

# DIOCESE OF PORTSMOUTH VALIDATION REPORT



## Christ the King Catholic Primary School

Lulworth Road, Reading, Berkshire. RG2 8LX

**URN:** 110005  
**Date of this validation:** 19<sup>th</sup> October and 4<sup>th</sup> November 2015  
**Date of previous validation:** November 2011

<b>Overall effectiveness</b>	<b>This validation:</b>	<b>Good</b>
	<b>Previous validation:</b>	<b>Satisfactory</b>

<b>The school community:</b>	<b>Outstanding</b>	<b>Attainment and progress in RE:</b>	<b>Good</b>
<b>The wider community:</b>	<b>Outstanding</b>	<b>Quality of teaching in RE:</b>	<b>Good</b>
<b>Spiritual development:</b>	<b>Good</b>	<b>Leadership and management of RE:</b>	<b>Good</b>
<b>Moral development:</b>	<b>Outstanding</b>	<b>Leadership and management:</b>	<b>Good</b>

### This is a good school

- Christ the King is a good example of a Catholic school, where the mission is lived out in the daily life of the community, as is evident in the strong relationships, exemplary behaviour and the actions and deeds of the pupils.
- Secure and supportive relationships between adults and pupils, based on mutual respect, have led to a fully inclusive and positive climate for learning.
- The dedicated leadership of the headteacher is a key strength of the school.
- Senior leaders, along with governors and the parish priest, have a clear strategic vision for the school and are determined to improve outcomes for children.
- The mutually supportive relationship between the school and the parish ensures that Christ is at the centre of the school community.
- Parents' views of the school are overwhelmingly positive.
- Teaching overall is good. Evidence from books and the lessons observed indicated that pupils were making good progress from their low starting points and reaching secure standards in religious education (RE), which were broadly similar to standards in English.
- The recently appointed RE manager is a key strength of the school. She provides very good support for staff and has been instrumental in improving the teaching and learning in RE.
- Pupils' behaviour is exemplary, as is their response to charities and support for others.

### What does the school need to do to improve further?

In order to move forward, the school should consider the following:

- Embed the recent developments in teaching and learning in RE to ensure consistent high quality outcomes for all pupils by specifically:
  - Developing approaches to differentiation, especially to challenge most the able pupils.
  - Ensuring accurate marking and feedback to enable all pupils to improve their learning in RE.
- A more robust approach to the self-review process, which involves all stakeholders and clearly evidences the impact and outcomes in judgement statements.

## Full Report

### The school as a Catholic community

The school community:

The wider community:

**Outstanding**

**Outstanding**

- The mission statement and Christian ethos are evident in the daily actions, behaviours and relationships of the school community. The school is welcoming and determined to meet the needs of all pupils.
- Highly positive relationships with all members of the community contribute to its success and ethos.
- Equality and inclusion are at the heart of the work of the school. Validators noted the calm and positive atmosphere in each classroom, where all pupils were fully included.
- Parents are overwhelmingly positive about the school, recognising it as a welcoming and supportive Catholic school. One commented that “The headteacher is an amazing and caring human being”, who is “always available to listen to the parents”.
- The well-maintained environment, especially the outside courtyard and displays, make explicit the Catholic nature of the school.
- The support of the parish priest and links with the parish are strong and mutually supportive. The priest’s presence and regular weekly visits to the school are a strength and have led to well-established and positive relationships between staff, pupils and their families and the parish.
- The school works hard to support other schools that benefit from their expertise in relation to behaviour management and takes an active lead in addressing recruitment needs by training teachers through the Schools Direct programme. This has benefitted both local and Catholic schools.
- In order to continue to develop religious education the school would benefit from closer partnerships with the diocese and the local Catholic cluster to increase opportunities for training, advice and mutual support.
- Members of the school community demonstrate their commitment to being global citizens, through their support of many local, national and international charities.

### Curriculum religious education

Attainment and progress:

Quality of teaching:

Leadership and management of RE:

**Good**

**Good**

**Good**

- Pupils’ work and observations in lessons indicate that standards in religious education are broadly average, although the progress from very low starting points is good. This is broadly in line with attainment and progress in English.
- Pupils work effectively, when provided with appropriate tasks and level of challenge. There is a need to increase pupils’ understanding of how to improve the quality of their work as identified by the RE leadership in the school.
- The school now needs to embed effective differentiation for all pupils, by designing tasks that challenge them in their learning, ensuring rapid progress and greater achievement.
- Procedures linking outcomes of assessments with planning and teaching are beginning to become more consistent and are recorded more rigorously.
- Teaching is judged to be good by the school. Teaching observed on the day of the validation was mainly good. In all lessons pupils were engaged and worked hard. They were well planned and prepared with new technology, which was used effectively to enhance learning. Questioning, which deepened learning, was evident in the best lesson and the teacher’s subject knowledge ensured pupils made good progress in their learning.
- The work scrutiny highlighted the value placed on RE in most year groups but the validators noted some inconsistency in the quantity of work produced in some classes. Evidence of oral

responses recorded in assessments, the 'Big Questions' and RE class books would suggest pupils' knowledge and understanding are secure.

- All work is marked. Marking now needs to provide clear steps in improving standards in RE and give children the opportunity to respond to promote deeper learning.
- The new RE manager is providing strong leadership to the subject. She has a clear understanding of the strengths and areas for development in the teaching of RE, which are accurately reflected in the RE action plan.
- The RE manager is committed to supporting staff to improve their teaching of RE. She has promoted high standards in RE and worked hard to support colleagues through one-to-one feedback and coaching.

## Spiritual and moral development

Spiritual development:

Moral development:

**Good**

**Outstanding**

- There is a good range of opportunities to develop pupils' spirituality. Pupils respond appropriately to opportunities for collective worship.
- Parents are given opportunities to participate together in a variety of liturgies.
- The school uses the local Church to develop children's understanding and appreciation of liturgies.
- The parish priest, working closely with the school, provides outstanding support for pupils and their parents' spiritual development, through his commitment to the school community and celebrations of liturgies.
- Involvement of pupils in preparing and leading collective worship could be further developed, although the validators commend the pupils who contributed to the whole school worship.
- The school should consider extending the variety of worship to include days of reflections, which enable pupils to deepen their relationship with God.
- Staff are positive role models in developing the pupils' understanding of ethical and moral choices. Pupils recognise that they are well supported by the staff.
- Strong pastoral support from within the community, including the family support worker, ASD unit and well trained support staff, ensures that this is a fully inclusive school.
- Older pupils provide good role models for others to follow and support the rest of the school, for example in resolving conflicts. They respond positively to their responsibilities, e.g. as house captains and members of the school council.
- The secure and consistently applied strategies for managing behaviour have a positive impact on outcomes for children. Pupils demonstrate very good behaviour and Christian attitudes in their interactions with others.
- The opportunities for celebrations and rewards are strong. This is recognised as a positive feature of the school by the pupils and parent community.

**Leadership and management:**

**Good**

- The headteacher is determined to improve outcomes for all children. He provides an effective and strong model of Christian leadership, demonstrating humility and service and ensures all members of the community are highly valued.
- The senior leaders, well supported by governors, share a common Christian vision and through example inspire the community to share in a strong purpose to continually improve Christ the King school.
- RE is clearly valued, as is reflected in the appointment of a deputy headteacher to lead RE in the school. Validators commend her for her commitment and passion to improving pupils' outcomes across the school.
- The RE action plan identifies areas for development. The actions identified to improve teaching and learning would be strengthened by providing further opportunities to moderate and assess

work in RE. RE actions are reflected in the school's improvement plan.

- The enthusiastic support and commitment of the parish priest contributes to the successful leadership and management of the school.
- The school has addressed some of the issues from the last validation, especially in its review of the mission statement. However the school needs to further develop involvement of all stakeholders in the self-review process.

### School details

<b>Name of school</b>	Christ the King Catholic Primary School
<b>Age range of pupils:</b>	4 – 11
<b>Gender of pupils:</b>	Mixed
<b>Number of pupils on roll:</b>	384
<b>Chair of Governors:</b>	Marguerite Crockford
<b>Headteacher:</b>	John Cosgrove

Christ the King Catholic Primary School is a larger than average sized primary school in Reading in an area of high deprivation. The school mainly serves the parish of Christ the King, Reading which is in the Loddon Valley Pastoral Area. The proportion of children attending the school who are Catholic is 48%. The percentage of pupils entitled to free school meals and/or the pupil premium grant is above the national average. The proportion of pupils who speak English as an additional language is well above average as is the percentage of pupils who have learning difficulties and/or disabilities. The school runs an ASD unit for children.

### Information about this validation

This report to the Bishop of the Diocese under Canon 806 of the Code of Canon Law is also the report to the governors of the school on religious education. For Catholic maintained schools, the report also fulfils the requirements of Section 48 of the Education Act 2005.

#### Validation Team

Ursula Clark	Lead validator
Jo Riglar	Assistant validator

#### Activities carried out as part of the validation

- Ethos walk.
- Discussion on the school's self-evaluation sheets.
- Observations of one class worship and one whole school worship.
- Observations of teaching and learning in RE, including joint observations with the RE manager.
- Pupil work scrutiny.
- Feedback of key findings to the senior leadership team and a representative of the governing body.

### Conclusion

The validators would like to thank the headteacher, deputy headteachers, staff, governors, the parish priest, parents and pupils of Christ the King School for their preparatory work for the validation, which forms part of the school's regular self-review cycle. They would also like to express their appreciation for the warmth of welcome they received and the support given during the validation process.