



Catholic Schools Inspectorate inspection report for Christ The King Catholic Voluntary Academy

URN: 146238

Carried out on behalf of the **Right Rev. Patrick McKinney, Bishop of Nottingham** on:

Date: 29-30 November 2023

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The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference	<input checked="" type="checkbox"/>
The school is fully compliant with all requirements of the diocesan bishop	<input checked="" type="checkbox"/>
The school has responded to the areas for improvement from the last inspection	Fully

Summary of key findings

What the school does well

- Christ the King is a welcoming, happy and inclusive Catholic school which promotes the welfare and wellbeing of all its pupils and staff.
- The school has a well-developed sense of community where the vulnerable are nurtured and cared for and strong home, school and parish links are fostered.
- Leaders, including governors, are approachable, respected and committed. They are ambitious for the pupils.
- Pupils approach religious education lessons enthusiastically and their exemplary behaviour aids learning.

- Prayer is central to school life. Time and care are devoted to ensuring that pupils are exposed to a range of prayer and liturgy experiences.

What the school needs to improve:

- Develop clear success criteria so that pupils of all abilities, across the age ranges, understand what they need to do when working in religious education lessons in order to raise standards.
- Develop pupil independence in planning and leading whole school and class celebrations of the word.

Catholic life and mission

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

Catholic life and mission key judgement grade:.....

Pupil outcomes

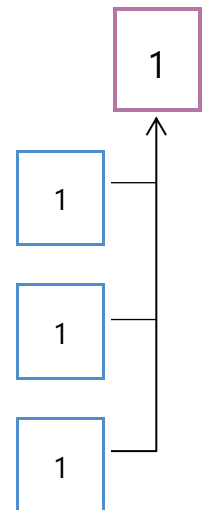
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

Provision

The quality of provision for the Catholic life and mission of the school

Leadership

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school



Pupils at Christ the King are proud of their school. Pupils took an active part in the development of the new mission statement, 'we can and we will follow in Jesus' footsteps'. Pupils make a central contribution to the school's Catholic life and mission by taking an active part in promoting Catholic Social Teaching principles. Pupils are welcoming of other faiths, saying 'We show respect and kindness to each other.' Pupils in Years 5 and 6 are part of an established chaplaincy team. They also meet after school as part of a Faith in Action team, which seeks to serve others within and outside the school community. They understand the Bishop's themes of encounter, discipleship and missionary discipleship. Pupils regularly attend Mass both in school and at the parish church. They show a perceptive awareness towards the vulnerable of society and take an active part in supporting the community, for example by writing to local pensioners in care homes and singing for parishioners at parish lunches in the church hall. Pupils are spiritually and environmentally aware, taking ownership of the Cafod and eco clubs which coordinate tree planting and litter picking. They speak with passion about protecting the environment in order to look after our world for future generations.

Staff are committed to the promotion of the Catholic life and mission of the school. There is an unwavering commitment to the most vulnerable pupils and families. This is illustrated in the work of staff, who state that, 'God is at the centre of all we do'. Staff are role models; many are active parishioners. They regularly give up their time to support parish events and initiatives such as the provision of 'a warm space'. The lay chaplain is a strength within the school. He also works with families offering outreach supporting them in times of need. A nurture specialist is employed to work closely with pupils who need help to access the curriculum and integrate with their peers. Therapeutic play ensures that pupils are fully supported. This is a clear reflection of the care and guidance afforded to all pupils. The school environment is welcoming and displays promote the teachings of the Catholic Church. Prayer focus areas allow pupils the opportunity to reflect and interact with their faith. The school's relationship, sex and

health education curriculum meets statutory and diocesan requirements and staff have received the necessary training. Wednesday morning staff prayer times show a spiritual togetherness.

Leaders and governors are fully committed to ensuring that the Catholic life and mission of the school is evident and lived out in daily practice. Quality diocesan training and formation ensures that staff stay abreast of new initiatives, enabling high standards. Staff meet one morning each week for a celebration of the word alongside the school's lay chaplain. The school works closely with outside agencies such as Cafod, the local air ambulance, food bank, Mary's Meals and the British Heart Foundation; it also supports international appeals for aid to Ukraine and Syria. Christ the King has close links with the local parish ensuring that the pupils and their families play an active part in the Church. They actively invite parents and the wider community to prayer and Mass in school. Governors are ambitious for the school. They refer to a 'So what?' line of questioning, to focus on ensuring that the mission of the school is fully evaluated and promoted. All new staff receive regular support and continued professional development from both the St Ralph Sherwin Catholic Multi-Academy Trust and the diocese. Leaders have prioritised Catholic Social Teaching in the school improvement plan as an area to be taught explicitly throughout the wider curriculum.

Religious education

The quality of curriculum religious education

Religious education key judgement grade:.....

Pupil outcomes

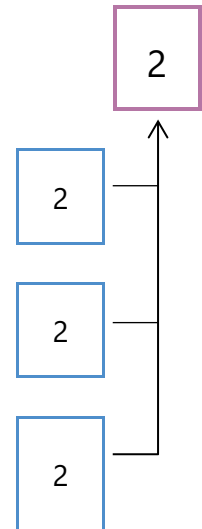
How well pupils achieve and enjoy their learning in religious education.....

Provision

The quality of teaching, learning, and assessment in religious education.....

Leadership

How well leaders and governors promote, monitor, and evaluate the provision for religious education.....



On entry, pupils have a limited understanding of religious education. They make good progress through to the end of Key Stage 1, particularly if they have come through the school's own nursery. The pupils make further progress through Key Stage 2 with the majority of pupils making expected progress. Pupils say that they enjoy their lessons. They like listening to scripture and parents say that the knowledge their children gain from learning about the parables of Jesus helps them to live out their faith and 'follow in the footsteps of Jesus'. In lessons, pupils participate enthusiastically. They are attentive to each other during 'talking partner' opportunities. They understand the tasks set and say that religious education is as challenging as their other core subjects. Books are well presented, showing the pupils' pride in producing and completing their best work. Assessed pieces illustrate that pupils retain what they have been taught. Although they know that they are expected to do their best, pupils are not clear about the success criteria for their work or how to fully achieve, or exceed, expectations. However, marking gives pupils some understanding of what they have achieved.

Teachers have good subject and pedagogical knowledge; they are confident and plan lessons well. The religious education leader has introduced effective, corporate planning and marking systems, which ensure year-on-year consistency. Lessons include a learning question that is linked to the relevant 'driver words'. Each lesson starts with a gathering hymn and a prayer. Opportunities for revisiting prior learning are taken, followed by listening and responding activities. There is also a 'mission focus' in all lessons. The use of sentence starters helps to shape answers. The 'big question' and reference to the 'head, heart and cloud' help pupils to reflect on their learning. Teachers use praise effectively and this encourages pupils to offer their thoughts and ideas. The 'Come and See' programme of study is followed with fidelity. A variety of teaching methods are used, such as role-play and art, which help to engage and enthuse the pupils. Learning objectives do not fully show pupils what they need to do to produce work of the best

quality. Teaching assistants are effective and are particularly good at supporting the vulnerable pupils, ensuring that they are able to access the curriculum, engage and be part of peer group learning.

Religious education has parity with other subjects in terms of continuing professional development and financial resources. Leaders are committed towards developing and implementing a rich and comprehensive curriculum for all pupils. They are supportive of all staff, ensuring that they receive relevant training. Early career teachers are mentored effectively and they attend the necessary diocesan training and sessions. Moderation takes place regularly internally and externally, with the diocese as well as within the St Ralph Sherwin Catholic Multi Academy Trust. The governor with responsibility for religious education meets regularly with the subject leader to look at books and review pupil progress. Leaders are receptive to challenge and are eager to fine-tune practice to improve outcomes. Standards are not yet outstanding because there is not a consistency of high expectations across the whole school. Moderation discussions and findings are fed back to the local governing body at termly meetings. Local governing body meetings include discussions related to all aspects of the religious education programme taught at Christ the King.

Collective worship

The quality and range of liturgy and prayer provided by the school.

Collective worship key judgement grade:.....

2

Pupil outcomes

How well pupils participate in and respond to the school's collective worship

.....

2

Provision

The quality of collective worship provided by the school

.....

2

Leadership

How well leaders and governors promote, monitor and evaluate the provision for collective worship

2



Pupils engage with a combination of enthusiasm and reverence in prayer and liturgy. They enjoy participating in celebrations of the word both in their class settings and with the whole school in the hall. Pupils enjoy singing hymns and religious songs, and participation is joyful and enthusiastic. Their behaviour is exemplary. A chaplaincy team is now in place which leads celebrations of the word on a regular basis; the lay chaplain meets weekly to oversee and support the pupils in their preparations. A common planning format for class-based celebrations of the word is not in place; this makes it difficult for pupils to build upon their knowledge and experience, year by year, in leading times of prayer and reflection. Pupils are articulate and confident: they are well placed to take more ownership and leadership of celebrations of the word. Meditation is used effectively allowing pupils time to reflect and pray quietly. The introduction of 'lectio divina' similarly helps pupils to pray together and discuss scripture. The 'LetUsPray2gether' boxes have been introduced as a key planning tool and pupils are becoming more confident in using this resource to shape class celebrations of the word – particularly in Year 6. All classes have large prayer books which capture previous liturgical activities and include pupil evaluation.

Prayer is central to the life of all at Christ the King. Traditional prayer punctuates the day. The school has created a St Francis prayer area where pupils' own prayers are shared. The liturgical year is followed with reference to the Church's 'ordo', ensuring that scripture is carefully chosen to reflect the liturgical season. Celebrations of the word are linked to the mission statement and a focus remains on Gospel values. The lay chaplain has trained the staff to use relevant resources to support pupils in preparing and leading celebrations of the word. Spontaneous prayer is encouraged within the sacred spaces, inside and outside, and during celebrations of the word. Staff are committed to supporting the formation of the pupils. They choose relevant scripture and encourage the pupils to live out the mission linked to the celebration of the word. The use of lighting and music helps to create a prayerful atmosphere which, in turn, helps to create a time of reverence. Mass is offered throughout the year and feast days are routinely celebrated. The Sacrament of Reconciliation is available to the pupils and the school ensures that pupils also have the opportunity to attend adoration of the Blessed Sacrament in the parish church.

The headteacher, alongside the religious education leader and governors, is committed to ensuring that there is quality provision which involves all pupils participating and taking more ownership of prayer and liturgy. There is an established structure for whole school prayer and reflection, with a timetabled rota. Prayer focal areas are thoughtfully created to support prayerful participation. The school has invested in religious artefacts and liturgical cloths to create a focal point for celebrations of the word. Self-evaluation has rightly identified that a clearer structure and timetable for monitoring needs to be developed to aid effective future planning and continued improvement. Staff have received professional development in relation to liturgical formation and the planning of prayer and liturgy. They lead collective worship with knowledge and confidence.

Information about the school

Full name of school	Christ the King Catholic Voluntary Academy
School unique reference number (URN)	146238
Full postal address of the school	Firs Avenue, Alfreton, Derbyshire, DE55 7EN
School phone number	01773 832919
Name of head teacher or principal	Megan Watts
Chair of governing board	John Boxall
School Website	https://www.christthekingalfreton.srscmat.co.uk/
Multi-academy trust or company (if applicable)	St Ralph Sherwin Catholic Multi-Academy Trust
Type of school	Primary
School category	Academy
Age-range of pupils	4-11
Trustees	Nottingham Roman Catholic Diocesan Trustees
Gender of pupils	Mixed
Date of last denominational inspection	24 November 2016
Previous denominational inspection grade	1

The inspection team

Gregory Hughes	Lead inspector
Joanne Green	Team inspector
Name of inspector	Lead/team
Name of inspector	Lead/team

Key to grade judgements

Grade	England	Wales
1	Outstanding	Excellent
2	Good	Good
3	Requires improvement	Adequate and requires improvement
4	Inadequate	Unsatisfactory and in need of urgent improvement