



INSPECTION REPORT

Christ the King

Earls Court Road, Amesbury, Salisbury, SP4 7LX

Telephone: 01980 622039

e-mail address: head@christtheking.wilts.sch.uk

DfES Number: 865 3412

Headteacher: Mrs R. Horner

Chair of Governors: Carol Crossland

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: 18th/19th March, 2010
Date of previous inspection: 24th/25th January 2007

Reporting Inspector: Mrs P. J. Antolik

Description of School

Christ the King Catholic School is a larger than average size primary school, serving the parish of Christ the King Amesbury and the surrounding area. Most pupils are White British, although a small number of pupils come from a range of other ethnic backgrounds. A very small minority of pupils speak English as an additional language and the number of pupils entitled to free school meals is below average. The pupils come from a wide geographical area. The proportion of pupils with special educational needs and/or disabilities is well above average. Many of these pupils are within the specialist centre for children with speech and language needs. Early Years Foundation Stage provision is in two classes, one of which is a mixed-age Reception/ Year 1 class. The school has gained the Healthy Schools Award and the Active Mark.

Key for inspection grades

Grade 1: Outstanding; Grade 2: Good; Grade 3: Satisfactory; Grade 4: Unsatisfactory

Overall effectiveness of this Catholic school

Grade 1

Christ the King is an outstanding Catholic school. High expectations, excellent relationships, a clear focus on the development of the whole child and a creative Religious Education curriculum contribute to the excellent Catholic education provided by the school.

Pupils enjoy coming to school and are very positive about their learning in a strongly motivated, caring environment. The results are excellent overall in Religious Education. Pupils benefit from and contribute to a varied range of opportunities provided by the school to develop its Catholic character. They are becoming more independent in leading prayer and worship and engage very well in the prayer and liturgical life of the school and the parish. Their spiritual and moral development is exceptional.

The school provides an excellent Catholic education and teaching and learning in Religious Education are outstanding and creative overall. Pupils are provided with a Religious Education curriculum which is rich and innovative and promotes purposeful learning.

The quality of the prayer life of the school is outstanding throughout. Personal development, care and the progress of pupils with special needs are strengths of the school.

The capacity of the school community to improve and develop

Grade 1

Leaders and managers work extremely well together and ensure that the school's shared mission, vision and aims are driven forward. This results in sustained and continuing improvement to outcomes for pupils. Performance in Religious Education is evaluated and implemented in order to bring about improvement. This is supported through successful succession planning for the co-ordination of Religious Education and high quality professional development which benefits all pupils. The governing body provides good challenge and support. Both the development of partnerships and the promotion of Community Cohesion are outstanding.

Assessment of pupil progress is rigorous and tasks are well differentiated to meet the needs of all learners. This has a positive impact on the achievement and progress of pupils at the end of each key stage.

Leaders have successfully improved outcomes for all pupils since its last inspection. This is a school which knows itself very well, identifies priorities, secures improvement and thrives on challenge in all aspects of its work and mission. Its capacity for sustained improvement therefore is outstanding.

What the school should do to improve further

- Continue to develop the individual assessment procedures,
- Continue to improve standards in writing in religious education

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

Grade 1

Pupils make an outstanding contribution to the Catholic life of the school and benefit greatly from it. They take full advantage of all the opportunities the school provides and work closely with the parish and wider communities. They have a strong sense of belonging to their school and parish church. They are quick to thank and congratulate others and treat them with respect. They strive for justice and fairness and to protect the rights of others. Behaviour is exemplary and pupils demonstrate their understanding of reconciliation in their relationships with one another.

Pupils' response to Prayer and Worship is outstanding. They lead and partake in acts of celebration and prayer from their earliest years which has a significant impact on their liturgical formation. They know and use the key elements of worship in a range of settings. As a result, pupils engage well during prayer with reverence and respect. All pupils are taught creative ways to pray and celebrate, which enhances their own and others' ability to worship. They appreciate being able to use the Oratory in the school, which caters for all faith backgrounds. The Oratory is a beautiful peaceful prayer room, decorated according to the time in the liturgical year, and is also open for use by the parents, parish and local community.

Relative to their starting points pupils make outstanding progress in Religious Education throughout all key stages. Almost all pupils are becoming increasingly religiously literate and demonstrate high quality oral learning skills given their capabilities. They are becoming more skilled in reflecting on meaning and in their abilities to relate knowledge and understanding in Religious Education to their everyday lives. Some pupils are able to express their understanding in depth. There is a continuous pattern of improvement in standards over time. Pupils work hard in all classes, speak enthusiastically about their learning and show very positive attitudes in all aspects of their work. They work with concentration and want to do well. Oral, practical and creative skills in Religious Education are outstanding; however, the school needs to continue to develop its writing output for Religious Education.

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

Grade1

Leadership and management by the head teacher is outstanding in promoting the Catholic life and mission of the school. The Ministry Team, and other leaders and managers in the school, are a source of inspiration for the whole community. Highly effective school self-evaluation and

challenge ensures that all aspects of Catholic life are continuously improving. The school's Catholic mission lies at the heart of all school development planning. Pupils articulate a deep level of understanding of the Catholic mission and are actively involved in shaping and supporting it. Very strong links exist between school and the parish priest.

The level of monitoring and analysis of the provision for Religious Education is outstanding. Expectations and outcomes for pupils are high. Efficient and ongoing improvement of assessment strategies is having a positive impact on pupils' learning, progress and standards. The Religious Education coordinator, ably supported by her experienced and skilled predecessor and senior leaders, is continuing to uphold high standards and lead the subject with enthusiasm and fresh ideas. Areas for development are identified and plans for improvement in place.

The governing body makes a significant and outstanding contribution to the work and Catholic dimension of the school. It discharges its statutory and canonical responsibilities very well. There is a good range of expertise amongst governors who work efficiently and effectively with parents, staff and pupils for the good of the school. They are fully informed about the strengths of the school and are proactive in tackling areas of weakness and holding the school to account. The relationship between governors and the school is both strong and supportive.

As a result of the dedication and commitment of the head teacher and staff of the school, they are successful at developing partnerships with other providers, organisations and services. The partnerships have a positive and enjoyable impact on the learning and social development of pupils and staff alike. The school has a Specialist Centre based in the Sunshine Room. It offers flexible teaching arrangements with an emphasis on increasing mainstream integration as children progress through the key stages of learning. Teaching time is allocated fairly so that all children's needs are met. The programmes build on developing the pupils' listening and concentration skills; purposeful play, communication, social and emotional skills are used to improve the development of children's language. This work also supports the spiritual development of the children. This partnership is a significant strength of the school.

The ways in which leaders and managers promote Community Cohesion is outstanding. The school has forged many varied links both in the parish and wider and global communities. The School Council are active in their support for many global projects. These links ensure pupils understand their place in the world and the responsibilities they have towards others. Prayer and Worship is inclusive and makes an important contribution in developing a spirit of community and unity within the school. Religious Education helps pupils to develop attitudes of respect and acceptance for people of all faith and beliefs.

How effective is the provision for Catholic Education?

Grade 1

Prayer and Worship is central to the life of the school and its quality is outstanding. Staff worship together and are highly effective in teaching key elements of worship to their pupils. Pupils' liturgical and spiritual formation is well planned, appropriate to faith background, age and is progressive. Strong links to the parish support pupils' ability to lead and participate in a variety and range of prayerful and liturgical celebrations with parishioners. Regular celebrations are well supported by families and have a significant impact on them. A key strength in worship is the skilled and prayerful use of images, music and drama.

The overall standard of teaching in Religious Education is good with outstanding elements resulting in good quality and purposeful learning. Teachers plan thoroughly using their knowledge of pupils' capabilities and starting points. Pupils are aware of how well they are achieving and are developing skills at knowing how to improve their own work. Excellent deployment of support staff ensures that all pupils achieve their best. Resources, including ICT, are well used to make learning exciting and accessible. The pupils need more opportunities to

record their Religious Education written work. Pupils are highly motivated because the majority of teachers have excellent subject knowledge and are secure and skilled in facilitating learning and pupil progress.

Assessment and monitoring strategies are securely in place and are used to measure individual progress. Staff are well led in using pupil data to move the assessment skills onto the “Next Step” targets. The pupils know they are expected to work hard but that they will receive support where needed.

The school provides an outstanding, imaginative Religious Education curriculum which fully meets the requirements of the Bishops’ Conference. Teachers provide a rich and stimulating range of experiences and activities which enable the pupils to thrive in their learning. The curriculum is creative and multi-sensory and contributes significantly towards developing pupils’ spiritual and moral development. Staff and pupils alike are highly motivated and engaged. Pupils speak warmly and knowledgeably about their work. The learning environment is vibrant and eye-catching which enthuses pupils and captures their imagination. Pupils are encouraged to share their own ideas and concerns and know that their contributions are highly valued.