



DIOCESAN CANONICAL INSPECTION REPORT

THE CATHOLIC LIFE OF THE SCHOOL, COLLECTIVE WORSHIP AND RELIGIOUS EDUCATION

Christ the King Catholic Voluntary Academy

Darlton Drive, Arnold, Nottinghamshire, NG5 7JZ

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| School URN: | 138810 |
| Inspection Date: | 01 March 2016 |
| Inspectors: | Mrs Brenda Carson, Mrs Sarah Lockyer and Mrs Krys Pietryka |

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| Overall Effectiveness | Previous Inspection: | Good | 2 |
| | This Inspection: | Outstanding | 1 |
| Catholic Life: | | Outstanding | 1 |
| Collective Worship: | | Good | 2 |
| Religious Education: | | Outstanding | 1 |

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

Christ the King Catholic Voluntary Academy is an outstanding Catholic school.

- Christ the King Catholic Academy is an outstanding Catholic school. Its mission is overt, nurtured and celebrated. Pupils recognise it as an inclusive and supportive school where they are inspired to give of their best. Parents and carers have great confidence in the school and applications for entry continue to rise. The school is a valued member of the Pax Christi Catholic Academy Trust.
- The quality of Collective Worship is good. Emphasis is placed upon the spiritual development of all and pupils benefit from the variety of liturgical events presented over the year. The ability to lead worship is particularly evident amongst the chaplaincy team. The lay chaplain provides excellent leadership and is held in high regard by pupils and adults. The seeds planted through the chaplain's rich resources, and the team's modelling of good practice, should be consistently developed in daily practice with wider pupil leadership of daily worship.
- The quality of the Catholic Life is outstanding. The inspirational headteacher along with governors and the leadership team, ensure that staff are exceptionally well supported in understanding and contributing to the ethos and mission of the school. This is an inclusive and outward reaching community. The rich environment, for example: the dedicated chapel; the Holy Door for the Year of Mercy and Year 8 saintly portraits, affirm that this is a Catholic community. Pupils speak with pride about their school and those who are new to it articulate that it is an accepting and special place to be.
- The quality of Religious Education is outstanding. This is a lead department not only within the school, through the teaching and innovation group, but also the diocese. As a result of consistently good and often outstanding teaching; students make very good progress over time. Religious Education is exceptionally well led and resourced. Monitoring has identified what inspectors noted, that a more consistent application of the assessment process is required.

FULL REPORT

INFORMATION ABOUT THE SCHOOL

- Christ the King Catholic Voluntary Academy is situated towards the North East of Nottingham in the Borough of Gedling. This is a socio-economically diverse community and students live in rural, urban, agricultural and suburban areas. The school belongs to the Pax Christi Catholic Academy Trust that was formed on 1st October 2012.
- Parishes served by the school: The Good Shepherd, Arnold; The Divine Infant of Prague, Bulwell; Holy Cross, Hucknall and Sacred Heart, Carlton.
- 66% of students are baptised Catholics.
- Christ the King has 846 students on roll. It is oversubscribed for autumn term 2016.
- The school is in receipt of pupil premium funding for 21.9% of pupils. (The pupil premium is additional government funding that schools receive to support those known to be eligible for free school meals and those looked after by the local authority).

WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- Pupils have begun their journey of leadership of the community life of prayer. The school should now strive for outstanding outcomes in Collective Worship by:
 - Empowering more pupils to lead worship;
 - Ensuring consistency in the quality of Acts of Worship that take place in form periods.
- Within Religious Education, there needs to be a greater degree of accuracy with GCSE projections and a 'narrowing of the gap' between external targets and results achieved. This will be achieved by:
 - Ensuring that there is a greater consistency in marking and feedback with particular emphasis on opportunities for student reflection and response;
 - Ensuring that all lessons meet the individual needs of students so that almost all are making substantial and sustained progress within lessons and over time.

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 - outstanding

- 'The mission of Christ the King Catholic Voluntary Academy is to provide the best education and care we can for all members of our living faith community'. Pupils told inspectors that they feel very involved in the Catholic Life of the school and evidence on the day of the inspection indicated that pupils benefit extremely well as an outcome. There is a strong feeling of community and pupils were quick to evidence how they can turn to any member of staff, and indeed their peers, for support and guidance.
- Pupils demonstrate their commitment to the school's ethos by their excellent behaviour and attitudes both within class and more generally around the school. The vertical tutor groups are valued by pupils as safe and formative groupings.
- Pupils feel valued, with comments made such as, 'We're not just a number on a page' and 'You can do well - as people'. They recognise that the school does not give up on them whatever their needs. The behaviour policy is firmly rooted in reconciliation and restorative justice. This, along with a strong pastoral system, has resulted in low levels of exclusions.
- The school council is an active group and was instrumental in creating the school's reward system, which encourages students to behave in a Christian manner. Governors praised their work.
- Participation in diocesan and national events, celebrations and pilgrimages are valued by pupils. The annual diocesan pilgrimage to Lourdes, amongst its many opportunities and benefits, presents sixth formers with the challenge of fundraising. They explained that this is well supported by the parishes as well as by family and school. Pupils participate in the Walsingham pilgrimage in July and the Catholic Youth Ministry Federation's (CYMFED) Flame 2 Congress in the Wembley Arena.
- In their response to national and international crisis such as the Ebola epidemic, the hurricane in the Philippines and the earthquake in Nepal; pupils recognise the vocation of serving others. Fundraising campaigns are organised by the prefect team. In addition, each form supports local activities such as the food parcel initiative organised by the St Vincent de Paul Society.

The quality of provision for the Catholic Life of the school - outstanding

- Staff are committed to the school's mission and the wide range of staff spoken to during inspection praised its positive impact not only on pupils but also on them.
- Opportunities to experience the Catholic mission are embedded into the curriculum and evident in the whole of school life. The Year 8 self-portraits that celebrate saintly attributes and the drama department's preparation with pupils for the Easter liturgy are indicative of departmental capacity to celebrate Catholicity.
- There is a tangible sense of community at all levels, evident in the high quality relationship between colleagues, including those from the other schools in the Pax Christi Trust, support staff and pupils.
- Pupils and staff are very well supported by the lay chaplain, school counsellor, senior leaders, pastoral team and initiatives that take place to raise well-being awareness.
- The vulnerable are nurtured, with the local authority often seeking places for pupils in need. Parents and carers have written to the school to express their thanks.
- Behaviour policy and practice is firmly rooted in Gospel values and is applied fairly. The importance of personal responsibility, reconciliation and forgiveness are strong attributes of the policy developed around the idea of restorative justice.

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

- The headteacher is passionate that the school should fulfil the Church's mission in education and, along with other leaders, has ensured that the planning, monitoring and evaluation of Catholic Life is given the highest priority.
- Improvement plans, staff training and appraisals all identify Catholic Life as a priority and actions are planned with key partners, such as the lay chaplain, diocesan advisers and trust partner schools, to further enhance the communal life and ethos of the school. As a result, staff and pupils' understanding of the school's mission is outstanding.
- There is a robust programme of monitoring and quality assurance that involves governors, to ensure the school fulfils its mission. Governors on the pupil and ethos committee recognise the actions taken to prioritise Catholic Life and the impact this has had on the community.
- Parents and carers are very supportive of the school and have great trust in its leadership as evidenced in the parental survey. The school is effective in communicating its mission to parents and the wider community through sources such as its website, newsletters and parish events.
- The headteachers of the primary schools in the Pax Christi Trust hold the school and its leadership in high regard. Catholic Life is the first priority of the trust's improvement strategy. The lay chaplain is now employed in two of the four schools and has led training for all on child-led Collective Worship. Headteachers were pleased to note that pupils from their chaplaincy teams have joined the Christ the King team. The headteacher of Christ the King is a mentor for one of the headteachers who is new to headship and is supporting another headteacher who is new to headship in the diocese, they both praised his support.

COLLECTIVE WORSHIP

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| THE QUALITY OF COLLECTIVE WORSHIP | 2 |
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- How well pupils respond to and participate in the school's Collective Worship.
- The quality of provision for the 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 - good

- Pupils in the house group Act of Worship in the school hall bore witness to the school's self-evaluation that they 'respond respectfully and reverently, taking the opportunities for personal and collective reflection, often being challenged to think spiritually and morally'. The chaplaincy team, along with the lay chaplain, contributed significantly to the development of understanding on the theme of justice, not only in a school context but also with respect to the Year of Mercy. The team consists of pupils from all year groups and they are a credit to the school.
- The quality of the Acts of Worship in form rooms was more varied. In the best examples observed, the teacher developed the week's theme of justice in an individual and thought-provoking way. Pupils fully participated in the discussion that followed and reflected on the topic in a tangible way. However, in other form rooms pupil participation was seen to be limited.
- Most pupils have a good understanding of religious seasons and feasts and they could explain how material provided by the lay chaplain is used and, on occasion, developed to personalise the experience of worship for their peers.
- Collective Worship contributes well to the moral and spiritual development of all. Pupils are able to articulate the difference that a community of prayer has made to their own sense of identity, security and growth. Those of different faiths are respected as full and important members of the community.

The quality of provision for Collective Worship - good

- Collective Worship is centred on clear liturgical themes which are consistent with the season and the Catholic character of the school. These themes reflect key messages, for example during this Year of Mercy, justice was being explored, and are responsive to religious diversity among pupils.
- Staff and pupils pray together and prayer is part of almost all school celebrations. The school day is punctuated by prayer with emphasis placed on it at the start and end of the day. Pupils commented on the variation of their experiences, and this was witnessed by inspectors, so there is a need to develop some consistency here.
- The appointment of the school lay chaplain and the development of the chaplaincy team have had great impact on Collective Worship in the school. The lay chaplain is particularly skilled in helping pupils to plan and deliver quality worship. Staff are supported well and many make significant contributions as was witnessed in drama with pupils preparing their Easter liturgy.

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- Relevant staff have an excellent understanding of the Church's liturgical heritage, its rites and seasons and are keen that pupils have high quality experiences of the Church's liturgical life.
- Acts of Collective Worship are well resourced and the support of the lay chaplain was recognised by pupils and staff as having a significant impact. As a result, Collective Worship is almost always engaging. Pupils and staff gave examples of Acts of Worship, such as the recent Ash Wednesday liturgy, which they found very inspiring.
- Staff pray together and they value the opportunities for spiritual growth and mutual support afforded by these occasions and the regular in service training. As a consequence, there is a strong sense of community.

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

- The headteacher, lay chaplain, governors and other key staff have a thorough understanding of the Church's liturgical year, its seasons, rites and symbols and they lead the school in a deepening appreciation of these traditions in a way that is relevant to pupils in a contemporary context. Over time, all pupils benefit from their witness.
- Liturgical and spiritual development is seen as a priority in the professional development of school leaders and quality time is devoted to it. The lay chaplain attends meetings and spiritual development opportunities with others in the diocese.
- Staff formation in the development of spiritual and liturgical understanding is clearly a school training priority. Due to the culture of receptivity that leaders have created, response to this training is wholehearted and enthusiastic. A member of administrative staff commented that it 'assists me to discharge my duty'.
- Leaders and managers, including senior leaders and the lay chaplain, are highly visible as leaders of Collective Worship within school. They are models of outstanding practice for staff and pupils. Stakeholders' views are sought and evaluations used to develop quality experiences of Collective Worship. Leaders have correctly identified the need, 'to develop the confidence of even more students to plan and lead Acts of Worship'.

RELIGIOUS EDUCATION

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| THE QUALITY OF RELIGIOUS EDUCATION | 1 |
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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 – outstanding

- Almost all pupils, including: those for whom English is an additional language; disabled pupils and those with special educational needs are making substantial and sustained progress in Religious Education within lessons and over time.
- Pupils know how well they have done and what they need to do to improve; however, teachers do not consistently ensure that pupils have responded appropriately to their feedback. Religious Education is enjoyed by pupils, as evidenced by the outstanding classroom behaviour and attitude to learning during the inspection, the school's lesson observation records and pupil response to surveys.
- The wide ranges of skills developed in Religious Education are evident in the classroom and in workbooks. These include independence, originality, imagination, the ability to interpret sources and symbol, the ability to understand nuance and subtlety, the ability to reflect and evaluate, the ability to engage with religious ideas and integrate them into their lives. Deep questioning was particularly well demonstrated by sixth formers during their general Religious Education lesson on the day of inspection.
- The standards of attainment are in line with diocesan averages for almost all groups of pupils with many above average.

The quality of teaching and assessment in Religious Education – good

- Teaching is mainly good, with examples of outstanding teaching. As a consequence, most pupils and groups of pupils, including those who have English as an additional language, disabled pupils and those who have special educational needs, make consistently strong progress over time. The gap is closing for those funded by the pupil premium.
- Teachers have a clear understanding of the value of Religious Education which they communicate effectively to pupils. They use their specialist expertise well in planning and teaching and utilise a good range of resources and teaching strategies to promote good learning.
- Good learning in lessons and across sequences of lessons is secured by good pace, teachers checking pupils' understanding throughout lessons with timely intervention that impacts on the quality of learning, and the regular use of homework to consolidate pupil learning.

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- Marking and feedback are performed in line with the school's policy and pupils sometimes respond to feedback. However, there is a need to ensure consistency across the department and for teachers to indicate to pupils if their response has brought about improvement.
- Where outstanding learning was observed, differentiation was finely tuned ensuring that the needs of almost all pupils were met – this needs to be shared and applied throughout all Religious Education lessons to ensure achievement improves and meets external targets.

The extent to which leaders and managers promote, monitor and evaluate the provision for Religious Education – outstanding

- Leadership of Religious Education is informed by a high level of expertise and vision which focuses relentlessly on improving teaching and learning not only in Religious Education but also, by way of the teaching and innovation group, across the curriculum. The head of department is seconded to the diocese as a secondary Religious Education adviser in order to provide support, guidance and raise standards in other academies and schools. Religious Education is a lead department at Christ the King.
- The Religious Education department has a very high profile within the school and beyond it. The department supports the lay chaplain in enhancing the extra-curricular spiritual and liturgical life of the school. Liturgies and sacramental preparation are built into the curriculum with time being dedicated to learning within the chapel resulting in a profound impact on the moral and spiritual development of pupils and on their ability to discern their own unique vocations. The head of the Religious Education department has represented the diocese at consultation meetings related to GCSE specification changes as well as being part of a lead team within the diocese focussed on developing Key Stage 3 curriculum and levelling of pupils' work.
- Leadership of Religious Education, including: governors on the achievement and curriculum sub-committee; the headteacher; senior leadership; director of learning and the head of the Religious Education department, focus on continuous improvement linked to clear development plans. Governors commented on the high quality of teaching observed during their participation in learning walks.
- Religious Education is extremely well resourced in terms of staffing, physical resources, capitation and curriculum time. It meets the requirements of the Bishops' Conference fully, including in the sixth form. Leaders and managers ensure that the assessment of pupils' work in Religious Education based on the *Levels of Attainment in Religious Education* document is accurate based on regular moderation procedures both internally and externally.

SCHOOL DETAILS

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| School Name | Christ the King Catholic Voluntary Academy |
| Unique Reference Number | 138810 |
| Local Authority | Nottinghamshire |

The inspection of this school was carried out on behalf of the Bishop of Nottingham under Canon 806 of Canon Law in accordance with the Evaluation Schedule for diocesan canonical inspections in the Diocese of Nottingham. The inspection reviews and evaluates how effective the school is in providing Catholic education. The process begins with the school's own self-evaluation and the inspection schedule is in line with the criteria set by the National Board of Religious Inspectors and Advisers (NBRIA).

During the inspection, the inspectors observed 6 Religious Education lessons and 7 Acts of Collective Worship.

Meetings were held with the headteacher, the head of the Religious Education department and 5 governors. Discussions were also held with senior leaders, pupils and a group of staff members.

The inspectors scrutinised a range of documents, many of which were provided on the school portal. These included documents such as the school improvement plan, monitoring and evaluation forms, assessment and tracking data and parental survey responses. They also examined the work in pupils' Religious Education books.

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| Chair of Governors: | Mr David Wilson |
| Headteacher: | Mr Carlo Cuomo |
| Date of Previous School Inspection: | 18 October 2010 |
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WHAT INSPECTION JUDGEMENTS MEAN

Within the report, the following grades are used:

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| Grade 1 | Outstanding |
| Grade 2 | Good |
| Grade 3 | Requires Improvement |
| Grade 4 | Inadequate |

In the context of the whole school, the overall effectiveness grades have the following meaning:

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| Grade 1 | Outstanding | The school is a highly effective Catholic school. Pupils' needs are exceptionally well met. |
| Grade 2 | Good | The school is an effective Catholic school. Pupils' needs are met well. |
| Grade 3 | Requires Improvement | The school is not yet a good Catholic school, it is not inadequate however, and there are aspects that require improvement. There will be a monitoring visit within the next 12 months and the school will be re-inspected within 3 years. |
| Grade 4 | Inadequate | There are features in need of urgent and immediate attention. The school is not meeting the basic minimum requirement for adequacy as a Catholic school. The school will receive an annual monitoring visit and will be re-inspected within 3 years. |