



DIOCESE OF LANCASTER EDUCATION SERVICE

**DENOMINATIONAL INSPECTION
REPORT (Section 48)**

**Christ the King Catholic Primary
School**

**DENOMINATIONAL INSPECTION
REPORT (Section 48)**

on

**THE CATHOLIC LIFE OF THE SCHOOL
AND RELIGIOUS EDUCATION**

School:

Christ the King Catholic Primary School

Address:

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School URN:

119601

Head teacher:

Mrs Sarah Smith

Chair of Governors:

Mr Barry Leyland

Lead Inspector:

Mrs Susan Starkie

Team Inspector:

Mrs Angela Hill

Date of Inspection:

4th July 2014

INFORMATION ABOUT THE SCHOOL

Christ the King Catholic Primary School is a smaller than average-sized primary school, serving the Parish of Christ the King, Blackpool. The school has a hard federated governing body with shared arrangements with St. Mary's Catholic College, Blackpool.

The proportion of pupils leaving or joining the school within any one year is much higher than is typically seen. This movement of pupils in and out of school applies across all year groups. Most pupils are from white British backgrounds. The proportion of pupils from minority ethnic groups is broadly average and the largest of these groups is Traveller with Irish heritage. There has been an increase in the proportion of pupils with Polish heritage but the proportion of pupils whose first language is not English is below average.

An above average proportion of pupils are supported by school action, school action plus or with a statement because they are disabled or have special educational needs. The proportion of pupils supported through the pupil premium is well above average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children who are looked after by the local authority.

This year most Year 6 pupils are due to transfer to St. Mary's Catholic College.

PUPILS	Y	Y	Y	Y	Y	Y	Y	Total
Number on roll	28	26	26	19	29	29	24	181
Catholics on roll	19	8	11	10	19	22	15	104
Other Christian denomination	3	4	6	2	1	4	4	24
Other faith background	0	0	0	2	0	1	0	3
No religious affiliation	6	14	9	5	9	3	5	51
No of learners from ethnic groups	5	0	3	6	2	8	4	28
Total on SEN Register	3	6	5	2	6	8	6	36
Total with Statements of SEN	0	0	0	0	1	1	1	3

Exclusions in last academic year	Permanent	0	Fixed term	16
Index of multiple deprivation	0.37			

PARISHES SERVED BY THE SCHOOL	
Name of Parish	No of Pupils
Christ the King	14
St. Cuthbert's	12
Sacred Heart	3
St. John Vianney	3

TEACHING TIME FOR RE	YR	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)	2.5	2.5	2.5	2.5	2.5	2.5	2.5	17.5
% of teaching time	10	10	10	10	10	10	10	10

TEACHING TIME FOR ENGLISH	YR	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)	8.25	6	6	6	6	6	6	44.25
% of teaching time	32	32	38	32	32	32	34	33.14

TEACHING TIME FOR MATHS	YR	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)	8.25	6	6	6	6	6	6	44.25
% of teaching time	33	24	24	24	24	24	24	25.3

STAFFING	
Full-time teachers	12
Part-time teachers	0
Total full-time equivalent (FTE)	12
Classroom Support assistants	11
Percentage of Catholic teachers FTE	50%
Number of teachers teaching RE	7
Number of teachers with CCRS or equivalent	2
Number of teachers currently undertaking CCRS	2
Chaplaincy staffing (SLA with St. Mary's Catholic College)	35 days

ORGANISATION	
Published admission number	30
Number of classes	9
Average class size KS1	27
Average class size KS2	25

EXPENDITURE (£)	Last financial year 2013/14	Current financial year April –August 2014	Next financial year September 2014/ August 2015
Total expenditure on teaching and learning resources	15000	16500	10000
RE Curriculum allowance from above	1000	1000	1000
English Curriculum allowance from above	1000	1500	1000
Total CPD budget	8400	8400	8400
RE allocation for CPD	850	850	850

How the school has developed since the last inspection
<p>The school is led by an able and dedicated head teacher who has a clear vision for the future development of RE. Staff are enthusiastic, hardworking and have a positive approach to tackling issues.</p> <p>Since the last inspection the school has addressed all issues for improvement: pupils, particularly in upper Key Stage 2, now plan and lead prayer and liturgy activities. The systems for monitoring and evaluating curriculum RE have been improved and areas for development are included in the school improvement plans. Assessment evidence demonstrates that staff now plan assessment tasks ensuring that pupils, of all abilities, are given opportunities to achieve within a broader level of attainment.</p> <p>The school's ability to self-evaluate has improved and now shows that the school has a good capacity to improve. The school has secure plans for improvement arising from its thorough self-evaluation.</p>

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

2

CATHOLIC LIFE

2

RELIGIOUS EDUCATION

2

KEY FINDINGS

Christ the King Catholic Primary School is a good and improving Catholic school. It is a welcoming school which recognises the value of the individual and pupils feel cared for and valued. Relationships in school are good. Pupils relate well to each other, respect staff and are eager to participate in the life of the school. Pupils enjoy coming to school and have positive attitudes to learning.

The Catholic Life of the school is good. There is a firm commitment amongst staff, governors and the parish clergy to support pupils and families in their prayer life. Staff set good examples and are very supportive of one another. They take pride in their work and are eager to demonstrate their effectiveness.

Governors provide valuable support for the head teacher and staff and are committed to helping to shape the life and direction of the school. There is a strong focus on promoting the personal development of pupils and raising standards. The focus has been centred on raising standards in literacy and numeracy and is now beginning to be applied to RE. Therefore, in order to raise standards in RE a similar emphasis should be applied to all core subjects including RE.

Opportunities for prayer and liturgy are a strength of the school. Christ is at the centre of the school community and Gospel values permeate everything the school strives to achieve. Pupils act with reverence and respect and join in prayers confidently.

The quality of RE is good; teaching is consistently good and systems for tracking, monitoring and evaluating the curriculum are in place. Although the current tracking system identifies individual pupil's progress and attainment and includes other groups such as pupils with special educational needs or 'looked after' pupils, the school now needs to use their data to analyse the performance of other groups in order to impact on the provision for all pupils. The curriculum effectively provides pupils with opportunities to develop an understanding and to reflect on the life and teachings of Jesus Christ and the relationship between faith and life.

WHAT THE SCHOOL NEEDS TO DO TO IMPROVE FURTHER

To improve further the school needs to:

- Continue to focus on teaching and learning in RE to enable pupils to attain standards in line with those expected nationally by:
 - developing independent learners by introducing pupil RE curriculum targets so that pupils know what they need to do to achieve higher levels;
 - raising expectations when setting end of year attainment targets for pupils.
- Continue to develop the pupil tracking system to focus sharply on how well pupils are doing and set challenging targets for the next steps by:
 - analysing the data for different groups of pupils so that provision can be planned according to need;
 - setting appropriate end of year targets for pupils based on previous attainment data;
 - improving the analysis of data.
- Share the good practice observed in upper Key Stage 2 of pupils' involvement in preparation and leadership of prayer and liturgy across the school.
- To improve the impact of marking on pupils' progress and attainment by :
 - ensuring that pupils have the opportunity to respond to teachers' comments in all classes.

PART A: CATHOLIC LIFE

THE CATHOLIC LIFE OF THE SCHOOL

2

- The extent to which pupils contribute to and benefit from the Catholic Life of the school
- How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school
- The quality of provision for the Catholic Life of the school

2

2

2

The Catholic Life of the school is a strength of the school. The stimulating learning environment reflects the importance that governors and senior leaders place on the school's mission and its Catholic character. Christ the King is a welcoming, friendly and inclusive school where pupils of all abilities and cultures are encouraged to become the best they can be.

Pupils are proud to be members of Christ the King Catholic Primary School and parish. They talk eagerly about how their faith helps them make 'good' choices and about the need for forgiveness when good choices are not made. Discussion, with pupils, indicates a good understanding that religious belief and spiritual values are important for many people. During an observed year 5 lesson pupils were given the opportunity to compare the Catholic faith with other faiths: they understood that their Catholic faith is different to other faiths and skilled questioning by the teacher enabled all pupils to make comparisons, whilst respecting the religious beliefs of others.

Prayer and liturgy are central to the whole school community. Each class has a focus area dedicated to prayer and liturgy and there is a range of formal and informal opportunities for staff and pupils to engage in prayer. Prayer and liturgical celebrations observed in several classes showed pupils to be reverent, reflective and eager to participate. Older pupils take part in, lead and prepare prayer and liturgies with enthusiasm and confidence. During an observed prayer and liturgical activity, based on the theme of 'Friendship', year 6 pupils encouraged their peers to identify and reflect on the qualities of friendship, using scripture and music to illustrate Jesus' teachings. Pupils, of all ages, state that they enjoy prayer and liturgical activities because it gives them time to reflect on important things and is an opportunity to talk to God. There are firm plans in place to continue to share the good practice demonstrated in Key Stage 2 and ensure that the children move towards independently planning and delivering Prayer and Liturgy sessions.

Good use is made of the liturgical opportunities provided by the school and parish. Pupils prepare and contribute to the Mass, which is celebrated temporarily for the parish in school each weekend and weekly with classes across the school at appropriate times during the liturgical year. Discussions with pupils demonstrates their understanding, from an early age, of the importance of key celebrations throughout the liturgical year, for example Lent, Easter, Advent and

Christmas, The well-attended 'Legion of Mary' lunchtime workshop, which is run by members of the parish, also gives pupils the opportunity to develop their own faith as well as to engage with the local community.

Pupils are nurtured in the school's secure Catholic ethos; they are well mannered, polite and very caring towards one another. The behaviour of the vast majority of pupils is good. Pupils act in a manner consistent with their beliefs and show respect and reverence to religious objects and artefacts.

School leaders are committed to the school's Catholic mission, demonstrating a firm commitment to the mission of the Church; providing good role models for staff and pupils. Leaders and managers, including governors, work together effectively to implement the Gospel values which underpin all aspects of the school. The head teacher has a clear vision for the school and this is reflected in the school improvement plan and the diocesan 'Fit for Mission? Schools' action plan. The head teacher and the governors' Curriculum and Ethos Committee provide regular feedback to the governing body, enabling governors to monitor and evaluate the Catholic Life of the school. Areas for development are included in the school's improvement plans.

Governors and school leaders ensure that prayer and liturgy are central to the life of the school and are a key part of every school celebration. The staff are authentic witnesses to the Catholic Faith and are given good quality formation opportunities to fulfil their role. The school leadership team is actively involved in encouraging pupils and staff in prayer and supports them in preparing and leading communal prayer. Each morning, before the start of the school day, staff gather together for prayer. The senior leadership team, who work closely with the Chaplain from St. Mary's Catholic College, plan and deliver professional development activities with staff. This gives them clear guidance on good practice, ensuring that all staff are confident in preparing and leading communal prayer within their classes.

Staff and governors are committed to working in partnership with the diocesan family of parishes and schools. School staff participate fully in the professional development opportunities provided by the Blackpool Catholic Schools' Cluster. Christ the King has excellent links with St. Mary's Catholic College, where the Chaplaincy team work closely with staff to provide RE professional development as well as providing well-being and emotional support for pupils. The work undertaken by staff with the chaplaincy team and with the parish clergy has impacted positively on the development of all teachers' knowledge and understanding of the Catholic faith. The school and parish work closely to provide more opportunities to engage parents, for example through the work of the school's Family Engagement Manager and 'Come Walk With Me' celebrations. Results of the parental questionnaire indicate that parents are supportive of RE in the school.

PART B: RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION

2

- How well pupils achieve and enjoy their learning in Religious Education
- How well leaders and managers monitor and evaluate the provision for Religious Education
- The quality of provision in Religious Education

2

3

2

The majority of pupils enjoy RE. They speak confidently about their RE lessons and have positive attitudes towards their learning. Pupils enjoy the cross curricular approach being used to engage them in RE lessons, especially when using ICT, Art and Drama. Pupil participation in prayer and liturgies, together with curriculum coverage, are helping pupils to become aware of the demands of developing the awareness of how to live out their faith.

Governors and school leaders are committed to the school's Catholic mission and to its place in RE. The RE curriculum meets all the requirements of the Bishops' Conference and is planned using the RE scheme 'The Way, The Truth and The Life', and making reference to 'Fit for Mission? Schools'. Teachers' planning is beginning to take account of the Curriculum Directory, for example planning and delivering activities based on the 'Corporal Works of Mercy'. Pupils spoke with enthusiasm about visiting a local homeless shelter, Vincent House, in connection with the Act of Mercy, 'When I was hungry'. Such projects have engaged pupils' interests and provided good opportunities for their spiritual and moral development.

Governors, leaders and managers conduct a range of monitoring activities relating to provision and outcomes in RE. The senior leadership team monitor RE lessons while the subject leader carries out pupil progress meetings, work scrutinies, display audits and conversations with pupils. The head teacher reports progress and attainment to the governing body during Curriculum and Ethos Committee meetings. The recently appointed RE governor is becoming more involved in the monitoring process and has plans in place to meet regularly with the RE subject leader.

The current school tracking system is used by the senior leadership team and subject leader to track pupils' progress and attainment termly, with an aggregated annual level given at the end of each academic year. This gives the school an accurate picture of individual pupil's progress and attainment. Evidence of pupils' achievement over the last three years, shows that from below average starting points, most pupils make good progress in RE in the Foundation Stage (EYFS) and in Key Stage 1 and attain standards that are generally in line with those expected nationally. For pupils in Key Stage 2, however, data indicates that, over the last three years, attainment in RE, at the end of the key stage, is a little

below national expectations and below attainment in the other core subjects.

The information is analysed by the senior leadership team but further scrutiny now needs to take place to identify variations in attainment and progress made by different groups of pupils, including those with special education needs. This development will enable all staff to raise their expectations of pupils by setting more challenging end of year targets and will enable staff to modify their teaching and planning to address areas for development for pupils of all abilities.

The management of staff teaching RE is very well organised, with newly qualified staff being mentored by the RE subject leader and St. Mary's Catholic College chaplaincy team. Staff meet regularly to share ideas and to plan together. The quality of teaching observed during the inspection was generally good, with well-planned strategies being employed to engage and support pupils. Excellent use is being made of the experienced support staff and as a result pupils concentrate well and are eager to learn. Pupils are informed about their progress and how to improve, through marking and verbal feedback. Where good quality marking is evident and where pupils have responded to 'next steps' comments, the progress of pupils is enhanced as comments encourage pupils to further their learning. This good practice now needs to be consistently implemented across the school, with pupils given clear targets for improvement and the time to respond to teachers' comments.

Pupils are very proud of their contribution to the wider community and to charity work: they speak with pride of their efforts to raise money to help others in their local community, for example buying a gift for a child at Christmas, holding McMillan Coffee afternoons and being involved in a Valentine's Day fundraiser for heart charities.

SUMMARY OF INSPECTION JUDGEMENTS

Overall Effectiveness	2
Capacity for sustained improvement	2
Catholic Life	2
<ul style="list-style-type: none"> The extent to which pupils contribute to and benefit from the Catholic Life of the school. 	2
<ul style="list-style-type: none"> How well leaders and managers promote and ensure provision for the Catholic Life of the school through monitoring and evaluation. 	2
<ul style="list-style-type: none"> The quality of provision for the Catholic Life of the school. 	2
Religious Education	2
<ul style="list-style-type: none"> How well pupils achieve and enjoy their learning in Religious Education. 	2
<ul style="list-style-type: none"> How well leaders and managers monitor and evaluate the provision for Religious Education. 	3
<ul style="list-style-type: none"> The quality of provision in Religious Education. 	2

	Pupil Outcomes	Leadership & Management	Provision	Overall
Catholic Life	2	2	2	2
Religious Education	2	3	2	2