assessment, levelling and pupil tracking. Rigorous monitoring by leaders and governors relating to provision and outcomes to provide a firm basis for accurate diagnosis is not yet systematic enough. This should include targeted milestones and clear lines of accountability. The headteacher and subject leader meet regularly with governors to report on RE matters and governors fulfil their statutory and canonical responsibilities.

Grade 2

What the school needs to do to secure outstanding

- Implement more formal, systematic and rigorous monitoring of the Catholic Life of the school relating to provision and outcomes by leaders and governors
- Implement a more structured and systematic oversight of Religious Education by governors to improve their knowledge of the strengths and weaknesses of the school and monitor actions for improvement more effectively.

How effective is the provision for Catholic Education?

During lessons pupils are highly motivated and sustain concentration extremely well. Achievement and effort are celebrated. Most teaching is good and very effective in ensuring pupils' interest remains high and progress is maintained. As a result pupils make good progress in their learning. Teacher knowledge is supported by the subject leader and time is used effectively in lessons. Differentiation is achieved through planning of appropriate activities for specific needs. Support by other adults is effectively deployed and contributes well to pupils' well-being and ability to learn. Pupil attainment is regularly assessed and there are processes for the tracking of pupil progress. Accurate assessment of pupils at the higher levels is variable and pupils would benefit from a greater understanding about what level they are working at and what they need to do to improve further as well as peer and self assessment. Where marking is good, pupils receive evaluative feedback on the content of their RE with further prompts and questions to develop reflective thinking and time is given for pupils to respond.

RE is based on the Curriculum Directory and meets all Bishop's Conference requirements and Diocesan guidelines. The curriculum promotes pupil's moral and spiritual development very well. Personalised programmes for those who need them are in place. The school is well resourced in RE with many stimulating artefacts on display around the school and in classrooms. The curriculum covers a range of other faiths including Judaism, Islam and Buddhism as well as cultural diversity and moral issues such as pupils' work on Syria. Provision for Relationship and Sex Education is in place and approved by governors and the school regularly consults with parents. The curriculum is enhanced by regular assemblies and these promote the Catholicity of the school and provide many opportunities for spiritual and moral development.

Displays in and around the school were of a high quality as was the school environment overall. The church seasons and feasts are well celebrated and themes are consistent with the Catholic character.

Grade 2

What the school needs to do to secure outstanding

- Teaching needs to be consistently good or outstanding
- Marking and dialogue between teachers and pupil's needs to be consistent and provide purposeful comments that support both teacher and pupil assessment.
- Greater accuracy in the assessment of the higher levels of attainment

Summary of Parental Questionnaires

There were 135 parental questionnaires returned and there were no negative comments. The overwhelming majority of responses agreed with the statements in the questionnaires and were complimentary about the school, the staff and the headteacher. Some quotes from the questionnaires are as follows:

‘We wanted a good Catholic school and overall we believe this is it’

‘The teachers have given my children immeasurable support. They are lovely, warm and welcoming’

‘The school is a place of hope and children are making the best of their time in the school’

‘It is a very caring and supportive school with individual needs and attention met for each pupil. It has a very warm and welcoming, calm environment’