



## **INSPECTION REPORT**

### **CHRIST THE KING CATHOLIC PRIMARY SCHOOL**

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URN: 109243

Headteacher: Mrs Anne Peachey

Chair of Governors: Mr Steven Jeffrey

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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

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Date of inspection: 18<sup>th</sup>-19<sup>th</sup> January 2010  
Date of previous inspection: 9<sup>th</sup>-10<sup>th</sup> January 2007

Reporting Inspector: Mrs P. J. Antolik

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## **Description of School**

Christ the King Catholic Primary School is smaller than average and serves the Catholic community in an area of Bristol which is currently undergoing regeneration. The great majority of pupils are of White British heritage. The proportion of pupils with special educational needs and/or disabilities, the majority of whom have moderate learning difficulties, is well above average. The percentage of pupils entitled to free school meals is well above average. There have been a number of staffing changes in the last two years, but this situation has now become more stable. The school has won the Healthy Schools Award.

## **Key for inspection grades**

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

## **Overall effectiveness of this Catholic school**

Christ the King Catholic Primary is an outstanding school. The school enables all its pupils to embrace its distinctive Catholic nature. The school's care, guidance and support of pupils is outstanding. The high profile of the head teacher brings stability and confidence to the community. All leaders and managers act as good role models, and the staff morale in the school is high. Developing the Catholic nature of the school is clear and consistent, and founded on the Mission Statement which is reflected throughout the school by display and practice. The school is well supported by the parish priest and its community. It has a strong governing body.

The head teacher has outstanding leadership skills. Her work on developing the distinctive nature of the school is strongly supported by her assistant head, who is also the RE co-ordinator. The teaching staff are loyal and hard working and supported by good support assistants and voluntary workers in the school. All staff take pride in maintaining and developing a safe, bright, clean, respected spiritual environment that is aesthetically pleasing with a strong Catholic ethos.

The whole of the school community give their best, and all lead a good example to the children and families of the school. The school is fully inclusive, where pupils are safe and the atmosphere for learning and doing your best is evidently based on the Gospel values.

## **Grade 1**

## **The capacity of the school community to improve and develop**

The school is a caring, inclusive community, where all are valued. The head teacher, governors, parish priest and RE co-ordinator are effective in their leadership and create a strong sense of purpose for the school, in relation to its Catholic mission. The school's care, guidance and support of pupils is outstanding, and is sustained by a strong ethos. This is enhanced by a rich school environment, and the outstanding spiritual, moral, social and cultural development of pupils and staff. Displays are vibrant and enrich and promote a shared vision, which is understood by all, resulting in excellent pastoral care, guidance and support within a culture of continuous improvement. The school's performance continues to be sustained by the current leadership and the management's proven effectiveness in using resources to tackle areas needing development.

Pupils are proud to belong to Christ the King school, where the expectations are high and challenge everyone to be the "best they can be". Prayer and reflection are integral to the life of

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the school. Pupils enthusiastically respond to the creative ways this is expressed. The provision, work and support of their parish priest have a significant impact on the schools' community by developing and enriching their spiritual development. Morale is very high and belief in the school's success runs through all levels of staff.

The school's capacity for sustained improvement is outstanding. Pupils feel safe from bullying or discrimination in a fully inclusive environment. Governors, senior leaders and staff work effectively together to sustain and promote a shared well articulated vision, in developing with pride the Catholic life of the school.

**Grade 1**

### **What the school should do to improve further**

- Develop their new Programme of study for RE "God Matters' "
- Provide more differentiated opportunities for recording written work.
- Develop "next step" whole school procedures in assessment.

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

The school is successful and consistent with its focus on raising the attainment of pupils in RE. Many children enter the Early Years Foundation Stage with skills in RE well below expected levels, but make good progress and achieve well by the end of Key Stage 2 showing the value added to pupils' progress is good. Pupils are proud to belong to this distinctive Catholic school. They lead and take responsibility for shaping and developing activities for their school and the wider community. In proportion to their years and social experiences, they have a high capacity for celebration, to listen, give thanks and share what they believe in. The inclusive nature of the ethos and mission of the school is outstanding. All children are respected and the rights of the child are clearly demonstrated by celebrating together their achievements whilst facing new challenges together. The community knows how to give thanks, forgive and be forgiven. Every child has an adult mentor who they can talk to in full confidence, throughout their school years at Christ the King. The children are responsive to the needs of others and seek justice for all within and beyond the school community. The prayer life of the school is strong, and celebrated in class, with the whole school, and with the parish community, both in school and their parish church. The opportunities for prayer include whole school masses, liturgies, assemblies and daily prayers. These celebrations are effective in encouraging pupils to take an active role in a variety of ways, including music and drama. They are joyful, engaging and participatory, enabling pupils to develop an understanding of liturgy as they progress throughout the school. Pupils value the opportunity to pray for themselves and for others, and are able to visit the quiet room/prayer room to pray on their own. If they wish they are able to place their prayers on a special prayer plate so that others are able to pray for them. Parents and parish members are encouraged to attend school masses and liturgies and all are welcome from their community. The Sisters of Charity support the school, and lead the preparation for the Sacraments of Reconciliation and Holy Communion within the parish. The Year 6 pupils have a day of reflection and attend a retreat with the Year 7 pupils from their local Catholic secondary school. Teaching and learning in the school is good to outstanding.

Teachers' subject knowledge is good as evidenced by their effective lesson planning and by the dialogue between staff when discussing provision. Expectations are high, which is shown also through their planning and target setting in RE. The school has a new personal relationships policy and programme of study. This was approved by the governors, parents and staff and is

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now in its second year of implementation. It is reviewed regularly and is well planned and resourced, and mindful of the teachings of the Catholic Church.

Opportunities for writing and recording work creatively are provided. There is a need to develop differentiated tasks for individual pupils and not rely on differentiation by outcome. The school continues to introduce strategies in order to help pupils improve their attainment and there are clear signs of progression and continuity in the RE syllabus. Improved assessment procedures are underpinning teachers' greater understanding of how to accelerate pupils' learning.

All Bishops' Conference requirements and local diocesan requirements are fully met. The curriculum encourages the staff and pupils to have a positive opportunity to reflect on the teaching of the Catholic faith in their school. The leaders, staff and pupils enthusiastically embrace the opportunities provided; the pupils are highly motivated learners. Spiritual and moral development is good. The Catholic faith underpins the whole school community, and helps to create outstanding responses from all pupils, whatever their faith or background.

## **Grade 1**

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

The school's leadership is outstanding in developing the Catholic life of the school. The head teacher is an outstanding leader and strongly committed to the mission of the church and its teachings. The provision provided is a source of inspiration for all the governors, staff, children and parents within the school community. The Catholic mission is a priority of the school, and is evidenced throughout the school. All were involved in reviewing the mission statement, and it is reflected in the schools' development plans. The head teacher continues to offer innovative, creative focused leadership. Through staff changes she has maintained an outstanding distinctive Catholic nature to the school. All the teachers and support assistants work hard to provide the best education. They share common values in terms of spiritual and social development. The school actively engages with parents, who value the high level of support and guidance they receive. As a consequence of this attendance at parent evenings and liturgical celebrations are high. A recent parental questionnaire revealed a high level of support for the school.

The Governors are well informed and have a good working relationship with the head teacher and staff of the school. They have a clear understanding of the needs of the Catholic life of the school, and work closely with the parish and diocese. The Chair visits monthly with the head teacher for an informal meeting. The governors fully understand their roles and responsibilities and their duty of care towards the school. They also ensure ongoing improvement through informal monitoring and evaluation, which enables them to discharge their statutory and canonical duties effectively. The Governing Body ensure fully that by working closely with the headteacher and leaders of the school the distinctive nature of the Catholic school is maintained.

Leaders and managers are effective in promoting community cohesion within the school. Outcomes and opportunities are good, with a real desire to help and serve others. The school have raised outstanding financial contributions to CAFOD, Water Aid, and the Madagascar Appeal. Swaziland scouts came to work with the children in school, linked with the Water Aid Appeal. The RE curriculum provides the opportunities to learn and respect other faiths. They are studied through whole school projects, and there were creative and imaginative displays

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around the school. The inclusive nature of the provision for prayer and liturgy is good in the school.

**Grade 1**

### **How effective is the provision for Catholic Education?**

Provision for Catholic education is outstanding. Pupils are respectful and show a high interest in prayer, and acquire personal skills in planning and leading prayer. All classes have their own class prayer book, which are used daily, and the children have a great respect for these books and are proud of them. Prayer and reflective moments enhance the spiritual and moral development of the pupils. The mass and whole school assembly held at school revealed that pupils were involved in the celebration and showed reverence and respect. They had a good knowledge of traditional prayers and responses. The parish priest is a visible member of the school community and visits the children in services, assemblies, on the playground and all the children know him, and he has an active role in their lives. Staff and governors pray together before meetings. INSET for RE is good, and a full day per year is devoted to the Catholic life of the school; this is part of the School Development Plan. The school needs to consider developing a day for retreat/reflection for the staff and governors.

The children have a good personal relationships curriculum programme and also follow a Values and Virtues document. Their response to the programme was positive and the children behaved in a good mature manner. The parish priest and governing body ensured that the programme was in line with the teachings of the Catholic Church.

Provision across the Foundation and Key stages is outstanding. The curriculum helps pupils develop an understanding of the Catholic faith. The quality of the teaching is good with outstanding features. Their response to learning is excellent. Planning and effective teaching ensures the pupils are making progress. Excellent relationships, a high level of teachers' subject knowledge and high expectations result in the majority of pupils being well motivated. Marking within RE is diagnostic and enables pupils to improve and is consistent throughout the school.

The school works closely with many local community groups and the Headteacher chairs the Locality Governance Group whose plan incorporates work on Community Cohesion. The children are active in local drama, dance, sports and social groups. A member of staff is actively involved in the Parish work on preparation for First Holy Communion.

Assessment in religious education is part of the whole school policy and in line with diocesan guidelines. The school needs to continue to develop challenging assessment tasks that will encourage pupils to make even greater progress.

**Grade 1**

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This section is not for publication but must be submitted with the report.

Overall Effectiveness **Grade 1**

Capacity to Improve **Grade 1**

How good are outcomes for pupils? **Grade 1**

1. To what extent do pupils understand, contribute to and benefit from the Catholic life of the school? **Grade 1**
2. How well do pupils respond to and participate in the prayer life of the school?
3. How well do pupils achieve and enjoy their learning? **Grade1**

How effective are leaders and managers in developing the Catholic life of the school? **Grade 1**

1. How well leaders and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan improvement for pupils **Grade 1**
2. The extent to which the governing body provides effective challenge and support for the Catholic dimension of the school. ( This includes how far all statutory and canonical responsibilities are met) **Grade 1**
3. How effectively leaders and managers promote community cohesion **Grade 1**

How effective is the provision for Catholic Education

**Grade 1**

1. How well the school meets the spiritual needs of pupils in its prayer and liturgical life **Grade 1**
2. The extent to which the Religious Education Curriculum meets pupils' needs **Grade 1**
3. The quality of teaching and purposeful learning in Religious Education **Grade 1**
4. The effectiveness of assessment and academic guidance in Religious Education **Grade 1**