

DIOCESE OF LEEDS DBI



Section 48 Review

THE CATHOLIC LIFE OF THE SCHOOL AND RELIGIOUS EDUCATION

CHRIST THE KING CATHOLIC PRIMARY SCHOOL

Kings Approach
Bramley
Leeds
LS13 2DX

School URN	<input type="text" value="108023"/>
Chair of Governors	<input type="text" value="Mr Phil Jackson"/>
Headteacher	<input type="text" value="Mr Neil Ryan"/>
RE Subject Leader	<input type="text" value="Miss Kelly Womersley"/>
Date of Review	<input type="text" value="11<sup>th</sup> June 2009"/>
Section 48 Inspector	<input type="text" value="Joe Ginty"/>

INTRODUCTION

This Review of Christ the King Catholic Primary School, Leeds 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 Bishop of Leeds.

The Review focuses on those aspects identified in the s48 inspection Report of April 2008 namely:

1. The monitoring and evaluation of the quality of teaching and learning in Religious Education, the opportunities provided for identified good practice to be shared by staff and the involvement of the Governing Body in these processes.
2. The accuracy in matching learning activities to pupil ability ensuring that all pupils are appropriately challenged.
3. The effectiveness of the school in addressing the issues identified in the Collective Worship audit, and in ensuring that pupils are given greater opportunity to prepare and lead acts of worship.

Evidence was gathered from the School Improvement Plan (SIP) 2008/2009; the school's Summary Review 2009; shared observations with the RE Subject Leader of two RE lessons and shared feedback to teachers (KS1 & KS2); celebration of school Mass led by Y3 pupils; discussions with the Parish Priest, Headteacher and RE Subject Leader.

BACKGROUND DETAIL

Christ the King is a smaller than average Voluntary Aided Catholic Primary School. It serves two widespread parishes to the west of Leeds. The mix of pupils has changed recently with more coming from the surrounding area than formerly; 40% are from non- Catholic background. Most pupils are White British with 10% from minority ethnic groups. A small, but increasing, proportion of pupils are new to speaking English, with Gujarati, Polish and Shona being the languages most commonly spoken at home. A smaller than average proportion of pupils has learning difficulties and/or disabilities. A learning mentor assists the slightly larger than average proportion of vulnerable pupils. The school is currently working with a National Support School from a neighbouring local authority and is part of the Improving Schools Programme in partnership with Education Leeds.

The school holds the Healthy Schools and Activemark awards.

Considerable staffing disruption over the past two years had a significant impact on the school but judicious appointments by the governors and the re-structuring of the leadership team has placed the school in a strong position to meet the needs of all pupils. Governors and senior managers demonstrate commitment to the mission of the Church. They have conducted a broad range of monitoring activities relating to provision and outcomes and their analysis provides a firm basis for accurate diagnosis of the school's strengths and areas for development.

The headteacher has now been in post for five terms and the RE Subject Leader has held her position of responsibility for the same period of time. The subject had previously lacked leadership for two terms following the retirement of the previous post holder.

PROGRESS SINCE THE LAST INSPECTION

The monitoring and evaluation of the quality of teaching and learning in Religious Education, the opportunities provided for identified good practice to be shared by staff and the involvement of the Governing Body in these processes.

The RE lessons jointly observed as part of this Review indicated that the standard of teaching and learning in is at least Satisfactory with many elements of Good. Lessons are well planned in line with diocesan expectations and are drawn directly from the current topic in the 'Here I Am' scheme for RE. Teachers' subject knowledge is good and other adult support is well targeted. There is a reasonable range of resources to support learning. A range of strategies ensures that pupils show high levels of enthusiasm and interest in their work and their behaviour is good.

Standards of attainment are at least broadly average. Most pupils' standards of attainment in knowledge and understanding of religion (AT1) and ability to reflect on meaning (AT2) is average. The pupils make the progress expected given their starting points and some make good progress.

Senior leaders intend to implement a timetable of monitoring activities to include work scrutiny, discussions with pupils and lesson observations which will inform them about the progress of all pupils and the quality of teaching and learning. These monitoring activities will focus on differentiation and appropriate challenge for all pupils and Assessment for Learning (AfL). The RE subject leader's judgements are sound, being based on rigorous observation criteria. She knows the school's major strengths and areas for development, including the performance of different groups of pupils, and the factors influencing outcomes.

The school is establishing an RE Sub-Committee consisting of parish priest, a foundation governor, headteacher and RE subject leader with a clearly defined remit. This will afford the governing body the opportunity to work closely with senior leaders, gain a greater awareness of the daily life of the school and teaching and learning in RE. Ultimately the governors will be in a stronger position to make informed judgements and be increasingly influential in determining the direction of the Catholic life of the school and RE.

The accuracy in matching learning activities to pupil ability ensuring that all pupils are appropriately challenged.

There is a whole school focus on the continued development of AfL strategies and the school has worked hard to embed new assessment procedures using the revised RE levels of attainment. The school has a clear commitment to move forward with this assessment regime. Assessment tasks are undertaken termly and all teachers are involved in moderation meetings which facilitate professional dialogue focused on the application of level descriptors. The school is compiling an RE portfolio which includes moderated examples of work across the RE strands and levels. Consequently, staff are now in a good position to accurately monitor the attainment, achievement and progress of pupils in RE. The regular and accurate assessment will further inform planning ensuring that the needs of all groups of pupils are met and pupils are challenged appropriately.

The effectiveness of the school in addressing the issues identified in the Collective Worship audit, and in ensuring that pupils are given greater opportunity to prepare and lead acts of worship.

It is clearly evident that pupils act with reverence and are keen to participate. They sing joyfully, reflect in silence and join in community prayers appropriately and with confidence. All pupils behave well and show respect for each other. They have a good understanding of the religious seasons and feasts and are becoming skilled in the use of scripture, religious artifacts, hymns and other forms of prayer. They are at ease when praying with their school community and appreciate what is taking place. They are joyful in their celebration of the sacramental life of the Church.

The school staff took part in a training day on the structure and planning of Collective Worship led by diocesan officers. The school has adopted a collective worship planning proforma which follows a clear structure. The school has worked hard to increase the number of whole school Eucharistic and Non-Eucharistic acts of worship to widen the pupils' experiences. The pupils are always involved in delivering the worship through prayer, action and readings and are increasingly involved in planning worship and liturgy.

The school now intends to develop a whole school thematic overview for Collective Worship covering whole school, key stage and class-based liturgies to ensure consistency across all age-groups throughout the year.

The parish priest, who has been in the parish for less than a year, is committed to extending his involvement in the life of the school and this will certainly have a significant impact on improving the school's links with the parish.

The school's capacity for sustained improvement is Good

Action to overcome areas for development has been concerted and effective. The senior leadership team is highly motivated and consistently communicates high expectations to staff about securing improvement. Realistic and challenging plans are grounded in detailed and accurate analysis of the pupils' achievement and are being used effectively to improve outcomes.