

Christ the King Catholic Primary School

55 Tollington Park, London N4 3QW

Date of inspection by Westminster Diocese: 15 June 2022



Summary of key findings for parents and pupils

A. Classroom religious education is outstanding

- Pupils are welcoming, articulate, and enthusiastic demonstrating a real thirst and resilience for learning.
- The scheme of work used is mapped to the *Religious Education Curriculum Directory* which forms the basis of the teaching provided.
- Staff create a positive, safe and nurturing climate of learning for all pupils.
- Pupils make outstanding progress in their knowledge and understanding of the Catholic faith and display excellent attitudes to learning.
- Teaching is creative, inspiring and actively engages pupils in their learning and teachers use a variety of well-judged teaching strategies to match pupils' learning needs.
- Behaviour by all pupils is exemplary.
- The subject leader has a deep understanding and appreciation of the centrality of religious education and displays a dynamic and creative vision for the subject
- The headteacher, governors and the lead for religious education show and articulate a strong commitment to driving forward standards in RE.

B. The Catholic life of the school is outstanding

- This is a very welcoming and vibrant school, fully living out the school mission: 'To live together in Harmony. To grow and develop in Christ. To reflect God's love in all we do.'
- Religious education is at the heart of the school and is allocated its full 10% of teaching time as required by the Bishops' Conference of England and Wales.
- Pupils are actively involved in supporting those in need and proactive in responding locally, nationally and globally.
- The quality, strength and warmth of the relationships of all members of the school is outstanding and the school creates a tangible sense of unity and mutual respect.
- The partnerships between school, parents, parish, governors and diocese are exceptional.
- The headteacher, leadership team, staff and governors are an example for all - outward facing and inclusive - and they have created a cohesive and joyful school community.
- The links with the new parish priest are excellent in supporting the school community with their liturgical and Eucharistic experience and understanding.

A. Classroom Religious Education

What has improved since the last inspection?

The previous inspection highlighted the need to further increase the percentage of outstanding teaching by disseminating the existing expertise in the school; to access top quality in-service training for all staff. The school remains committed to these areas; they are continually striving for improvement in classroom teaching. School leaders have provided staff with excellent support by modelling lessons, team teaching and through whole school staff training using 'The Foundation Stones' programme which has enhanced staff subject knowledge and expertise. This was apparent in lesson observations. All areas in the previous inspection have been fully addressed.

The content of classroom religious education is outstanding

Religious education programmes are used creatively and enhance the delivery of the Curriculum Directory resulting in a progressive, cohesive and developmental programme for each key stage. Pupils are enthusiastic learners and exceptionally well versed in religious language and understanding. Pupils said, 'They love religious education'. RE is delivered with the highest expectations of all staff and the highest aspirations for all pupils and addresses the learning needs of all groups. One parent said, 'I really appreciate my daughter learning religious education'. Overall the typicality of teaching is never less than good. Leadership of religious education models excellent practice and staff work exceptionally well together to ensure the highest quality of religious education. One governor commented 'Learning should be ambitious. It is here!'

Pupil achievement in religious education is outstanding

Pupil achievement, attainment and progress are overall outstanding. Pupils make rapid and sustained progress and attainment is at least as good as or better than other core subjects. Professional development has been used successfully to give staff the skills to plan and assess work effectively. Teachers have high expectations which leads to pupils making excellent progress and being proactive in their learning. Pupils are enthusiastic learners and exceptionally well versed in religious language and understanding. They are confident users of religious vocabulary and apply a variety of skills to great effect.

The quality of teaching is outstanding

The quality of teaching in all key stages is outstanding and never less than good. The teaching of religious education is creative and actively engages pupils in their learning. Pupils are enthusiastic in lessons and participated well in a range of creative activities including role play and interpreting art. Lesson observations show that teachers use a variety of teaching strategies to ensure all pupils' needs are met. Teaching assistants work to support pupils with additional needs to ensure they can access the lesson. Lessons are focused and match the individual needs of each pupil; children from Ukraine who recently joined the school were supported in lessons by accessing Google Translate to help understand the story and learning. Teachers in Early Years Foundation Stage created outstanding learning environments to support pupil learning. Pupils were actively engaged in a carousel of activities centred around 'The Good Samaritan'. They demonstrated strong religious vocabulary and an excellent understanding of the story. Their learning was supported in an age appropriate way. Teachers impart religious knowledge with creativity, confidence and authority to

ensure pupils are engaged in learning. Teachers recapped previous learning and supported the children's religious literacy and vocabulary. Pupils were confident in their learning and understanding across the school. As one pupil stated, 'religious education is my favourite subject'. Marking and constructive feedback is frequent and of a consistently high quality which enables pupils to understand how they can improve their work and progress to the next level.

The effectiveness of leadership and management in promoting religious education is outstanding

Leadership and management of religious education are outstanding in this school. There is a clear dynamic and creative vision for RE in which staff and pupils strive for excellence. The subject leader focuses relentlessly on improving teaching and learning, resulting in teaching that is generally outstanding and never less than good. Sound subject knowledge developed through continuing staff training, team teaching and modelling ensures that staff are exceptionally well supported. The subject leader has an excellent understanding of the strengths and areas for development in RE. Self-assessment is thorough and accurate and the leadership is actively engaged in improving the quality of religious education offered throughout the school.

What should the school do to develop further in classroom religious education?

- Develop use of planning systems to ensure that success criteria are consistently used to support pupil learning.

B. The Catholic life of the school

What has improved since the last inspection?

The previous inspection highlighted the need to develop the partnership with the two local parishes and to embed the use of the new chapel so that it becomes a key resource for enriching the prayer life of the community. The new parish priest has created strong positive partnerships with the school enriching the prayer life enormously: 'It is about putting love into action'. The church has come to the school and the school in turn has supported the increased numbers attending Mass by organising the First Holy Communion classes as a weekly after school club; as the parish priest stated, 'Holy Communion will lead to serving on the altar'. The chapel is regularly used for prayer and quiet reflection. All areas of the previous inspection have been fully addressed.

The place of religious education as the core of the curriculum

is outstanding

The curriculum meets the requirements of the Bishops' Conference with 10% of curriculum time allocated to RE. The budget for RE is comparable to the budgets for other core subjects. The leadership team, supported by the parish priest and governors, work very hard to ensure that pupils are provided with the best opportunities possible and that staff are supported in their professional development. RE displays and prayer corners are in place in every classroom with key words being prominent to enhance pupils' religious literacy. There are themed displays in all communal areas throughout the school. Parents recognise the importance the school places on its Catholic life. Governors are very well informed and work closely with the leadership team to develop and review the quality of pupils' religious experience and are aware of areas for further development. The school clearly places a strong emphasis on the centrality of the Catholic faith to its mission and life.

The experience of Catholic worship – prayer and liturgy – for the whole school community

is outstanding

The experience of Catholic worship is outstanding. Worship and prayer are central to the life of the school and the school excels in offering pupils the opportunity to pray and reflect. Pupil engagement in both planning and preparation of prayer and worship is a real strength of the school and helps deepen the pupils' understanding of liturgy and scripture. Strong links with the parish priest have been established, including working in collaboration to prepare the pupils for their First Holy Communion. Numbers have increased to 18 pupils enrolled in the programme this year compared to 2 in the previous academic year. The school has a strong emphasis on the use of direct scripture in RE lessons and this was clearly evident in observations. Pupils' spiritual development is enabled through the excellent opportunities offered for reflection and discussion in class, in the prayer garden and in the school chapel.

The contribution to the Common Good – service and social justice –

is outstanding

Pupils have a strong understanding of the mission statement and how they live it out in their daily lives at school. They are able to link this to the school's '3-5-7' vision for all aspects of school life and

were able to articulate how this helps them. The school is committed to, and pupils are engaged in supporting those in need, and pupils were able to tell inspectors about the different charities they support. One child expressed delight in supporting 'odd socks day' for Anti-Bullying as 'it is important to celebrate all our differences'. The pupils linked their charity work to their learning about The Good Samaritan and how they can be more like Jesus in their school lives. This should be further developed to ensure all pupils understand the theology underpinning their actions. The Church's call to action for justice and peace is fully appreciated and understood as is appropriate for the pupils concerned. Pupils are aware of war and conflict around the world and have been extremely welcoming to the Ukrainian refugees who have recently joined the school.

The partnership with parents, school and parish, and collaboration as an integral part of the diocese through its relationship with the diocesan Bishop and those acting on his behalf

is outstanding

Partnerships at all levels are outstanding and the school should be proud of its work in this area. Parents are very complimentary and appreciative of the school's work as demonstrated by the responses when meeting inspectors and by the questionnaires reviewed during the inspection. Parents think that their children receive a very good start in life. One parent stated 'I feel the strongest demonstration of Catholicism by this school is the genuine concern and care that the staff display towards students and families. They lead by example and have gone out of their way to help us when we need it'. The new parish priest has been a breath of fresh air, actively supporting and engaging with the school. He visits weekly, providing support and spiritual guidance. The school has a soft federation with Sacred Heart Catholic Primary and have formed a strong partnership. The executive headteacher and RE subject lead provide excellent support to their local deanery group and the RE subject lead supports planning across the diocese.

The effectiveness of the leadership and management in promoting the Catholic life of the school

is outstanding

The effectiveness of leadership and management in promoting the Catholic life of the school is outstanding. The leadership team, driven by their commitment to gospel values, enable pupils and staff to experience a richness of opportunities of a Catholic way of living. The mission statement and their '3-5-7' vision and values are at the heart of everything they do. The school's self-evaluation is coherent and highly accurate, reflecting rigorous monitoring, analysis and challenge. No aspect of the daily life of the school is left unobserved in reflecting on the mission of Catholic education and the Catholic life of the school. The headteacher, a strong established leadership team and active governing body are the driving force in the school's commitment to the education of young people with a vision of discipleship for life. Governors share in the strategic leadership of the school with energy and enthusiasm.

What should the school do to develop further the Catholic life of the school?

- Further develop pupils' understanding of Catholic Social Teaching to ensure all pupils understand the theology underpinning their actions.

Information about this school

- The school is a 2-form entry Catholic primary school in the locality of Islington.
- The school serves the parishes of St Mellitus Finsbury Park and St Gabriel's Holloway.
- The proportion of pupils who are baptised Catholic is 56%.
- The proportion of pupils who are from other Christian denominations is 30% and from other faiths is 5%. The remaining pupils are from families who have not declared a faith.
- The percentage of Catholic teachers in the school is 64%.
- The number of teachers with a Catholic qualification is 4.
- There are 17% of pupils in the school with special educational needs or disabilities of whom 9 have statements of Special Educational Needs and Disabilities (SEND)/ Education Health and Care Plans (EHCP).
- The proportion of pupils from minority ethnic groups is well above the average.
- The number of pupils speaking English as an Additional Language is well above average.
- There is a well above average rate of families claiming free school meals.
- 54% of pupils receive the Pupil Premium.

Department for Education Number	206/3633
Unique Reference Number	100450
Local Authority	Islington
Type of school	Primary
School category	Voluntary Aided
Age range of pupils	3-11
Gender of pupils	Mixed
Number of pupils on roll	279
The appropriate authority	The governing body
Chair	Mr James Potts
Headteacher	Mr John Lane
Telephone number	020 7272 5987
Website	www.ctks.co.uk
Email address	admin@ctks.co.uk
Date of previous inspection	11 February 2016
Grades from previous inspection:	
Classroom religious education	Outstanding
The Catholic life of the school	Outstanding

Information about this inspection

This inspection was carried out (i) under the requirements of the Canon 806 and (ii) in accordance with the Framework for Diocesan Inspections 2015 approved by the Archbishop of Westminster and (iii) under section 48 of the Education Act 2005.

- The inspectors would like to thank the governors, headteacher, staff, pupils and parents for their co-operation over the conduct of the inspection.
- During the inspection 12 lessons or part lessons were observed.
- The inspectors attended 3 class acts of worship.
- Meetings were held with school staff, pupils and governors.
- Other evidence was gathered from contacts with parents through a questionnaire, scrutiny of a sample of pupils' work, observation of pupils in and out of lessons and examination of school documents.

Inspection Team

The inspectors are appointed by the Archbishop.

Ms Deirdre Finan

Mrs Carol Ransom

Mrs Jade Cahill

Lead Inspector

Associate Inspector

Associate Inspector

Information about inspection

The purpose of Diocesan inspection is to report to and advise the Archbishop on the quality of classroom religious education and the Catholic life of the school. The inspection report is also used to inform parents and carers, and the wider Catholic community. Inspection provides an opportunity to support, challenge, evaluate and promote the work of Catholic schools. It also assists schools in the work of self-evaluation and improvement, and enables the Diocese to celebrate with schools their sense of identity and their strengths as Catholic schools.

Inspection Grades

- Outstanding
- Good
- Requires improvement
- Causing concern

This report is published by the Diocese of Westminster and is available at:

<http://rcdow.org.uk/education/schools>

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