

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

School DfE Number

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Chair of Governors

Mr Phil Jackson

Headteacher

Mr Neil Ryan; Karen McGrath

RE Subject Leader

Patricia Archer; Mr Neil Ryan

Date of Inspection

17th - 18th January 2012

Section 48 Inspector/s

Barbara Ford

INTRODUCTION

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 Bishop 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 2010).

The inspector reviewed in detail the following aspects:

- the extent to which the pupils contribute to the Catholic life of the school;
- the effectiveness of the use of assessment to support learning in RE;
- the quality of Collective Worship provided by the school;
- the overall effectiveness of leaders and managers in developing the Catholic life of the school.

She shared Class Worship in Year 4, a whole school act of collective worship led by the RE coordinator and 'circle time' in Year 3. She observed Religious Education (RE) lessons in FS, Years 2 and 6. She held meetings with the chair of governors together with a second nominated governor, deputy headteacher, RE subject co-leader, members of staff, pupil council, parents and Parish Priest. She examined school documentation including the school's Self Evaluation Form (SEF), the School Development Plan, monitoring, assessment and tracking records, samples of teacher planning and pupils' RE books.

INFORMATION ABOUT THE SCHOOL

Christ the King is a smaller than average Voluntary Aided Catholic Primary School. It serves two recently merged parishes to the west of Leeds. The Nursery closed in 2009 and children enter Reception from a variety of local providers. The mix of pupils has changed recently, with more coming from the surrounding area than formerly. 40% are from non-Catholic backgrounds. Most pupils are White British with 19% from minority ethnic groups. The school is in the most deprived quartiles for both "Education" and "Living Environment". A small, but increasing, proportion of pupils are new to speaking English. 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. Since the last RE Inspection, there have been many staff changes and this Inspection was hosted capably by the deputy. The school holds the Healthy Schools and 'Activemark' awards.

INSPECTION JUDGEMENTS

Inspection Grades: 1 is Outstanding, 2 is Good, 3 is Satisfactory, 4 is Inadequate

OVERALL EFFECTIVENESS

3

This is a summative judgement based on the 2 judgements below: Outcomes for individuals and groups of pupils, provision for Catholic education (includes effectiveness of leaders and managers) and capacity for sustained improvement.

OUTCOMES FOR PUPILS, PROVISION FOR CATHOLIC EDUCATION

3

CAPACITY FOR SUSTAINED IMPROVEMENT

3

Main findings

Christ the King is a supportive and caring, Catholic school. The outcomes for pupils, taking into account their capabilities and starting points, are broadly average, and the provision for Catholic education, the effectiveness of leaders and managers and the school's capacity for sustained improvement are all satisfactory. Teaching is satisfactory overall in ensuring that pupils are making consistent progress. The pupils understand and live out the gospel in their daily lives witnessed by the school prayer 'By working together and playing together we learn to love one another'. The headteacher and governors have identified priorities for development and there has been some improvement since the previous RE Inspection, but considerable staffing disruption over the past two years has had a significant impact on the leadership of RE. Governors are passionate about the religious education and spiritual and moral development of the pupils at Christ the King and want it to be a thriving school and the best it can. Parents value their children's strong sense of belonging to the school and appreciate improved communication via texts, newsletters and email. They and parishioners feel welcome to attend seasonal liturgical celebrations and class assemblies. The classrooms have been extended and improved and the school and grounds are welcoming and secure.

WHAT THE SCHOOL NEEDS TO DO TO IMPROVE FURTHER

1. Ensure a whole school approach to teaching RE focused on moving from 'content led' to 'learning led' lessons incorporating differentiation and the consistent use of 'driver words', 'I can statements' and tasks to promote learning of different groups of pupils.
2. Clearly identify the roles and responsibilities of the leadership of RE, affording the RE Co-ordinator the opportunity to access training, attend co-ordinator meetings and adequate management time to fulfil the role.

3. Involve all stakeholders in achieving challenging targets and areas for improvement in RE and the Catholic Life of the school, by refining and implementing suitable plans within appropriate time frames and clear lines of accountability.
4. Conduct an audit of the Catholic life of the school using the diocesan 'Schools of Discipleship Unpacked' resource and ensure that one of the five training days is devoted to RE and spiritual and emotional renewal for all staff, to affirm and support them in their roles as key contributors to improvement in RE and the Catholic life of the school.

PUPILS

How good outcomes are for pupils, taking particular account of variations between different groups.

3

Outcomes for pupils, taking into account their capabilities and starting points, are broadly average and progress made by Special Educational Needs pupils is also satisfactory in RE. Most pupils' standards of attainment in knowledge and understanding of religion (AT1) and ability to reflect on meaning (AT2) is average. Pupils take an active part in and enjoy their RE lessons, finding the new scheme of work "*The Way the Truth and the Life*" both interesting and challenging. Older pupils enjoyed learning 'to reflect on what sacrifice means'. When asked for similarities and differences between Jesus and Max Kolbe a pupil said, "They both showed love by sacrificing their lives for others, however only Jesus rose again."

Younger pupils were actively involved in learning 'to remember to thank Jesus for His help' They wrote a postcard to one of the nine lepers, "Dear Leper when you ran off to your family, you forgot to thank Jesus for healing you." They also responded to the message with clay models of Jesus and the one leper who returned to thank Him, and the other nine in the distance. The youngest children were 'Getting to know about Jesus'. When shown a children's Bible, one said, "It's an information book about God and Jesus." In active response to 'Let the children come to me' they advanced from the far wall, when the green signal was shown, showing relevant segments of their 'emote-fans', whilst outdoors, staff re-enforced gospel values in everyday life - "Well done you made the right choice."

Until quite recently, pupils have been largely unaware of performance indicators in curriculum RE. Although they have "I can..." statements, they were unclear about which Attainment Target or strand applied to their learning. When interviewed by the RE co-ordinator, they reported that they knew when they had learned something, by checking the Learning Objective for themselves, and from green highlights and rewards from the teacher. New tracking systems need developing however, to promote progress beyond the current satisfactory level.

Pupils participate enthusiastically in the Catholic life of the school, and live out gospel values through generosity of time, money and prayers, supporting those in need, beyond the school, locally, nationally and globally, including Sylvia Wright and Water Aid.

The mission statement:

“We believe that everyone is special and unique, created in God’s image.

We strive to bring everyone in our school family closer to the heart of Jesus so that they can reach their full potential.

Through teaching and learning, and personal reflection we will encourage our school family to respect, support and co-operate with one another each and every day.”

has been recently reviewed by all stakeholders and a child-orientated tag line to be created by the school council, will ensure it is lived out in the daily life of school.

Pupils are considerate to others and are ready to express their own views and beliefs. Within the school community pupils behave well towards one another and adults. They take up positions of responsibility such as playground leaders, buddies, School Council representatives, classroom monitors and school prefects.

One pupil said, “This is a welcoming school; we all stick together like glue; teachers sort things out fairly.”

Every class has an interactive prayer corner – “My mum is very poorly, and needs your help. Please give her peace and happiness,” and pupils are taught traditional Catholic prayers in accordance with the schools ‘Prayer Progression.’ which has recently been reviewed in line with the needs of the pupils and the new Mass responses. “In RE we learn to get the new responses right in church.”

Some pupils are already actively involved as part of the church community and this example should lead to more pupil involvement in preparing and leading worship at class, key stage and whole school level, however Collective Worship continues to be a focus for school improvement. Pupils are pleased they have their own church and Fr Paul to give the sacraments and celebrate Mass. Joyful singing is a strength at Christ the King and enriches Collective Worship, as witnessed during the spiritually moving, whole school Worship. The children were involved in reading, acting and giving a sheep template to each pupil to respond to the mission ‘We can follow Jesus by.....’ Later pupils posted their responses in the box ... ‘telling the truth ... sharing with my brother’ and a parent said “They love to come home with a template and draw or write their response to that day’s worship.”

These are the grades for pupils’ outcomes

How well pupils achieve and enjoy their learning in Religious Education.	3
Taking into account:	
• the quality of pupils’ learning and their progress	3
• the quality of learning for pupils with particular learning needs and/or disabilities and their progress	3
• pupils’ attainment in Religious Education	3
The extent to which pupils contribute to and benefit from the Catholic life of the school.	3
How well pupils respond to and participate in the school’s Collective Worship.	3

PROVISION

How effective the provision is for Catholic education.

3

The quality of teaching in RE is variable, and judged as satisfactory overall, with many examples of good practice, where pupils are motivated and engaged thereby securing effective learning. These teachers harness their good subject knowledge with a range of teaching strategies to maintain the interest of the pupils throughout the lesson. There are effective cross-curricular links with literacy, art, physical and the creative use of Information Technology to enhance teaching and learning in RE. Leaders committed themselves to acquiring the new RE scheme “*The Way the Truth and the Life*” and even at this early stage, staff judge the content to meet the pupils’ needs very well.

Regular assessed tasks are carried out, but all 5 strands need to be covered at least once during the academic year, to enable all teachers to formulate a rounded view of the pupils’ performance. Through the use of “learning objectives” and “success criteria”, pupils are starting to understand what is required and what they need to do to improve and moderation of assessment has begun to take place. Assistants are fully involved in FS, in observing and recording levels of attainment and a good start has been made with baseline assessment, and recording pupils’ levels of attainment, Christ the King now needs to make consistent, rigorous systems for assessment, including target setting, pupil tracking and moderating assessments to ensure security of judgements in RE. Pupils with particular learning needs are well supported by careful deployment of a team of dedicated teaching assistants.

There is separate work on ‘other faiths’, in focus weeks and via topics. The ethos statements, circle time sessions and SEAL lessons ensure pupils have plenty of opportunities to develop a full understanding of the spiritual and moral issues they will encounter in their daily lives, contributing to a broad, balanced curriculum in RE. Working towards the Stephen Lawrence award, underpins the cornerstones of understanding and respecting diversity. The Learning Mentor is pivotal in providing support and guidance to families. The ‘Webster Stratton’ approach to behaviour management has had a whole school impact on improving conduct. Pupils are taught about personal relationships and reproduction in a way firmly based on the principles and teaching of the Catholic faith, however Sex and Relationship Education is an area for continued development.

Collective Worship, following the four-part structure is becoming a central part of the school life and is a key part of every school celebration. Masses are celebrated in church and attended by many parents and parishioners, who always comment very positively on the children’s behaviour, reverence and prayerfulness. There is a need for further whole school training on the spiritual development of staff by introducing staff liturgies and involving pupils in the planning and leading of Collective Worship.

These are the grades for the quality of provision

The quality of teaching in Religious Education.	3
The use of assessment to support learning in Religious Education.	3
The extent to which the Religious Education curriculum meets pupils’ needs.	3
The quality of Collective Worship provided by the school.	3

LEADERS AND MANAGERS

How effective leaders and managers are in developing the Catholic life of the School.

3

The leadership of RE and the Catholic Life of the School is shared between the headteacher and a co-ordinator who works part-time. Due to long-term absence, the planned monitoring and evaluation of RE has been irregular, however there is a renewed commitment from all leaders to improve outcomes for pupils and staff, by regular review. All pupils were consulted in the recent review of the Mission Statement, which was shared with stakeholders. Governors and SMT have since refined it and are ready to consult the school council on creating a child-orientated tag line to ensure it is lived out in the daily life of school.

The co-ordinator makes good links with learning in RE and reflection in Collective Worship, for example, knowing that year 6 were learning about sacrifice, she asked them why is Jesus called 'The lamb of God' and they spoke of sacrificial lambs and that through Jesus' death and resurrection He gave us a second chance to redeem ourselves; however there is a lack of consistency in the delivery of Collective Worship which is not yet monitored nor evaluated regularly. Governors make regular visits to school, with each governor having a close relationship with one cohort. They are passionate about the religious education and spiritual and moral development of the pupils at Christ the King and want it to be a thriving school and the best it can.

Fr. Paul appreciates that school provides stability and is the only experience of church, for many pupils and he willingly sows the seeds, giving age-appropriate instruction on the structure of the mass and use of vessels, leading Masses, penitential and harvest services and sacramental preparation. He uses symbolism and first-hand involvement to engage and excite pupils with religious practices, for example with the Crib exhibition and burning palms in the playground prior to Ash Wednesday. The partnership with the parish sees cooperation with catechists for 1st sacraments and parishioners invited to school events and special celebrations, which are often the highlights of the school year, promoting Catholic life and pupil well-being.

The school is well-supported by the Diocese, particularly the co-ordinator for Religious Education and the Governor Service, whose training on assessment and Attainment Targets has been accessed by staff, whilst the Governing Body has undertaken training to develop an understanding of its role as a 'critical friend' and how it can support the development of the school.

School has close links with other Catholic schools through its sporting links and is developing links with other schools through the Bramley Family of Schools. A learning mentor works with both vulnerable pupils and families, offering further support and guidance, assisted by outside agencies such as, Pupil Development Centre, BEST and Oasis. Parents and carers are proud of their school and speak highly of the care and dedication of the staff. They feel empowered by courses offered by school. "After being on this course my relationship with my kids is so much stronger and it has worked with the whole family." Many of them appreciate and enjoy the regular RE newsletters and Wednesday Word and would appreciate meetings about 'Sex and Relationships Education' and support with family life after divorce/separation.

The school is working towards the Stephen Lawrence Education Standard and celebrates diversity by sharing the heritage of pupils at Christ the King. They intend to forge links with a school in Africa through 'Child Reach International'.

These are the grades for leadership and management

How well leaders and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan and implement improvement to outcomes for pupils.	3
How well leaders and managers monitor and evaluate the provision for Religious Education and plan and implement improvement to outcomes for pupils.	3
The extent to which the governing body provides effective challenge and support for the Catholic dimension of the school so areas needing development are tackled decisively and statutory and canonical responsibilities met.	3
How well leaders and managers develop partnerships with other providers, organisations and services in order to promote Catholic learning and pupil well-being.	2
How effectively leaders and managers promote Community Cohesion.	3