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CANON LAW 806 FINAL INSPECTION REPORT INCORPORATING SECTION 48

THE CATHOLIC LIFE OF THE SCHOOL AND RELIGIOUS EDUCATION

CHRIST THE KING CATHOLIC PRIMARY SCHOOL
A VOLUNTARY ACADEMY
King's Approach, Bramley, Leeds, LS13 2DX

School URN	144824
Date of S48 inspection and OE grade	2 & 3 December 2021 OE Grade: 1 (Outstanding)
E-mail address	office@ctkcps.org.uk
Chair of Governors	Mrs Angela Holt
Executive Headteacher Head of School	Mr Philip Bowker Mrs Anne-Marie Waide
RE Subject Leader	Mrs Anne-Marie Waide & Mrs Siobhan Clancy-Taylor
Date and grade of last S48 Inspection	March 2015 OE Grade: 2 (Good)
Section 48 Inspector	Diane Todd

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 is the school in providing Catholic Education.

1

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

CATHOLIC LIFE

1

RELIGIOUS EDUCATION

1

COLLECTIVE WORSHIP

1

Summary of key findings:

This is an Outstanding Catholic school

- The recently appointed leadership team of executive headteacher and head of school are highly committed to the Catholic Life of the school. Commitment to the pupils' well-being and faith life of the school is a priority. Their work is complemented by the passionate Religious Education (RE) leader, with a depth of expertise, having led this area for four years.
- The academy council, led by the exceptionally active chair, are very aware of the school's many strengths and areas where improvement is still required. The parish priest is involved in the day to day life of the school. This is greatly appreciated by parents, staff and pupils. The passion of the parish priest shines through and leads to exceptional links between home, school and parish.
- Christ the King school has made excellent progress against areas of improvement identified in the previous inspection. For example, pupils now participate with reverence and are skilled in planning acts of worship. Pupils are extremely confident when leading their peers in prayer. A common language has been embedded with regards to 'breaking the word' or ending liturgies with a 'mission' or 'witness'. More opportunities for prayerful silence are now required to ensure pupils have the opportunity to reflect more deeply.
- Parents, staff and pupils value the 'family' feel and warmth of the school. The whole community is aware of the mission 'To live, to love and to serve in the light of Christ the King'. Parents and governors talk about staff who 'meet the pupils and families where they are, without judgement but in the spirit of Christ's love'.

- Pupils benefit from and enjoy RE lessons, a range of creative activities are planned and pupils make excellent progress from below average starting points. Pupils work with pride and say they enjoy RE lessons, valuing ‘what they teach us about life’. Teachers need to give more time for pupils to self and peer assess to ensure responses are at a deeper level and are more detailed.

What the school needs to do to improve further.

Improve the quality of teaching and assessment in RE lessons by:

- Giving more opportunities for peer and self-assessment during RE lessons.
- Re-evaluating the type of feedback given and how it impacts on pupils’ progress.
- Giving more able and older year groups the opportunity to respond to tasks in greater length or with more independence rather than relying on graphic organisers or worksheets.

Improve Collective Worship by:

- Ensuring all liturgies have periods of silent reflection to give pupils the opportunity to benefit from prayerful silence.

Information about this inspection

The Inspection of Christ The King 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 2017). While following the inspection schedule as published, the inspector acknowledged the significant impact of the Coronavirus pandemic on schools over a sustained period, and took this into consideration when reaching judgements.

The inspector reviewed in detail the following aspects:

- The extent to which the key issues for action identified in the previous Section 48 inspection have been addressed.
- The extent to which pupils contribute to and benefit from the Catholic Life of the school.
- The quality of provision for the Catholic Life of the school.
- How well leaders and governors promote, monitor and evaluate the provision of the Catholic Life of the school.
- How well pupils achieve and enjoy their learning in Religious Education.
- The quality of teaching, learning and assessment in Religious Education.
- How well leaders and governors promote, monitor and evaluate the provision for Religious Education.
- How well pupils respond to and participate in the school’s Collective Worship.
- The quality of Collective Worship provided by the school.

- How well leaders and governors promote, monitor and evaluate the provision for Collective Worship.

The inspection was carried out by one inspector over one and a half days. The inspector examined the school website prior to the inspection. The inspector, head of school and a group of pupils conducted a 'learning walk' through school. The inspector observed five acts of Collective Worship involving the whole school, key stage and classroom based. The inspector observed four classes during RE lessons, a number of these alongside a senior leader. Discussions were held with the executive headteacher, head of school, RE subject leader, family support worker, class teachers, parish priest, chair of academy council, parents, representatives from the school council, Live Simply group and Mini-Vinnies. A comprehensive sample of evidence covering the RE/Catholic Life of the school was made available. The school's tracking to show pupil progress and attainment data was analysed. Samples of pupils' work, examples of marking, minutes from Governors' meetings and headteacher reports were scrutinised. School newsletters, Collective Worship planning and RE action plans were scrutinised. Displays in classrooms and around the school and photographic evidence of current activities and those from previous years including residential, were noted.

Information about this school

- Christ the King Catholic Primary School serves the parish of Christ the King in Bramley, West Leeds. The parish priest also serves the parish of Holy Family in Armley.
- Christ the King is a feeder school for Mount St Mary's Catholic High School.
- Christ the King was the founding member of St Gregory the Great Academy in July 2017. It has subsequently been joined by seven more Catholic schools.
- The standard admission number is 30. School presently has 156 on roll, organised into 6 classes. The percentage of Catholic pupils on roll is 55%.
- RE attainment on entry into the Foundation Stage is well below age related expectations. Children make excellent progress by the end of each key stage in Religious Education.
- Significant staff changes have taken place since the last inspection. The number of practising Catholic teachers remains high at 88%.
- The RE leader has been in place for four years. The current senior leadership team of executive headteacher and head of school took up their positions at the beginning of the academic year, although the head of school has been at the school since 2018.
- The chair of the academy council is new to the role of chair but has been on the academy council and the previous governing body for 10 years. The parish priest is on the academy council. He has been at the parish since 2019.
- The proportion of pupils supported by pupil premium is above the national average at 35%. The number of children with English as an additional language is above average at 30%. 18.1% of pupils are on the Special Educational Needs register and 2 have Education Health Care plans.

Full report - inspection judgements

CATHOLIC LIFE

The Catholic Life of the school is Outstanding

The extent to which pupils contribute to and benefit from the Catholic Life of the school.	1
The quality of provision for the Catholic Life of the school	1
How well leaders and governors promote, monitor and evaluate the provision of the Catholic Life of the school	1

- Pupils at Christ the King are proud of their harmonious school, where ‘everyone is welcome’. Older pupils have an excellent awareness of the school's mission. Faith leaders from Year 6 have completed learning walks with senior leaders and the parish priest to ensure all areas of the environment reflect the Catholic Life of the school. They have fed back to teachers on areas that could be improved.
- There are many opportunities for pupils to contribute to the life of the school, through the school council, Mini-Vinnies and the Live Simply group. All classes have a different charity which they support throughout the year and a different class saint to study and emulate. The president of the Mini-Vinnies was proud to spend his lunchtime showing me the display and talking me through the many activities that he has been involved with.
- The links between home, school and parish are exceptional. The parish priest is a frequent visitor to school and pupils speak about him as someone who would help if needed. The school supports the pupils and parish by promoting sacramental preparation and the chair of the academy council is a parish catechist.
- The school follows the diocesan scheme of Virtues to Live by. The older pupils can talk about what virtue means and how to live it daily. They are extremely proud if they are chosen to receive the weekly virtue award.
- Pupils understand the school behaviour policy and believe it to be ‘fair and helps keep everyone safe’. They and their parents appreciate the caring and nurturing environment. Parents talk about staff meeting them and their children ‘where they are at’.
- The long-serving family support worker is very aware of the needs of the pupils and their families. Parents feel confident to approach school about personal issues and say, ‘school meets them where they are, they are not judgemental and very understanding’.
- Parents, pupils, staff and governors all talk about the ‘family feel’ of the school. The harmonious atmosphere was very evident during inspection. Staff seem to speak with ‘one voice’ and children feel very supported by their teachers: ‘Teachers help us if we are stuck, it doesn’t matter if we make a mistake, we can learn from it’.
- The school mission statement is very clear. It is displayed in all classrooms and is recited as part of daily prayers. Pupils are helped to remember and understand the mission by the use of simple actions. Staff are excellent role models for the pupils in the way they speak to one another, parents and pupils.
- There is a deep commitment to all pupils but especially the most vulnerable. Staff are aware that the needs of the ‘whole’ child are important.

- The academic year is planned with the Catholic Life of the school at its core. Pupils attend class and whole school Mass on a regular basis. Liturgical seasons such as Advent and Lent are planned with care. Pupils attend and lead voluntary Rosary groups in May and October.
- The Relationships and Sex Education (RSE) curriculum is planned and well taught so that pupils and parents understand and celebrate the Catholic teaching and principles. Parents are given the opportunity to attend a consultation meeting when their child is in Year 5, and for those unable to attend, the materials used to teach RSE are available in the school office for parents to consult.
- The school leadership including the academy council are deeply committed to the church's mission in education. The school seeks to follow diocesan initiatives, such as the Virtues to Live By and Mini-Vinnies. They are aware of improvements that could be made and hope to provide retreats for pupils and staff when conditions allow.
- The parish priest is deeply committed to the school. He shows passion for his role and is highly committed to the partnership of the home, the school and the parish. He is passionate that pupils should learn the basics of the faith and come to 'love and participate in the Mass'.
- The chair of the academy council is also a volunteer in school. She takes an active role in ensuring displays in the school entrance hall reflect the liturgical season. She is also very active in the parish and is a catechist. This ensures that pupils see the clear link between the school and the parish and ensures excellent understanding and communication.
- Christ the King is very successful in employing teachers who are practising Catholics. The new leadership team has a strong vision of what a Catholic school should be and works extremely well to ensure that school is welcoming to everyone. When conditions have prevented parents coming into school for Collective Worship, it has been shared online ensuring parents still feel part of the 'faith life' of the school.

RELIGIOUS EDUCATION

Religious Education is Outstanding

How well pupils achieve and enjoy their learning in Religious Education	1
The quality of teaching, learning and assessment in Religious Education	2
How well leaders and governors promote, monitor and evaluate the provision for Religious Education	1

- Pupils talk about Religious Education (RE) with enthusiasm: 'We like learning, teachers make the lessons fun, and we learn new things all the time'.
- Pupils do make very good progress from the varying starting points and take pride in their work: 'Our RE books are very special'.
- The school uses The Way, The Truth and The Life (WTL) scheme of work recommended by the Leeds Diocese and gives ten percent curriculum time to the

teaching of curriculum RE meeting the requirements laid down by the Bishops' Conference of England and Wales.

- The parish priest enhances teaching and learning in RE. For example, he will re-enact a baptism for the pupils so they can learn about becoming a member of the church: 'Father comes in and teaches, he is interesting to listen to'. In addition, he has spoken to Key Stage 2 (KS2) pupils about the Sacrament of Holy Orders.
- The standard of pupils' work in RE books is not yet outstanding. Some of the tasks set do not allow older or more able pupils to respond deeply or at length. However, pupils are often encouraged to make links and say how they are inspired to be different through the study of the bible.
- All lessons observed during the inspection featured excellent behaviour for learning. Teachers show a high level of respect towards the children and their feelings. Lessons are purposeful with good use of praise and effective relationships. Strategies for behaviour management are applied respectfully and behaviour for learning in lessons was never less than good and sometimes outstanding.
- The school has a clear marking policy and this can be seen in books. However, pupils' responses to marking are often just one word, or giving additional examples, and do not always help the pupils' learning to progress.
- The quality of teaching and assessment in RE is good. More opportunities for pupils to evaluate how well they are achieving during RE lessons is required to ensure that the teaching and assessment of RE becomes outstanding.
- Language used in lessons is very consistent. To get pupils' attention teachers say 'shine your eyes on me'. The caring, nurturing atmosphere is excellent. When teachers are helping pupils they talk about 'just offering you some support', or 'I am supporting you to do this'.
- All lessons begin with a revisit and review. KS2 pupils do not yet speak at length and pupils' responses can be quite short. Teachers need to give more time to elicit responses that allow pupils to explore concepts in greater depth.
- Teachers use the diocesan medium term planning to aid with the setting of objectives. 'I can statements' are shared at the beginning of each lesson. Some older pupils were slow to get going at the beginning of a task, however by the end of the lesson very considered and appropriate outcomes of a high standard were evident.
- Leaders and governors ensure that the RE curriculum meets the requirements of the Bishops' Conference at every stage. RE is a priority curriculum area in the school. All staff have had continuing professional development (CPD) in RE. Staff are fully committed to providing a curriculum that is creative.
- The parish priest is the RE link governor, taking over from the current chair of the academy council. In-depth discussions have taken place between governors and leaders. Governors are aware of standards in RE through headteachers' reports, visits into RE lessons and looking at books.
- The longstanding RE leader has a clear vision of the subject, and regular monitoring takes place. The school would benefit from joint book scrutinies with other academy schools to share ideas and move teaching and learning in RE further still. Leaders are committed to ensuring that learning is 'not built on fragile ground' but that understanding is secure. Subsequently many lessons contain an element of 'pre-teaching' to ensure that objectives are securely met.
- Staff are extremely well supported by the expertise of the head of school and RE leader. They value their knowledge, feel able to contribute during staff meetings and their will to be the best that they can be is palpable.

COLLECTIVE WORSHIP

Collective Worship is Outstanding

How well pupils respond to and participate in the school's Collective Worship	1
The quality of provision for Collective Worship	1
How well leaders and governors promote, monitor and evaluate the provision for Collective Worship	1

- Pupils participate with reverence and are highly skilled in planning acts of worship. Pupils are extremely confident when leading their peers in prayer. A common language has been embedded with regards to 'breaking the word' or ending liturgies with a 'mission or 'witness'. More opportunities for prayerful silence are now required to ensure pupils have the opportunity to reflect independently and without interruption.
- All pupils showed real depth of participation in all worships observed, whether it was at whole school level, key stage or class worship. The children sing beautifully, with prayers and hymns often accompanied by actions. This led to a very joyful atmosphere where pupils were visibly engaged.
- There is clear progression for pupils in the planning of and delivery of acts of worship. The younger pupils are involved in selecting objects and colours for the worship table. Older pupils regularly prepare and lead worship in their classrooms. The pupils are well resourced in doing this with a structure and format that the children find easy to follow. Each class is divided into four groups ensuring that all pupils get the opportunity to be involved and supported.
- The liturgical calendar and Virtues to Live By are used by adults and older pupils to support planning. Pupils clearly understand the four part structure to acts of worship. The inspector noted that, in an Upper KS2 class-based worship, the children read the scripture with fluency and intonation ensuring that the word of God was spoken and heard clearly. Pupils joined in with the chosen song and prayers with reverence and respect.
- The senior leadership team, supported by the parish priest, plan a comprehensive list of services which reflect the liturgical year and give pupils and parents opportunities to receive and be prepared for the Sacraments. One parent said, 'We have always been given lots of opportunities to come into school in the past, we are always made to feel welcome'. Another parent said 'I am not a Catholic but I love going to church when we have Mass'.
- Collective Worship has a clear purpose with the themes chosen for worship reflecting a deep understanding of the Church's mission in education and the liturgical season. Staff are excellent role models for pupils in their adult-led worship, which enables pupils to experience high quality experiences of the Church's liturgical year. In the best planned worships, time is given for pupils to reflect in silence.
- Families are supported to pray at home with travelling cribs during Advent. The Rosary is said during October and May and pupils are invited to a voluntary rosary group.

- There is a clear policy for Collective Worship which is monitored and evaluated regularly. Liturgical and spiritual formation is considered a priority for all staff and they have accessed Collective Worship training. Staff pray together on a weekly basis and have opportunities for their own spiritual development through reflective time together.
- The head of school is an extremely good role model for staff and pupils, putting much time and effort into producing acts of worship of the highest quality. Leaders and governors place a high importance on the self-evaluation of Collective Worship. Highly committed governors are often in school.
- The school has undertaken a joint review of Collective Worship with leaders from another school. This exemplifies the leadership's outward looking stance, where they are ready to take on feedback and improve further. All staff have had CPD in Collective Worship. The benefit of this can be seen clearly in the confidence of staff and pupils.