

INSPECTION REPORT

Christ the King RC Primary School, Holly Avenue, Walkden, Salford M28 3DW

Inspection date 17th May 2017

Reporting Inspector Mr J M Thorpe
 Mrs D Bohan

Inspection carried out in accordance with Section 48 of the Education Act 2005

Type of School Primary
 URN 105950
 Age range of pupils 3-11 years
 Number on roll 237
 Appropriate authority The Governing Body
 Chair of Governors Mrs Catherine Greaves
 Headteacher Mrs Nichola Potts
 Religious Education Subject Leader Mrs Joanna McAllister
 Date of previous inspection March 2012

The Inspection judgements are:	Grade	Explanation of the Grades 1 = Outstanding 2 = Good 3=Requires Improvement 4 = Inadequate
Overall effectiveness of the school	2	
The quality of Catholic Leadership	1	
The quality of the Word of God	2	
The quality of the Welcome	1	
The quality of Welfare	1	
The quality of Worship	2	
The quality of Witness	1	
The following pages provide reasons to support these judgements		

CHARACTERISTICS AND CONTEXT OF THE SCHOOL

Christ the King is a voluntary aided, Roman Catholic primary school in the Diocese of Salford serving the parish of Christ the King, Walkden. This is an average size school in which pupils are arranged in traditional, single age classes; there are currently 237 pupils on roll between the ages of 3 and 11 years. The school has a nursery unit. The school admission number is 30. 83% of pupils are baptised Roman Catholics. The school is situated in an area of mixed, privately owned and social housing. 29% of pupils are eligible for free school meals and Pupil Premium grant which is slightly above the national average. 2 pupils have been identified as having a special educational need or disability of some kind, which is below the national average. Both of these pupils have Educational, Health Care Plans in place. Most pupils are of white British heritage, the proportion of pupils from ethnic minority groups is 16%, 2% of pupils have English as an additional language. Including the headteacher, there are 11 teachers, 9 are Catholic, 3 of whom hold the Catholic Certificate of Religious Studies. Pupil attendance is above the national average at 96%.

OVERALL EFFECTIVENESS OF THE SCHOOL IS GOOD

Christ the King is a good Catholic school with many outstanding features. In recent times the school has faced significant challenges which have been successfully addressed. The school has benefited from an extended period of stability. The many good and outstanding features of the school clearly indicate that there is much to celebrate whilst recognising the areas for future development. The extremely positive changes have been welcomed by the whole school community and have impacted positively on the pupils. The school has a strong Catholic ethos and successfully offers its pupils a traditional Catholic education in which diversity is welcomed and celebrated. It is a happy school, pupils enjoy their learning. The dedicated headteacher, the enthusiastic RE subject leader and the hardworking staff team do all they can to ensure that the spiritual and pastoral needs of all are met and that gospel values are lived out by all. Pupil behaviour is exceptional. Parents are supportive of what the school is doing for their children. Parents and grandparents spoken to said they 'would never entertain any other school' for their children. All parents spoke highly of the school and were very positive about the care, attention and support given to the pupils and their families. Teaching observed ranged from good to outstanding; most groups of pupils were seen to be making good progress. Teachers and pupils are well supported by sensitively deployed teaching assistants and efficient administration staff.

KEY STRENGTHS OF THE SCHOOL INCLUDE:

- The inspirational leadership of the headteacher supported by a committed, talented and enthusiastic RE subject leader, senior leadership team and governors.
- The dedication and commitment of all teaching and support staff to providing a caring and nurturing environment that has a positive impact on the lives of the pupils.
- The high quality relationships across the school and the pupils' outstanding behaviour, good manners and respect for self and others.

THE QUALITY OF CATHOLIC LEADERSHIP IS OUTSTANDING

The headteacher is deeply dedicated to the Catholic life of Christ the King school. There is explicit evidence that she places Catholic faith at the very heart of the school and everything that it does. She has a clear, holistic vision for the school. The leadership team shares a clear understanding of the nature of the Catholic school and they, together with other staff, promote the Catholic life of the school highly effectively. The strength of the leadership team has evolved over time; it is a model which recognises the gifts and talents of its members. The subject leader monitors the subject closely. She is dedicated and enthusiastic, zealously managing the subject ensuring it retains a high profile. She scrutinises planning and pupils' work in order to measure progress and continuity. She evaluates resources, observes teaching and provides constructive feedback. Meticulous records are maintained

that enables the school to accurately assess its strengths and areas for development. RE enjoys at least 10% of available teaching time. Pupils across the school are eager to further develop their leadership roles as school councillors, members of the GIFT chaplaincy team etc. Many are ready to take advantage of greater opportunities to develop their responsibility to plan, prepare and present acts of prayer and worship across the school. The governing body fulfils its role well in relation to the school's Catholic foundation. It has a good and growing knowledge of its school through regular visits to school, headteacher and subject leader reports and book scrutinies. RE is prioritised in the SIP and has its own development plan. Finance for RE resources is readily available. The parish priest is a regular and valued visitor to the school who is committed to supporting the religious welfare of the whole school community.

THE QUALITY OF WORD IS GOOD

Whilst the school's mission statement is due for review, the management of the school has a clear vision for the further development of the Catholic life of the school. In the RE action plan, the headteacher, RE subject leader and governing body have placed the review process as the utmost priority for academic year 2017-2018. They have a good understanding of the review process and intend involving the whole school community in reducing the length of the statement, focusing on key words/phrases and producing a pupil friendly statement. A mission statement book could be placed in each classroom in which pupils and staff record how they are meeting the challenges of the new statement. The importance of the Word of God was clearly demonstrated around the school in the many thoughtful and enriching displays that follow the liturgical calendar. To enhance the quality of provision in RE the school is looking to creatively deliver its RE scheme. Teaching and learning in RE was observed to be good overall, with some examples in upper Key Stage 2 and Key Stage 1 of inspirational, outstanding teaching that engaged the interest of pupils, satisfying their natural creativity and curiosity. In the very best lessons there was excellent teacher subject knowledge, high expectations and challenge, searching questions that elicited insightful responses from the children, discussion, collaboration and critical thinking. In these lessons pupils were bursting with excitement and energy, learning was productive and children were secure in expressing their thoughts. Constructive marking and feedback was evident across the school which encourages pupils to move their learning on or improve their work. Religious literacy was being promoted in all classes and pupils were confidently using religious terms. Pupils learn about other faiths through RE lessons and assemblies which helps them to understand and respect the beliefs and cultures of others.

THE QUALITY OF WELCOME IS OUTSTANDING

The school provides a warm, welcoming, inclusive environment where committed staff have high expectations of the pupils. The welcoming tradition has been maintained through a period of considerable change. A commitment to safeguarding in no way compromises the genuinely warm welcome. Pupils and staff foster a strong sense of belonging and clearly understand the importance of welcoming others into their community. Pupils receive a warm welcome from staff every morning as they enter school. Pupils in Key Stage 1 were observed preparing to celebrate the Ascension, they were recalling how they felt when they were welcomed in to school, church, Beavers, Rainbows etc. for the first time. Their level of understanding enabled them to describe how God would have felt as He welcomed back His Son. Parents said they always feel welcome coming in to school and their children are happy to come to school. They very much appreciate the open door policy that enables them to communicate with teachers almost daily. Some parents chose the school because as visitors they were made to feel so welcome and the pupils looked and sounded so happy. Throughout the year pupils are invited to attend a wide range of meetings and celebrations. New families benefit from home visits, induction meetings for the EYFS, and, if requested individual tours of the school. Relationships between staff and pupils are strong. Pupils and staff are polite and well-mannered to all visitors; they understand that this is a key part of what it means to be in a Catholic school. Although few in number, families with other faiths are welcomed into the school, their faith tradition respected; obviously difference and diversity are valued. Respect and dignity for the individual influenced a very mature discussion in upper Key Stage 2 regarding homelessness, refugees and racism. The school successfully inducts new staff into the Catholic life of the school.

THE QUALITY OF WELFARE IS OUTSTANDING

Staff and pupils demonstrate high levels of respect and care for each other; this was witnessed repeatedly in classrooms, on corridors, in the dining room and other public areas. Pupils are provided with a safe and secure environment where all procedures to safeguard are fully endorsed. School leadership gives priority to those in the greatest need. Throughout the school there is good practice enabling pupils and staff to feel safe, well cared for and to adopt safe practices themselves. There is a genuine concern from all staff for the welfare of pupils; Christ is used as an example for the whole community to aspire to. Classrooms are nurturing places. The calm support offered by adults ensures learning and relationships are constantly being re-enforced. School has in place an effective nurture programme that enables pupils to be well supported in class. In an EYFS class one pupil was experiencing difficulties with classroom etiquette. The pupil was taken to one side, spoken with sensitively and calmly before being returned to the group almost un-noticed by other pupils. This Christ centred ethos is loving and positive, fostering understanding, empathy and forgiveness. Pupils care for one another; older pupils are 'buddies' to younger pupils and are helping them to become more prayerful, reverent and respectful. School councillors were confident that everybody knew what to do should they encounter unacceptable behaviour or bullying of any kind, 'But!' they said, 'It's not an issue, it doesn't happen.' School employs a speech therapist to identify those pupils with early communication problems. In response to parents' busy life styles and changing family structures 'King's Kids' provides before and after school care for pupils. The compassionate and caring ethos naturally leads to the school supporting local, national and international charities. This is particularly pleasing as some of the pupils come from homes where life can be difficult at times, yet still they reach out.

THE QUALITY OF WORSHIP IS GOOD

Examples of quality prayer and worship are to be found around the school, clearly it is an important aspect of school life. In all classrooms there is a prayer focus area that provides pupils with opportunities for spontaneous prayer and reflection. Pupils are happy to compose their own personal prayers and share their joy in praising God. From nursery to Year 6 pupils were able to declare, 'God loves me,' 'God loves love,' 'God never sleeps,' 'God is always with us' and 'No matter where people are, no matter what religion people have, God is always with them.' Class Prayer Journals demonstrate that from an early age the pupils are encouraged to enter into a personal encounter with God. The school seeks to inspire and explore a deeper relationship with God by giving pupils and staff a range of opportunities to create and lead prayer and worship. The RE subject leader has plans to fully utilise the talents and enthusiasm of the recently created GIFT chaplaincy team to further enhance prayer and worship across the school. Provision will be enhanced by giving these pupils the responsibility to plan, compose and present their own worship in classes across the school, as part of whole school services, liturgies led by the parish priest and para-liturgies throughout the year. The prayer and worship observed tended to be over reliant on the teachers when in fact many of the older pupils are perfectly well equipped and eager to take the responsibility to lead. This said, in the whole school assembly the headteacher used the metaphor of a comfort blanket to represent the love of God wrapped around each one of us which was referred to several times during the day by pupils and staff. The assembly provided opportunities for participation, joyful singing and reflection. The GIFT chaplaincy team's opening activities could be focussed on age appropriate delivery of The Wednesday Word.

THE QUALITY OF WITNESS IS OUTSTANDING

The school is held in high regard by the local community and the families it serves. Witnessing to Christ and gospel values are central to the life of the school. Perfect examples are to be found in the behaviour of pupils and staff, relationships between all members of the school community, pupil learning, work in pupils' books and displays on corridors and in classrooms of pupils' work. The school places pupils at the very centre of its mission. In lessons pupils were happy to discuss their faith and beliefs and why these are important to them; upper Key Stage 2 pupils were particularly competent in so doing. These pupils provided evidence that they have a highly developed religious literacy and that they are confident and secure in their witness to Christ, gospel values and the teaching of the Church. School councillors spoke at length about their work and how they believe they are listened to and that they can become agents of change. In many classes pupils were engaged by their teachers in discussing the 'big questions' relating to their faith and world events; their questions were always answered sensitively by their teachers. The school accepts its responsibilities for equal opportunities, reconciliation and Christian stewardship; older pupils know that they have a vital role to play in God's world. Adults act as role models for the school's

mission and values. Pupils are encouraged to reach out to the most needy and the most vulnerable; not just by their financial support for charities but also in how they show respect, care, compassion and consideration for each other. The governing body, all staff and all pupils are highly effective in developing the school as a Catholic community. An explicit Catholic culture permeates the whole school.

AGREED AREAS FOR DEVELOPMENT:

- To develop even further the opportunities for pupils to take responsibility for the planning, preparation and presentation of prayer and worship across the school.
- To continue with the whole school approach to school improvement by developing a staff coaching model that supports the spread of identified outstanding practice across the school.
- To review the school's mission statement effectively ensuring that it is contemporary, succinct, is pupil friendly and reflects the school's mission in education.

17th May 2017

Dear Pupils,

Thank you for the very warm welcome you gave us when we visited your school. We really enjoyed our time with you. You and all the adults work very hard to always do their best and because of this your school is a good Catholic school.

We really enjoyed sharing your lessons with you and learning about all the wonderful things you do in Christ the King school. We saw as many of you as possible, maybe we saw you all! However, if we did miss seeing you in your class we apologise. We were very impressed with your behaviour, your love for one another, your love of God's world and of course your love of your faith and the teaching of Jesus. It was clear to us that you have a very good understanding of our Catholic faith. It was a privilege for us to be with you.

It was so pleasing to see how attentive you were in your acts of worship and the school assembly we saw. Everyone showed great respect and reverence; we found your joyful singing uplifting, it showed us your enjoyment at being part of Christ the King school.

Mrs Potts, all the staff, Fr Dale, the school governors and your parents think you are wonderful and are extremely proud of all you do and of what you have achieved over the years, well done keep up the good work!

Your teachers are keen to help you develop even further your Catholic life and that of your school. To do this they are going to work with you to increase the opportunities for you to lead the planning, preparation and presentation of prayer and worship across the whole school. Additionally, you are to be involved in the review of and re-writing of the school mission statement!

So, well done and thank you all.

Yours sincerely,

Mr John Thorpe
Mrs Diane Bohan

(Section 48 Inspectors)

PS. We hope all the chicks are growing healthily.

Summary Report to Parents

On 17th May 2017 the school was inspected in accordance with Section 48 of the Education Act 2005. The full report has been made available to the school and can also be accessed via both the school website and the Education section on the website of the Diocese of Salford.

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