

## DIOCESAN INSPECTION REPORT

# Christ the King Catholic Primary School

(Part of Nicholas Postgate Catholic Academy Trust), Tedder Avenue, Thornaby, TS17 9JP

School Unique Reference Number: **142279**

<b>Inspection dates:</b>	06 – 07 July 2022
<b>Lead inspector:</b>	Andrew Krlc
<b>Team inspector:</b>	Mark Taylor

<b>Overall effectiveness</b>	Previous inspection:	Outstanding	1
	This inspection:	<b>Outstanding</b>	<b>1</b>
<b>Catholic Life:</b>		Outstanding	1
<b>Collective Worship:</b>		Outstanding	1
<b>Religious Education:</b>		Outstanding	1

### SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

Christ the King Catholic Primary School is an outstanding Catholic school because:

- Christ the King is a warm and vibrant Catholic community where the school's mission statement 'Christ be our light and our guide' leads the staff and pupils in all that they do.
- The schools highly experienced senior leadership team (SLT) work diligently to provide the very best Catholic education for all pupils in their care. Their drive and commitment towards Catholic education is commendable.
- Pupils highly value the religious education that they receive. Teachers expertly scaffold and support pupil's learning to ensure that they achieve the very best standards. Teachers have created a community of theologians.
- The school has a keen focus upon the development of vocabulary for pupils. This is an area where further improvements can be made to ensure that all pupils can fully articulate their ideas.
- The Catholic Life of the school is extremely well developed. Staff have expertly managed this area of school life and given pupils ownership and responsibility for its development. Pupils recognise and highly value this opportunity to shape and drive Catholic Life of their school.
- The school has good links with the parish and local community; however, these have suffered as a result of the Covid pandemic. The school must now re-establish these links.
- Pupils are ambassadors of their faith and advocates for the environment. They support a range of local and international charities and are keen to enact the Pope's environmental encyclical Laudato Si.
- The school's provision for Collective Worship is outstanding. Recent staff development and training in this area has positively impacted the staff's ability to provide pupils with the opportunity to lead both traditional and contemporary forms of Collective Worship.

## FULL REPORT

### INFORMATION ABOUT THE SCHOOL

- Christ the King became part of Nicholas Postgate Catholic Academy Trust in September 2018.
- The Executive Head Teacher has been in post since September 2017 and the Head of School from January 2018. In September 2021, the Head of School became Executive Head of School, working across Christ the King, St. Patrick's, and St Therese of Lisieux. The Executive Head Teacher supports the work of the Trust as Catholic Life and RE Standards Officer. Both have extensive experience of leading within Outstanding Catholic schools.
- In September 2020, the school appointed two 0.6 Assistant Head Teachers (AHT) adding significant capacity to the leadership team. In September 2021, the school appointed an additional AHT on a full-time basis. This provides additional senior leadership capacity as the Head of School works across two schools.
- The RE Co-ordinator was appointed in September 2019 and a leader for Collective Worship and Catholic Life was introduced during the academic year 2019-2020. Both leaders have supported other schools to develop Collective Worship and teaching and learning in RE.
- The school provides initial teacher training in partnership with Leeds Trinity University.
- 56% of the school population live in the lowest 20% most deprived areas in England (40% in the lowest 10%, 24% in the lowest 5%)
- Most Year groups NOR are between 40-50, which means that any in year applications received are admitted to the school regardless of faith background.
- 36% of children are baptised Catholic.

### WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- Further develop pupil voice opportunities that allow pupils to become more articulate by:
  - Providing pupils with more opportunities to engage in extended discussion.
  - Embedding the school's work on vocabulary.
- Continue to strengthen links with the parish and local community post covid by:
  - Continuing to provide opportunities for parents to join Collective Worship and Liturgy.
  - Ensuring parishioners re-establish links with the school following the pandemic.

## CATHOLIC LIFE

### THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL

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- 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.
- How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school.

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**The extent to which pupils contribute to and benefit from the Catholic Life of the school is outstanding.**

- All pupils appreciate, value and actively participate in the Catholic Life of the school. They live out the school's mission statement and values each day in the way they learn, interact with one another and conduct themselves.
- Pupils plan and actively contribute to the school's Catholic Life. They have a deep appreciation of the trust that staff have put in them to do this. Pupils commented 'staff really trust us to lead the school's Catholic Life, they help us to plan events for charities and we run eco warriors where we work to save the environment.'
- Pupils show a deep respect for themselves and others and recognise that they are made in the image and likeness of God. During discussions with inspectors one pupil commented 'it does not matter what race or religion you are, at Christ the King all are welcomed to God's table.'
- The behaviour of pupils is exemplary, they are ambassadors for their school and faith. Pupils link all that they do to both their mission statement and values. Pupils were keen to demonstrate that they had a good understanding of forgiveness and knew that their actions were based on the example that Jesus had set for them. One pupil explained 'Jesus told his disciples, do not forgive only seven times but seventy times seven times.'
- All pupils enthusiastically embrace the demands that membership of the school community entails. One example of this is the school's eco warriors who aim to 'Inspire the school community to look after the local and global environment.' They have carried out a range of initiatives including battery and paper recycling, litter picking and eco walks for CAFOD. They were recently awarded with a 'Green Flag' for the school as a recognition of their work. The pupil's enthusiasm for developing Catholic Life is palpable, pupils who were members of the eco warriors and chaplaincy teams exclaimed 'expect nothing but commitment from Christ the King.'
- Pupils value the school's provision for chaplaincy and enthusiastically take part in numerous themed days of prayer and reflection. Pupils particularly benefited from the school's termly Laudato Si celebration days that were shared with the local cluster of schools and brought pupils together as members of the wider Catholic community.

**The quality of provision for the Catholic Life of the school is outstanding.**

- The school's mission statement and values are a clear and inspiring expression of the educational mission of the Church. Pupils understood that all their work in school was rooted in the mission statement 'Christ be our light and our guide'. The school's values which are based upon the fruits of the Holy Spirit are celebrated by all.
- All staff are fully committed to the implementation of the mission statement across the whole curriculum. Staff enthusiastically and joyfully promote both the mission statement and the school's values. Recently the school has provided a spiritual retreat for staff which was highly valued by them.
- Christ the King is a faith community where staff members care for and support one another. Staff prayer is central to the life of the school and there is a real sense that everyone in the school is a member of God's family.
- Staff promote the school's mission and values and are role models for pupils. They interact with one another in a calm and relaxed manner, they are advocates for Gospel values and always model mutual respect and forgiveness.
- The school's curriculum reflects the Church's social teaching, an impact of this is the pupil's passion for the environment and belief that they must care for all members of God's family. The school joins with the local cluster to celebrate and raise awareness of this important work in termly Laudato Si days.
- Pupils are extremely proud of their chapel which provides a calm and sacred space for prayer and reflection. The school also has extensive provision for outdoor worship which includes a prayer garden that is dedicated to Mary, an environmentally themed prayer area and a large woodland area. The school's provision for chaplaincy and prayer is exemplary and has a positive impact upon the spiritual development of pupils.

**How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school is outstanding.**

- The school's well developed leadership team is a source of inspiration for the whole school community. The development of Catholic Life at Christ the King school is given the highest possible priority. School leaders are outward facing and continually evaluating and enriching the school's provision.
- School leaders have developed strong and meaningful links with local Catholic schools to develop Catholic Life. Personal development days are also used to share best practice and enhance the subject knowledge of staff within the cluster.
- The school's provision for career progression and development (CPD) is well established and closely monitored by school leaders. Staff are responsive to this provision and commented that 'all staff

are well supported and part of the faith community'. The impact of this is clear, all staff are fully supportive of the school's mission and work actively to develop the Catholic Life of the school.

- Leaders at the school have worked hard to involve the parish and local community in the Catholic Life of the school. Leaders rightly recognise that this is an area they must continue to develop as the school community recovers from the effects of the pandemic.
- Governors are highly ambitious for the Catholic Life of the school and rigorously challenge school leaders to ensure that the highest possible standards are reached. The link governor with responsibility for RE attends moderation sessions and meets regularly with the staff to provide both challenge and support.
- The school has trained staff well to deliver the 'Ten Ten' relationship and health education curriculum. Appropriate to their age pupils have an excellent understanding of loving relationships and sexual development within the context of Christian understanding.
- The school fosters excellent relationships with its parents through regular formal meetings and more informal events. As a result of this parents are well informed of initiatives within the school relating to Catholic Life and well placed to support their children's development.
- The school enthusiastically responds to diocesan policies and initiatives. Several staff members have enrolled on the bishop's certificate in Catholic teaching. The school actively promotes the bishop's vision for Catholic education and makes Christ known and loved through the provision of excellent Catholic Education.

## COLLECTIVE WORSHIP

### THE QUALITY OF COLLECTIVE WORSHIP

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

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#### **How well pupils respond to and participate in the school's Collective Worship is outstanding.**

- Acts of Collective Worship engage pupils and inspire them to make heartfelt responses. During the inspection pupils from year six led a Collective Worship which focused upon their gifts and talents and how they would put these to use in secondary school. Pupils had skilfully linked St. Paul's letter to the Romans to inspire their classmates to make the most of their unique God-given talents.
- The school have worked alongside a very talented musician to create bespoke liturgical music which greatly enhances worship. Pupils sang enthusiastically and joyfully. Pupils are visibly uplifted by Collective Worship and keen to go forth and take action as a result of it.
- Teachers skilfully model Collective Worship and ensure that pupils have the skills and knowledge to take the lead in an age-appropriate manner. Pupils are given a range of opportunities to plan and lead class based Collective Worship and to create resources in order to enhance the experience for their peers.
- Collective Worship takes both contemporary and traditional forms. Pupils confidently plan and lead a wide range of worship to ensure that liturgies are inspiring and meaningful. The regular use of outdoor worship greatly enhances pupil's responses. During the inspection year four pupils reflected upon the gifts that God gives to them from the forest.
- Pupils are extremely responsive to Collective Worship that is linked to the school's global goals and the mission of CAFOD. They have a strong sense of justice and are keen to support Catholic social teaching. Pupils understand what it means to be part of the Church's global community and enthusiastically discussed their responsibility to show solidarity and stand shoulder to shoulder with those in need.
- Pupils have a strong understanding of the Church's liturgical year including feast days and can plan and lead Collective Worship that reflects this. During Collective Worship, pupils in early years confidently recalled how Pentecost was a special time where Jesus' disciples went out and healed people.

**The quality of provision for Collective Worship is outstanding.**

- Collective Worship is central to the life of the school, prayer and liturgy is part of the daily experience for all pupils and staff. Senior leaders have created a prayerful community where Collective Worship shapes the school's ethos.
- Within the school, Collective Worship is purposeful and has a clear message and direction, it is supportive of the Church's mission for education.
- Staff have a secure knowledge of the Church's liturgical year, seasons and feasts; they use this to provide pupils with a rich experience of liturgical life. Pupils have the opportunity to take part in a range of Collective Worship from small group to whole school gatherings.
- The school is strengthening links with the parish and wider community following the Covid pandemic. Senior leaders rightly recognise that this is an area that they must continue to develop.
- Staff are highly skilled at helping pupils to plan and deliver quality worship. The school's strong continuing professional development (CPD) has ensured that staff are well trained and have a thorough understanding of the purpose of Collective Worship.

**How well leaders and managers promote, monitor and evaluate the provision for Collective Worship is outstanding.**

- Senior leaders are very visible as leaders for Collective Worship and model outstanding practice for staff and pupils. School leaders are active members of the local parish community and passionately share their personal faith with others.
- Senior leaders are able to make Collective Worship accessible to pupils in a contemporary context. Senior leaders support and develop pupils in their leadership roles as both chaplains and 'mini vinnies'.
- The school has a dedicated lead for Collective Worship who has closely monitored and evaluated the school's provision to ensure that it reflects the needs of the community. Prayer journals and floor books are kept to evidence Collective Worship and to ensure consistency across the school.
- The Collective Worship lead regularly seeks feedback from pupils and other stakeholders to ensure that the school's provision is regularly reviewed and necessary improvements are made.
- The school places the highest priority on the professional development of staff in terms of liturgical formation. A recent focus of the school has been on providing spiritual retreats for staff and pupils. Staff members regularly take part in diocesan training and share best practice with their colleagues.
- The school is well supported by both governors and the academy Trust who monitor and evaluating Collective Worship. Areas for development are highlighted and swiftly acted upon by senior leaders and staff.

## RELIGIOUS EDUCATION

### THE QUALITY OF RELIGIOUS EDUCATION

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

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#### **How well pupils achieve and enjoy their learning in Religious Education is outstanding.**

- From their given starting points pupils make outstanding progress in each key stage. Pupils' attainment is closely monitored by teachers and senior leaders to ensure they make the very best progress.
- Pupil's attainment as indicated by teacher assessments is outstanding. Almost all pupils achieve above average attainment. Religious education outcomes are better than outcomes in other core subject areas.
- Pupils with special educational needs are very well supported by the school. Their work is well differentiated. Learning is closely scaffolded by teachers to ensure that they make progress that is comparable to other pupils.
- Pupils are religiously literate and can think ethically and theologically. They enjoy discussing current topics and have good oracy skills. This is an area where the school should make further improvements by providing more opportunities for pupils to take part in extended discussions.
- Pupils are actively engaged in lessons and accountable for their own learning. Due to the engaging nature of tasks provided pupils concentrate exceptionally well during lessons. Teachers skilfully provide feedback to pupils which enables them to improve their work.
- Pupils are very proud of their workbooks and are keen to share their work with visitors. Their written work is of an extremely high quality. Displays around the school celebrate pupils' work and promote high standards. Pupils are motivated by seeing their work on display.
- Behaviour for learning across the school is outstanding and there is a calm atmosphere in classrooms. Interactions between pupils and adults are positive and meaningful and rooted in the school's values.

### **The quality of teaching and assessment in Religious Education is outstanding.**

- Teachers across the school have strong subject knowledge due to the effective support that they receive. As a result of this they consistently plan high quality lessons that engage pupils. They understand how pupils make progress and support this expertly.
- Staff across the school work closely together to share outstanding practice. They are reflective of their own practice and engage in meaningful professional discussions with their colleagues.
- Teachers skilfully question pupils to test and deepen their understanding. They offer pupils the relevant thinking time to come up with good responses and maximise learning within lessons.
- The school has a strong focus upon the teaching of vocabulary. Teachers highlight the relevant vocabulary during each lesson and encourage the pupils to use this within discussions and written work.
- School leaders and teachers are working hard to provide pupils with opportunities to make links with Catholic social teaching in their written work. This has really enhanced the curriculum and is well received by pupils who are clearly enthused by the topic.
- Teaching assistants are well trained and provide extremely well scaffolded support for pupils. They have developed good relationships with pupils that they support and ensure that they make the best progress possible.
- Formative assessment is effectively used by the school to track pupils progress alongside a clear system of assessment grids which evidence progress over time. Teachers confidently discussed pupil progress and are passionate about pushing pupils to achieve the highest standards possible.

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

- Leaders and governors ensure that the RE curriculum meets the requirements of the Bishops' Conference in every respect and in each key stage RE is comparable to other core curriculum subjects and is adequately resourced.
- Leaders have ensured that the school meets the requirements that the minimum of 10% of curriculum time is dedicated to the teaching of RE.
- The school's self-evaluation is rigorously monitored and evaluated by the governors and the academy Trust. School leaders planning and strategic action leads to outstanding outcomes in Religious Education.
- Leaders have ensured that frequent moderation takes place within the local cluster of schools and within the academy Trust. This has given teachers the confidence to accurately assess pupil progress.
- All school leaders have an inspiring vision of outstanding teaching and learning. Leaders have the expertise and drive to attain this vision. Consequently, most teaching is outstanding across the school and at least consistently good.

- Leaders at all levels ensure that Religious Education is imaginatively and thoughtfully planned. The school's curriculum is well sequenced to build upon prior learning. School leaders enhance the curriculum by providing pupils with a range of additional experiences such as guest speakers from charities, dance and singing workshops and visits to places of worship.

## SUMMARY OF INSPECTION JUDGEMENTS

**HOW EFFECTIVE THE SCHOOL IS IN PROVIDING CATHOLIC EDUCATION:****1****CATHOLIC LIFE:****1**

The extent to which pupils contribute to and benefit from the Catholic Life of the school.

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The quality of provision for the Catholic Life of the school.

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

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**COLLECTIVE WORSHIP:****1**

How well pupils respond to and participate in the school's Collective Worship.

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The quality of provision for Collective Worship.

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

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**RELIGIOUS EDUCATION:****1**

How well pupils achieve and enjoy their learning in Religious Education.

1

The quality of teaching and assessment in Religious Education.

1

How well leaders and managers monitor and evaluate the provision for Religious Education.

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## School details

<b>School name</b>	Christ the King Catholic Primary School
<b>Unique reference number</b>	142279
<b>Local authority</b>	Stockton on Tees/ Nicholas Postgate Catholic Academy Trust
This Inspection Report is produced for the Rt Reverend Terrence Patrick Drainey the Bishop of Middlesbrough under canon 806 of Canon Law. For voluntary aided schools it also fulfils the responsibility the governing body has to inspect the school under s48 of the Education Act 2005.	
<b>Chair of governors</b>	Mr James Newman
<b>Executive head teacher</b>	Mr Mark Ryan
<b>Date of previous school inspection</b>	May 2017
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