

**DIOCESE OF PLYMOUTH
VICARIATE FOR EVANGELISATION CATECHESIS AND
SCHOOLS**

**S48
INSPECTION REPORT**



Christ the King Catholic Primary School
Durdells Ave,
Bournemouth
Dorset
BH11 9EH

URN 14075

Head Teacher: Mrs. Clare Tickell
Chair of Governors: Mrs Diane Jee

Introduction

The inspection of Christ the King, Roman Catholic Primary School was carried out under the requirements of the Education Act 2005, and in accordance with Plymouth Diocesan Framework and Schedule for Diocesan Canonical Inspections S48, approved by the Bishop of Plymouth. Two inspectors carried out the inspection over a period of two days.

Context for the Inspection

Christ the King School is a two form entry primary school with an integral pre-school and 328 pupils on roll. The school welcome families from different backgrounds (65% non-Catholics) and have a long tradition of welcoming and supporting high numbers of vulnerable children to the school. The proportion of pupils with special needs is currently 27% and 20.5% of pupils are eligible for the Pupil Premium. The current headteacher has been in post for 5 years and has managed significant change over this time, including the growth of 1FE school to a 2FE school, a capital building project which was completed in Spring 2016 and significant staffing changes. There is a newly formed senior team resulting from internal appointment of an acting deputy headteacher.

Over-all Grade 2:

John 13:34-35

'I give you a new commandment that you love one another. Just as I have loved you, you also must love one another. By this everyone will know that you are my disciples if you love one another'. John 13:34-35

The greatest of all commandments is that we love one another. Living the Christian life is to live a life of love which ultimately leads to washing one another's feet. This is a journey. There are times when we succeed and there are times when we become distracted. Other priorities take over or we fall susceptible to the secular world which may be offering a different set of priorities or values. External forces, fear, anxiety or a lack of confidence can impact on the capacity of those in leadership to fully respond to the Christian call above all other demands. As a result, although most of the time the community is responding to the call to love, there are times when other pressures or circumstances take on greater significance and prevent the school from living fully out of their mission as a Church school.

At its last Ofsted inspection Christ the King was judged as requiring improvement (RI). This has placed significant pressures on the school to focus specifically on the Core subjects of English and Maths. As a result of these pressures it has not been possible to prioritise the development of RE. This is not because the school has been complacent but because capacity to drive every dimension of school forward has been limited. This kind of pressure impacts schools in different ways. Whilst the heart of the school has grown and blossomed over the past five years, curriculum RE has not moved forward as fast as it might. This has been identified by the school and steps are in place to drive the teaching of RE forward.

Christ the King is a warm and welcoming school where everyone feels valued and recognised. The mission of the school is firmly embedded in a desire for adults and children to be at the service of one another. The school has high expectations and a genuine desire to see every member of the community flourish.

Moving from a one form entry to a two form entry school has been both exciting and challenging. The capital building project which took several years to complete has resulted in a school environment which is both attractive and engaging. Space in the school offers a number of break out

spaces, the capacity for nurture groups to take place, a dedicated library and other additional resource spaces which the school fully embrace.

Christ the King is a happy school where children feel safe and valued. They are confident and enjoy opportunities to share their experience and ideas. Pupil voice at the school is a strong feature, encouraging children to take responsibility for their own education and environment. Christ the King is a 'Right's Respecting School' which empowers learning and feeds into the over-all mission of the school to be a genuine place of 'Faith, Hope and Love'.

Summary of Key Findings

1. The Spirit of the Gospel permeates all aspects of school life and is intrinsically linked with the school's commitment to 'Faith, Hope and Love.'
2. Relationships within the school are highly positive and contribute to the warm and purposeful atmosphere which supports learning.
3. Pastoral care is a strength. There is a clear behavioural policy which children understand and can follow. As a result behaviour is positive and continually improving.
4. The quality of welcome at Christ the King ensures that no one is excluded but, rather, the school actively embraces opportunities for people to experience the school at its best.
5. Service to one another is a key strength ensuring that this is a community that rallies to support those most vulnerable.
6. Senior leadership are committed to improving standards and providing the children with positive and engaging learning experiences.
7. Presentation in books is a particular strength and in most classes offers pupils further opportunities to develop their learning.
8. The spiritual and worship life of the school is strong, offering all members of the community the opportunity to pray, reflect and grow in their relationship with God.

Areas of Focus for Development

The school's mission as a Catholic School would be further enhanced by focusing planned development in the following areas.

1. Embed with the school an RE monitoring system so that there is a clear process of evaluating impact and devising well-focussed plans for development.
2. Continue to embed on-going and focused professional development for teachers so that gaps in knowledge and understanding of RE are closed.
3. Ensure that planning of RE is in line with Diocesan expectations and ensure that all teachers are secure in their understanding and application of Attainment Target 1 (Knowledge and understanding of RE) and Attainment Target 2 (Reflection on Understanding and Meaning) so that it leads to highly focused outcomes.
4. Give more stringent attention to the theological content when marking RE.
5. Ensure that all senior leaders are aware of the strengths and areas for development in RE as with other core subjects.
6. Continue to develop the liturgical life of the school so that all staff have a clear understanding of how liturgy is shaped and delivered.
7. Revisit the purpose of the 'Prayer Space' concept so that the experience offered is one that enables all members of the community to engage independently.

'If I, your Lord and Teacher have washed your feet, you are also to wash one another's feet. For I have set you an example; that you should also do as I have done to you'. John 13 14-15

The night before he died Jesus washed the feet of his disciples. Peter, one of the disciples was affronted. To wash another's feet was the lowest job of all, one done by the servants. Jesus, as the leader of the community he was about to establish, was very clear. The call to Christian ministry is a call to service, a humbling act of giving to one another. Unless we can serve our brothers and sisters we can have no part of in the life of Christ. A secular understanding of leadership often results in a top down mentality and little shared responsibility. The Christian community however, is one where those in authority act out of their desire to serve, not to be served. As a consequence the message of serving one another permeates the whole community.

Although the journey of Christ the King has entailed them placing a great deal of emphasis on raising standards in English and Maths, the school has continued to care passionately about its Catholic life. As a result there is much to celebrate. Gospel values lie at the heart of the community. These are articulated through 7 Cs ...courteous, caring, considerate, conscientious, communicative, confident and co-operative. Central to these is Christ, the primary 'C'. Senior children in particular are able to articulate this eloquently. Linked into the behavioural system, children are growing in their confidence to live the values and see them as a pattern for living positively and lovingly with one another.

The quality of welcome in the school is strong. A community which is based on 'Faith, Hope and Love', Christ the King seeks to ensure that everyone is included and appreciated for who they are. The school prides itself on having a door which is always open and everyone feels welcome. Developing strong relationships within and without the school community is seen as essential to the life of the school. The impact of this is a staff group who work with a 'strong sense of purpose and vocation'. The quality of the environment is not only engaging for children but its lively reflection of the life of the community ensures that people are drawn in and attracted to engage with what is going on. New Teachers, TAs, parents and new children comment on the quality of welcome in the school. The school induction programme is well-planned and identified as an important means to ensuring that all new members of staff can fully immerse themselves in the life of the school with confidence and a positive sense of well-being.

Pastoral care, particularly of vulnerable children is a strength. Systems for supporting and nurturing all children are in place. A nurture room offers a positive space for children who have play therapy or are part of the Rainbows group. Children value this. In particular one little girl who had suffered a tragic bereavement, was keen to belong to the group because it was the only place she could speak about her loss. The behavioural support team ensure that all children who need nurture are provided with this opportunity. As a result, there are a number of nurture groups throughout the week. The impact of this is the children's growing capacity to be in the classroom and able to learn when there.

The school is a 'Rights Respecting' school and as such believes that all children have the right to 'Belong, Be safe, and Be the Best' that they can be. Structures within the school such as the 7Cs enable children to take care of their own safety, learning and development of relationships. With the support of the adults, they can be seen to be growing as confident and reflective young people with something to offer the wider world.

In addition to the pastoral care shown to children, staff also feel that they are supported. They feel confident that they can seek help when they need to and that there will always be someone on hand to give them the guidance they need. TAs are integral to the running of the school and are growing in their understanding of the role. Throughout the visit they were observed providing significant and appropriate support to teachers and children. This is a sign of a community that values every person. Children have a strong pupil voice and feel that they are encouraged to offer their views.

The quality of Witness within Christ the King is to be commended. It is very apparent that this is a school that takes seriously its mission as a Catholic School and the fact that it is a Catholic School is particularly evident in the environment. Many displays reflect the deep spirituality which pervades. In addition children are actively encouraged to look out to the wider community and respond to the needs of others. This has resulted in children supporting the local food bank, raising money for a variety of charities and raising awareness of the needs of the world through engaging with CAFOD (Catholic Agency for Overseas Development).

Many activities reflect the commitment of the staff to reflect the face of Christ in all their interactions with the children who learn from this modelling. Prayer, special liturgical events and a genuine appreciation of one another adds to the growing rich and diverse nature of this school.

Christ the King Catholic Community

Leadership and Management

Grade 2

John 13: 34-35

At the core of the leadership team at Christ the King is the desire to serve the community and to bring about change with compassion. Recent changes in the Leadership team mean that roles and responsibilities have had to be renegotiated and priorities determined. The motivation of the Head Teacher is rooted in her own deep faith and her desire to lead within the context of a Christian vision. At the heart of this vision is a desire to serve which all members of the leadership team are embracing. Every member of the school community is valued and encouraged to grow professionally and spiritually. There is a genuine belief that if people are enabled to grow then their performance will enable children to grow and achieve at the same time. As a result, there is no doubting that this is a school where the mission of Christ is the guiding force.

The school is committed to growing a leadership team that can model for others what it means to serve the community. The school's ethos lies at the heart of all decision making. As a result, though some decisions may be difficult, there are clear protocols in place which dignify the individual and ensure the best for the children. The leadership team encourages the sharing of best practice for developing the skills of teachers in behaviour management, classroom prayer and ensuring that the ethos of the school underpins classroom practice.

Although the school has a small governing body, it is working hard to ensure that the school is moving forward. It is clear about the need for development and challenges effectively. To date the emphasis has been on responding to the need to improve standards in English and Maths to meet Ofsted requirements. As a result there has been less of a focus on how the teaching of RE is being monitored and developed within the school. Although some monitoring has been put in place, this has yet to show impact and clearly identified outcomes have yet to be put in place. The school has recognised this as an area for development within its' Development Plan for the Catholic Life.

Within Christ the King Curriculum RE is given prominence and is recognised as an important and significant core subject. Children value it and teachers are keen to deliver engaging and interactive lessons. To ensure that teachers can grow in their confidence to deliver such lessons the school has actively sought to provide staff with on-going professional development in their knowledge understanding of the theological concepts contained within the RE curriculum.

The RE leader has significant experience as a co-ordinator of the subject. She works hard to promote high standards and is keen that staff feel confident in what they are doing. The majority of lessons observed were positive; engaging children and enabling them to make progress through a variety of activities. In some lessons there was evidence of differentiation and in a number of lessons Attainment Target 1 (AT1) was a strength. For children to achieve their best all topics need to have a balance of activities which include learning about (AT1) and learning from (AT2). This will ensure that children are able to engage fully with the subject at all levels.

In the majority of lessons children are keen to do well and apply themselves to the tasks offered. However, they quickly lose focus and concentration when activities offered to them are too difficult or not challenging enough. Group work can be particularly challenging for them if not structured in such a way that every child is focused on what they have to do. When having to work independently in groups some children struggled to stay on task which inevitably disrupted other children.

Work in books and, in particular presentation, is a strength. Although marking is not always consistently followed up, most teachers present children with additional questions for thought and reflection. Children understand the marking system. At present, although the staff are working to ensure that children know what their next steps might be, the children have yet to fully grasp this. Class walls, books and Class books all reflect a high level of engagement with the subject.

Relationships between children and teachers are very positive, not least because the teachers model Christ in all of their interactions. Their patience, compassion and appreciation of different needs allows every child to feel valued and cared for.

The liturgical and spiritual life of Christ the King is a very evident strength of the school. The Head Teacher considers this to be an essential ingredient of what it means to be a Catholic School and takes pride in ensuring that it is central to the life of the school. The quality of worship and opportunities for prayer have improved considerably since the last inspection. There is now a depth to the experience offered to children. They enjoy participating and in particular are growing in their own ability to take on leadership roles. Liturgies are joyful, reflective and inclusive, enabling pupils, staff, parents and carers to reflect on and be grateful for the gifts that God has given them.

In one Class Act of Worship the children had prepared the whole liturgy, using music, ritual and relevant scripture readings and prayers. The opportunity for every child to share a prayer was taken

very seriously by the whole class. The depth of silence within the prayer time was profound. In another class the capacity of the children to be still and reflective was profoundly moving. Within the whole school act of worship, a number of children participate with confidence and enthusiasm. Adults and children demonstrate that they have a respect for the Sacred Scripture and give it due prominence in their acts of worship. They are able to select appropriate readings which reflect the message that they are reflecting on for their prayer.

There are many opportunities for prayer in the school. Staff pray regularly together. In addition to prayers before meetings there is a voluntary prayer group for staff run by one of the Teaching Assistants. The school has embraced the concept of a Prayer Space following a Diocesan INSET. Currently the way it has been devised, activities within the prayer space are devised and directed by the adults who run the space. This provides the children with a different but positive experience of prayer. How the prayer space is being run is different from the way that they were envisaged when first introduced. If possible, the children might benefit from being offered a freer experience with greater opportunity to explore and respond without guidance from the adults.

Around the school and within classrooms, focal points add to the vitality of the prayer life within the school. These are child friendly and encourage and invite children to engage with them. They readily enhance the working walls that the school has recently put in place. Children readily contribute to these as seen in many of the classrooms.

The school has a strong relationship with the parish. Although there is a recently appointed parish priest, the school wishes to maintain that relationship and ensure that he becomes a part of the community, someone that children and adults can relate to.

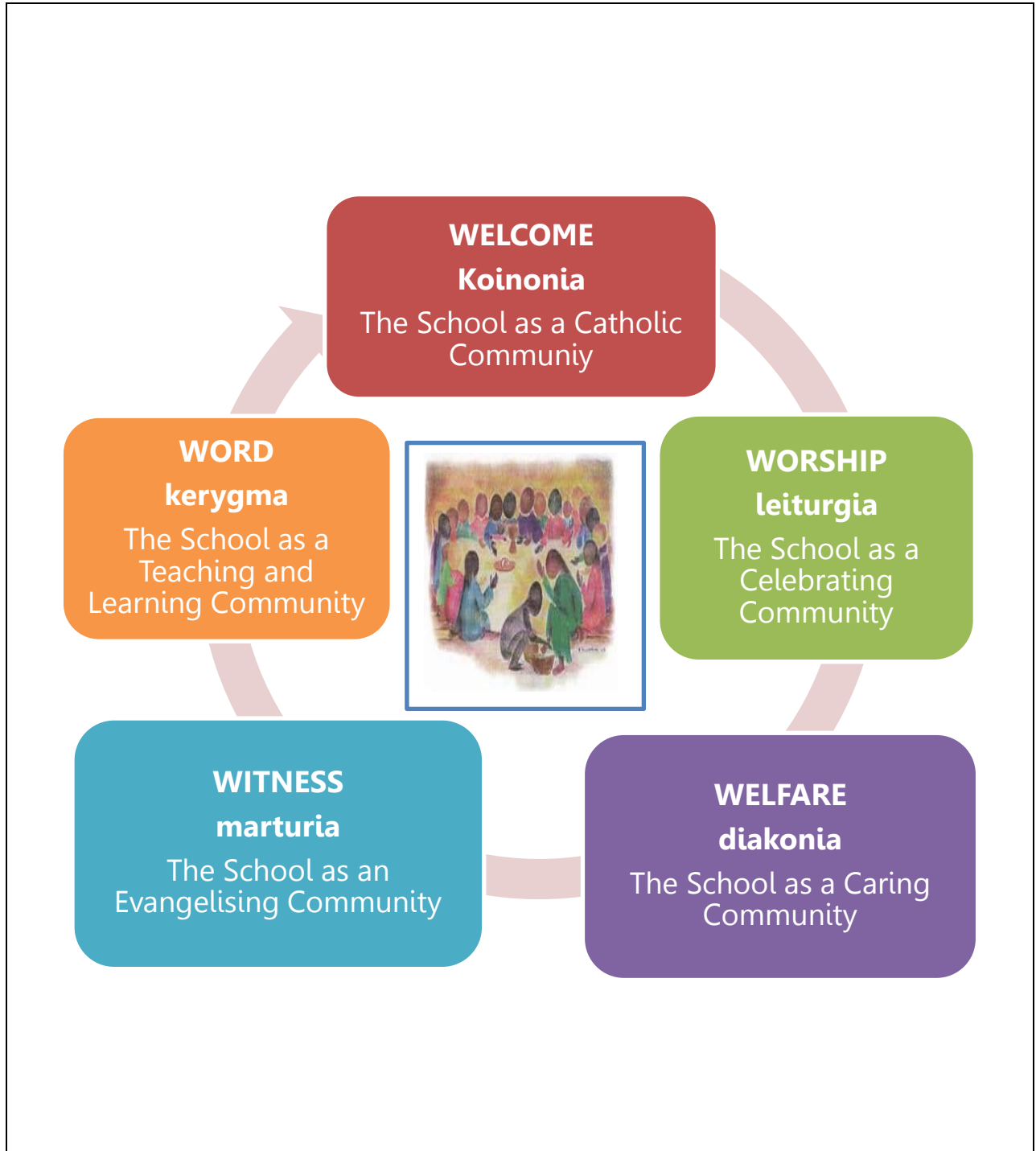
Although the numbers of Catholic children are small, through the traditions and practices of the Catholic Church, all children within the school are given a shared context for learning what is right and just. They are able to develop a critical conscience which ultimately gives them freedom because they know how to live and what gives them life. Their commitment to serving others and caring for their world is very strong and is supported by the many and varied activities on offer to them including those of prayer and worship.

Conclusion

This inspection has allowed Christ the King to show just how strong the faith life of the school is and why it exists as it does. Its determination to provide children with the best possible academic education within the context of a strong and deep faith life gives it the potential to become a school to which every parent would wish to send their child.

Sarah Adams (Lead Inspector)
November 2016

THE SCHOOL AS A CATHOLIC COMMUNITY



Introduction

The Catholic community is one that is rooted in Baptism, Eucharist and an on-going call to Conversion. The areas of Welcome, Worship, Word, Welfare and Witness can be described as the key components of what it means to live the Christian life. As such, the school as a Catholic community, is called to embrace these as a way of being community and living the mission of the Church. The manner in which these are expressed reveal for us the heart of where the community lies.

Koinonia - (κοινωνία) Welcome

Koinonia is the Greek work for communion, for participation, for the sharing with one another. It is to be welcome an 'other' in fellowship and love. It is to be of an open disposition to receive from another and to respond in love. Within the community it can be minimalized to the gesture of greeting at the front entrance. In school it might simply be seen as the role of the receptionist. Koinonia however, requires a much greater vision of what it means to welcome. Ultimately it speaks of the disposition of every member of the community to be open to the needs of another, be that to listen, to hear, to respond, to act. The idea of welcome will be embedded in all aspects of the school's way of doing things.

Leiturgia – (Λειτουργία) Worship

The Greek word 'leiturgia' means public activity or in a religious sense it means 'respect' or 'service'. When it was adopted by the Church it meant to carry out a religious service. It is a public service as opposed to private prayer and concerns the Christian community gathering first and foremost to celebrate the paschal mystery of Jesus Christ. It is also a time when the community gathers to be reconciled, to celebrate, to be fed, and to be sent out in mission. Central to the Catholic School is its call to be a Eucharistic community in the widest sense – that is to be the body of Christ ready to serve the world in its fullness. All prayer, all liturgy ultimately is intended to lead to this. It is not something that happens once a week and has no further meaning. It is an invitation to live each day what has been received through Word and Eucharist.

Marturia – (μαρτυρία) Witness

The core meaning of the Greek word marturia means to testify, to give witness, from which we get the word martyr. Simply it means to share our values and faith with the world and our local community so that others may come to know the love of Christ. Within the Catholic School community this will mean promoting a shared vision and shared values which stem from a shared sense of the teaching of the Gospel. The Christian is called to witness to Christ's teaching in the way they live their life. Like John the Baptist these values are those which direct others to Christ.

Diakonia - (διακονία) Welfare

The word 'diakonia' comes from the Greek word to mean to serve the poor and the oppressed. The emphasis within the word is on service and care for others. Within the Christian community diakonia is a way of being with others. It encourages care and concern for every person regardless of who they are or where they come from. Within the Catholic school, service lies at the heart of the community. It is about how children are supported in their learning, shown compassion when their behaviour is challenging and cared for when they are unhappy or in need. Equally it is about how adults are cared for and care for one another. At the same time the community is one that reaches out to the local community and the wider world, recognising the needs of others and responding to these generously.

Kerygma – (κήρυγμα) Word

Kerygma is the New Testament Greek word for preaching or proclaiming the message of Christ. Within the context of the school this is expressed both in how we expose young people to the person of Christ as revealed in scripture, and the manner in which we teach. Access to the WORD of God through scripture and Christian tradition is considered to be a significant part of what the Christian community is about. By the way they are taught children come to know that God speaks to us in the way that we experience and engage with kindness, beauty, justice, the wonders of the natural world, relationships and the needs of others. It is therefore seen as important that in every subject, every lesson, positive values and attitudes are communicated. A confident and open attitude to teaching of lessons well thought about and prepared is central to achieving this.

Self-Review

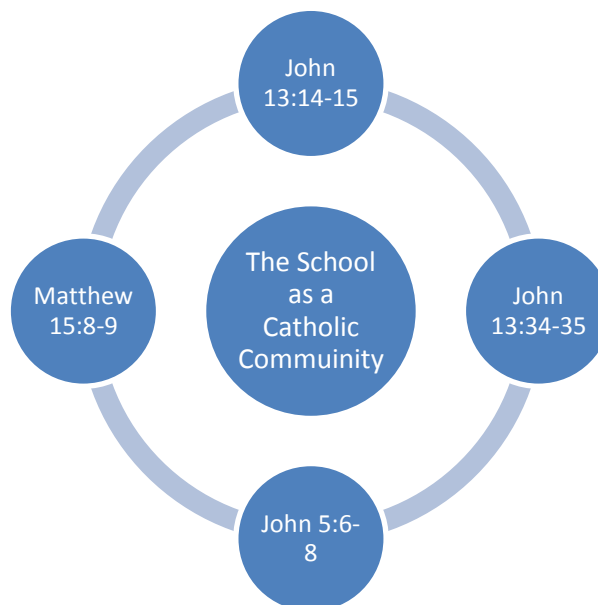
There will be three key areas within which these five elements will be reviewed:

- The School as a Catholic Community (Welcome, Witness and Welfare)
- The School as a Teaching and Learning Community (Word)
- The School as a Celebrating Community (Worship)

For each of these sections focus areas for evaluation are offered and means of gathering evidence to support this work. See appendix for further guidance.

Scripture Passages

Scripture passages have been selected to highlight where the focus for the community may be at any one time. These will act as a guideline for the self-review process when schools consider the health of its community. The approach to these is best considered within the context of a cycle. Any anyone time the school may find different areas of its life at different points on the cycle:



CONTEXT FOR THE CHOICE OF SPECIFIC SCRIPTURE REFERENCES –

Scripture has throughout history been interpreted in a variety of ways and is constantly being reinterpreted. The interpretations given here are one way of looking at how the passages may be understood within our own context. Equally there are many other passages which may have been selected but for now these reflect what is at the heart of our mission and seem appropriate.

Grade 1: 'If I, your Lord and Teacher have washed your feet, you are also to wash one another's feet. For I have set you an example, that you should also do as I have done to you'. John 13 14-15

The night before he died Jesus washed the feet of his disciples. Peter, one of the disciples was affronted. To wash another's feet was the lowest job of all, one done by the servants. Jesus, as the leader of the community he was about to establish, was very clear. The call to Christian ministry is a call to service, a humbling act of giving to one another. Unless we can serve our brothers and sisters we can have no part of in the life of Christ. A secular understanding of leadership often results in a top down mentality and little shared responsibility. The Christian community however, is one where those in authority act out of their desire to serve, not to be served. As a consequence the message of serving one another permeates the whole community.

Grade 2: 'I give you a new commandment that you love one another. Just as I have loved you, you also must love one another. By this everyone will know that you are my disciples if you love one another'. John 13:34-35

The greatest of all commandments is that we love one another. Living the Christian life is to live a life of love which ultimately leads to washing one another's feet. This is a journey. There are times when we succeed and there are times when we become distracted. Other priorities take over or we fall susceptible to the secular world which may be offering a different set of priorities or values. External forces, fear, anxiety or a lack of confidence can impact on the capacity of those in leadership to fully respond to the Christian call above all other demands. As a result, although most of the time the community is responding to the call to love, there are times when other pressures or circumstances take on greater significance and prevent the school from living fully out of their mission as a Church school.

3 'Do you want to be made well? The sick man answered him, 'Sir, I have no one to put me into the pool when the water is stirred up; and while I am making my way someone else steps down ahead of me.' Jesus said to him, 'Stand up, take your mat and walk.' John 5:6-8'

The sick man lying by the pool of Bethsaida has been there for a many years, stuck in the one place. Although he wants to be better he appears not to be able to move without some help. Jesus offers this to him and orders him to get up and walk. It could be said that the sick man has resided for too long in a 'blame someone else way of being'. Sometimes leaders and school communities do become 'stuck'. Leaders blame teachers, teachers blame students or leaders and the culture prevents an honest engagement in what needs to be done for any progress to be made. Schools stuck or struggling in this kind of cycle need help and support to break free. Healing and reconciliation may need to be a part of this journey. Honest clarification of priorities and challenging self-searching needs to take place for change to occur.

4.'No one can serve two masters; for a slave will either hate the one and love the other, or be devoted to the one and despise the other. Matthew 6:24

Throughout Scripture we are taught that we must choose between God and false gods. Jesus wants us to be free, not just of concerns but of all worries, in order to serve God. It is easy when we are under extreme pressure to respond in ways which are detrimental to our core beliefs and vision. Sometimes this happens because we are facing understandable difficulties. At other times we are

insufficiently discerning and go with what seems to be more attractive or safe. Schools can fall into this trap when results and progress become more important than the all-round development of the child. When this is the case the school has lost sight of its meaning and purpose. As a consequence children are being failed and adults not supported to do what is right. Only a radical re-evaluation of what it means to be a Catholic community and a Catholic school will lead to a rediscovery of the commandment: 'Love one another' and ultimately to people washing one another's feet.