

# DIOCESE OF LEEDS



DIOCESAN BOARD FOR INSPECTIONS

## SECTION 48 FINAL REPORT

THE CATHOLIC LIFE OF THE SCHOOL  
AND RELIGIOUS EDUCATION

CHRIST THE KING CATHOLIC PRIMARY SCHOOL  
Kings Approach, Bramley, Leeds LS13 2DX

School URN	108023
Date of Inspection and OE grade	4 <sup>th</sup> /5 <sup>th</sup> March 2015 OE-Good
E-mail address	n.ryan@ctkcps.org.uk
Chair of Governors	Mr P Jackson
Headteacher	Mr N Ryan
RE Subject Leader	Mr N Ryan
Date and grade of last S48 inspection	17 <sup>th</sup> /18 <sup>th</sup> January 2012 Satisfactory
Section 48 Inspectors	Mrs M.T Bannister/ Mrs K Spillane

# INSPECTION JUDGEMENTS

Inspection Grades: 1 is Outstanding, 2 is Good, 3 requires improvement in order to be good, 4 is Inadequate

**OVERALL EFFECTIVENESS:** how effective the school is in providing Catholic Education.

2

*The above judgement on overall effectiveness is based on all the available evidence following the evaluation of:*

- *Outcomes for pupils,*
- *The provision for Catholic Education*
- *Leaders and Managers*

**OUTCOMES FOR PUPILS**

2

**THE PROVISION FOR CATHOLIC EDUCATION**

3

**LEADERS AND MANAGERS**

2

**Summary of key findings:**

## **This is a good Catholic Primary School**

- Outcomes for Pupils and Leaders and Managers are good at Christ the King Catholic Primary School.
- The school is not outstanding as recent improvements have not yet been fully embedded.
- There is a very strong, family feeling, of 'belonging' at the school and all members of the school community live out the school motto 'To live, to love, to serve in the light of Christ the King'.
- Pupils have a good understanding of right and wrong and treat others with a high level of respect. They are very confident and ready to express their own views and know that they are in a safe and secure environment where their voices are heard. Pupils are proud of their school, are polite and well behaved.
- Teaching of RE is mainly good, some is outstanding but none is inadequate.
- Standards achieved in the final key stage are mostly above average and progress is at least good or better with nothing that is inadequate. This is an improving trend.
- Staff lead by example and act as role models. Prayer and Collective Worship (CW) are at the heart of day-to-day life at Christ the King Catholic Primary School but further training is needed to ensure a more consistent approach.
- The school's RE curriculum meets Bishops' Conference requirements.
- Christ the King fully operates under the provisions of the Trust Deed of the Diocese of Leeds and all canonical and statutory responsibilities are fulfilled.

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

- Embed planning, differentiation, steps for success, marking and feedback to further promote pupils' learning in RE across all year groups.
- To ensure that creativity in RE lessons takes place so that the enjoyment and provision of the Religious Education curriculum is enhanced.
- Pupil response and participation in Collective Worship should be improved by providing opportunities for them to prepare and lead worship regularly and with confidence.
- Diocesan training for staff on Collective Worship needs to be embedded to ensure high quality provision.

## **Information about this inspection**

The Inspection of Christ the King Catholic Primary school was carried out under the requirements of the Education Act 2005, and in accordance with the Leeds Diocesan Framework and Schedule for Section 48 Inspections approved by the Diocesan Administrator of Leeds. The inspection reviews and evaluates how effective the school is in providing Catholic education. This process begins with the school's own self-evaluation and the inspection schedule follows the criteria set by the National Board of Religious Inspectors and Advisers (NBRIA 2012).

The inspector reviewed in detail the following aspects:

- The extent to which pupils contribute to and benefit from the Catholic Life of the school.
- How well pupils achieve and enjoy their learning in Religious Education (RE).
- The quality of teaching and how purposeful learning is in RE.
- The extent to which the RE curriculum promotes pupils' learning.
- The quality of Collective Worship (CW) provided by the school and in particular the extent to which pupils respond and actively participate in the Catholic Life of the school.
- How well leaders, governors and managers promote, monitor and evaluate the provision for Catholic Education –including planning and implementing improvements to outcomes for pupils.
- School partnership working –including home/school/parish links.

The inspection was carried out by 2 inspectors over 1 1/2 days. A sample of RE lessons was observed jointly by the inspectors across all key stages. A sample of CW was observed (including whole school, whole class and key stage CW). Observations covered all 3 key stages. The inspectors also attended a class Mass in the Parish Church. A comprehensive range of school RE policy documentation/governor reports/RE budget and pupil RE progress tracking data was sampled as well as pupil RE workbooks, English pupil books, teachers' RE planning and assessment systems. RE newsletters, displays, liturgical calendars, evidence of wider community links, charitable outreach and Other Faith education were also sampled. Meetings took place with the Headteacher, senior management team, and school council, representatives of the governing body, parents and the family support worker/learning mentor.

## Information about this school

Christ the King Catholic Primary School serves the parish of Christ the King Bramley. Christ the King is a feeder school for Mount St Mary's Catholic High School. The school is 1 form entry primary school consisting of 7 classes. The standard admission number is 30. School presently has 184 pupils on roll. The school does not have a nursery. The percentage of Catholic pupils on roll is 60%. RE attainment on entry into the Foundation Stage is below national age related expectations. Children make good progress through this phase with 69% achieving a Good Level of Development (GLD) 2013/14. Children make good progress by the end of each key stage in Religious Education. Significant staff changes have taken place since the last inspection. A review of the governing body took place in January-March 2014 and a new structure is in place. The Headteacher took over the role of RE coordinator in January 2015. There are 8.5 full time equivalent teachers (fte) of whom 6.6 are Catholics. One member of staff holds the Catholic Certificate in Religious Studies (CCRS) or equivalent.

## Full report - inspection judgements

### Outcomes for individuals and groups of pupils are good

The extent to which pupils contribute to and benefit from the Catholic life of the school.	<b>2</b>
How well pupils achieve and enjoy their learning in Religious Education.	<b>2</b>
How well pupils respond to and participate in the school's Collective Worship.	<b>3</b>

- Pupils have a good understanding of right and wrong and making the correct choices. They are very confident and ready to express their own views, and know that they are in a safe and secure environment where each person is respected. They know that there are members of staff who they can turn to when needed and know that they are listened to and have a voice in the school.
- The children speak highly of the support they receive from all members of the school community.
- Positive behaviour based on the '5 rules' is high profile in school. The children's behaviour observed during the inspection was a real strength.
- Pupils appreciate the work of the Family Support worker/Learning Mentor.
- Projects such as positive parenting and positive praise have been well received by parents.
- Pupils are considerate to others and caring to anyone in apparent need. They respond to the needs of people beyond the school and actively take part in fundraising e.g. CAFOD and Catholic Care through the annual 'Good Shepherd' Appeal. Pupils also support a local hospice.
- The Parish Priest is a welcome visitor to the school. In consultation with the Headteacher, an annual liturgical calendar is now planned for the whole school year, improving school parish links
- Pupils are very fortunate in having their parish church located immediately next to the school. They value their many visits to the church. Children are members of the choir, readers and Altar Servers.
- School RE baseline assessments suggest that the majority of pupils join the school with below average age related expectations in RE. However, the standards pupils achieve in the final key stage (KS2) are mostly above average. Pupils are attaining

generally above average standards in knowledge and understanding of religion (Attainment Target 1) and an ability to reflect on meaning (AT2) in all key stages.

- Standards in RE are in line with other subjects.
- The school has effectively incorporated RE into the same pupil progress tracking system used by senior leaders and class teachers to monitor attainment and progress in other core curriculum areas.
- Children’s depth of understanding within observed lessons was thoughtful and reflective.
- From lesson observations across all key stages, pupils are seen to be keen to do well, generally apply themselves diligently in lessons and work at a steady pace. Most pupils seek to produce their best work and are interested in and enthusiastic about their learning in RE.
- Children are proud of their school family.
- Pupils take part in the regular prayer life of the school but their response to these opportunities is often passive and they need to develop more confidence and enthusiasm in planning and leading acts of worship.

### **The provision for Catholic Education requires improvement to be good**

The quality of teaching and how purposeful learning is in Religious Education.	2
The extent to which the Religious Education curriculum promotes pupils’ learning.	3
The quality of Collective Worship provided by the school.	3

- Teachers generally have strong subject knowledge which inspires and challenges most pupils and contributes to their good progress.
- Strong subject knowledge and excellent questioning were observed in Year 6 where children were learning about the meaning of the washing of the disciples’ feet. In Year 4, effective use of a video clip of the Ten Commandments helped the children reflect on which commandment was the most important.
- In some classes, RE targets and levels were evident but this was not consistent across all classes.
- Teaching is mainly good, some outstanding but none is inadequate. Excellent RE subject knowledge is applied in the most effective lessons in order to challenge pupils. The use of prior learning and driver words ensured that progress in most lessons was good.
- Clear differentiation, planning and steps for success within some lessons enabled children to make good progress. This good practice needs to be consistent in all lessons to ensure that the religious education curriculum promotes effective learning for all pupils.
- In most lessons, pupils are keen to learn, concentrate well, enjoy their work and achieve highly. Support provided by other adults is effectively deployed.
- In foundation stage the children were learning about the parable of the forgiving debtor. Activities were age related and expectations were high from all adults. Children were given opportunity through effective talking partners to discuss the story.
- Pupils are generally provided with detailed feedback through marking. This requires embedding in order to ensure consistency throughout school.
- Pupils’ work is appropriately displayed in RE focal areas in classrooms and public areas of the school.
- Staff and pupils pray together regularly. There is a range of formal and informal opportunities for daily prayer.

- Year 6 pupils attended Mass in the parish church and participated as Altar Servers and read with confidence and reverence.
- In Collective Worship during the inspection, the children acted with reverence and read prayers that they had written themselves. They considered the question ‘How can we be peacemakers?’ Their response to this was thoughtful, reflective and demonstrated good knowledge.
- A liturgical calendar, which incorporates all important celebrations throughout the Church’s year, is now used together with an agreed planning format for these celebrations. Children take part in liturgies, Masses and acts of worship and sing enthusiastically. They need to be provided with more opportunities to prepare and lead acts of worship in order to improve the quality of the school’s Collective Worship.
- The Religious Education curriculum is generally matched to pupils’ needs and interests. It provides adequate preparation for the next stage of their lives. Lessons observed during the inspection need to develop more creativity through role play, dance and drama to improve provision for all pupils.
- All classes are taught using the diocesan recommended programme of study ‘The Way, the truth and the Life’ (WTL) ensuring full coverage of the RE curriculum and 10% of curriculum time is given to RE in line with Bishops’ Conference recommendations.

## **The Leadership and Management are good**

<b>How well leaders, governors and managers promote, monitor and evaluate the provision for Catholic Education and plan and implement improvement to outcomes for pupils.</b>	<b>2</b>
---	----------

- The Headteacher, senior management team and governors demonstrate a clear and focused commitment to the Church’s mission in education, with spiritual and moral development a priority. Pupils are able to articulate the school’s distinctive mission with understanding and appreciation. Staff and pupils have a high regard for the Catholic Life of the school and Collective Worship.
- The Head teacher and members of the governing body have a very clear view of the strengths and areas to develop in the school.
- The governing body have a clear action plan which has RE objectives at the heart of their work.
- Since the recent governing body review, all leaders and managers have conducted a range of systematic monitoring activities relating to provision and outcomes. Their analysis provides a firm basis for accurate diagnosis of the school’s strengths and areas for development leading to significant improvement to outcomes for pupils.
- There is a dedicated RE governor who is forging stronger links between school and Parish.
- Governors spoke of the teaching of Jesus underpinning the Catholic Life of the school.
- All governors monitor standards and progress in RE in line with other core subjects.
- The governors are regular visitors to the school, are visible and accessible.
- Governors access quality training delivered by the diocese.
- The school has experienced significant staff changes since the last inspection. Leaders are committed to the appointment of staff who are fully supportive of the Catholic ethos and mission of the school and improving outcomes for children.
- Parents say they feel very well informed about Religious Education as taught in the school, through school RE newsletters and the ‘Wednesday Word’.
- In line with the Diocesan guidelines for Sex and Relationships Education (SRE) Christ the King follows the ‘All that I am’ scheme of work which is taught in Years 5 and 6.

- SEAL is used throughout school taught through a thematic approach. Seasons for growth also enhances this provision for developing personal relationships (EPR).
- The school values the school to school support from the Catholic 'Compass' Partnership which has had an impact on the quality of teaching and learning.
- As a result of the school's partnership activities, the improvements in the school's provision and leadership and management, make a strong contribution to what is generally good achievement and well-being of pupils.
- All canonical and statutory requirements are met including pupils' spiritual, moral development and vocational understanding.