



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

CHRIST THE KING HIGH SCHOOL AND SIXTH FORM CENTRE

SOUTHPORT

Inspection Date	Wednesday 30 October 2013
Inspectors	Deacon Paul Mannings Mrs. Barbara Melia
Unique Reference Number	104964
Inspection carried out under Section 48 of the Education Acts 2005 and 2011	

Type of School	Catholic, voluntary aided, mixed comprehensive
Age range of pupils	11-18
Number on roll	1,228
Chair of Governors	Mr. Alan Rayner
Headteacher	Mr. James Lancaster
School address	Stamford Road Birkdale Southport PR8 4EX
Telephone number	01704 565121
E-mail address	info@christtheking-school.com
Date of last inspection	Wednesday 3 November 2010

Introduction

This inspection was carried out under Section 48 of the Education Acts 2005 and 2011

The report of the inspection is produced for the Archbishop of Liverpool (Code of Canon Law 804 and 806) and for the governors of the school.

The inspectors are members of the Christian Education Department and their associates approved by the Archbishop of Liverpool for this purpose.

Information about this school

- Christ the King High School and Sixth Form Centre is a Catholic, voluntary-aided, mixed comprehensive.
- There are 1,228 pupils on roll of whom 64.7% are baptised Catholic, with 34.8% from other Christian denominations and 0.5% from other world faith or religious traditions.
- The majority of pupils are drawn from associated Catholic primary schools in the pastoral area.
- There are 81 teachers of whom 57% are Catholic.
- The Religious Education department has seven members: six full – time and one who teaches two periods of Religious Education in addition to another subject. All are qualified in Religious Education.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires Improvement
Grade 4	Inadequate

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Overall effectiveness:

Christ the King High School and Sixth Form Centre provides good Catholic Education.

Inspection Judgements

The extent to which the pupils contribute to and benefit from the Catholic life of the school.

- The extent to which pupils contribute to and benefit from the Catholic life of the school is outstanding.
- They understand the demands of a Catholic community, founded on Gospel values to enable 'all to realise their unique hopes and potential.'
- Pupils articulate the school's vision in relation to their own personal growth and wellbeing. Equally as important is their appreciation of the importance of partnership and sharing.
- Pupils are interactive in their support of wide ranging projects for the needs of others. This is inspired by their awareness and sense of Christian responsibility.
- Pupils are proud of their school. They appreciate the opportunities to work with the lay- chaplain. They speak of the growth in links between school and pastoral area.
- They are clear about how Religious Education influences their desire to be involved in school life.
- Pupils feel their views count and so want to contribute.
- They are confident to talk about their own and others beliefs and world views. They are respectful when listening to each other. They are secure in congratulating the achievements of others.
- Pupils regard school as a secure place that enables their personal growth.
- Pupils speak of how the school contributes to their spiritual and moral development both within the curriculum and through the range of extra-curricular activities.
- Pupils appreciate the leadership and commitment of all staff in shaping their lives and contributing to the school's mission.

How well pupils achieve and enjoy their learning in Religious Education

- Pupils show good levels of achievement and attainment in Religious Education.
- In Key Stage 3 this is evident in the increased rate of achievement at Level 5 which is currently 98% by the end of Year 9. Fifty eight percent are either achieving or working within Level 6. A further 4% have achieved Level 7. This indicates a good upward rise in the last three years. Continued development will enable a significant rise in achievement at Level 6 with increased numbers aspiring to work within Level 7.
- In Key Stage 4 achievement for GCSE is outstanding in Year 11. Attainment has risen significantly in three years. The 2013 cohort achieved 79% A*-C and 28% for A*-A. The current estimated national average for Catholic schools is 67.8% for A*-C and 28.3% for A*-A. Increased performance is also reflected in short course results, with 82% achieving A*-G. Placed in context, GCSE Religious Studies is undertaken by all pupils. Consequently results indicate that Religious Education is the school's best performing GCSE.
- In Key Stage 5 the cohort of three students achieved grades B, C and D. Grade B was above the Advanced Level Information System (ALIS) target; the grade C was in

line and the D one grade below. This is indicative of good progress in relation to the cohort size.

- Performance in Key Stage 5 general Religious Education also shows an increase in Level 2 and Level 3.
- In all Key Stages most groups of pupils are making at least good progress. Others are making outstanding progress.
- Pupils enjoy Religious Education. Most rate it highly. Their behaviour in and out of class is outstanding. All of this contributes significantly to rising achievement and attainment.

How well pupils respond to and participate in Collective Worship

- Pupils' response to and participation in Collective Worship is outstanding.
- They are encouraged to participate and to lead. Many do so.
- Pupils readily approve of the themes and resources. They are given scope to re-shape these to suit their preferred styles of Collective Worship.
- Other pupils express their preference to be part of the worshipping community rather than taking a lead. All value the scope for personal reflection. There is no compulsion to pray yet most do so readily and publicly. They enjoy Collective Worship as an occasion in which they can express their views and join in discussion.
- They are appreciative the breadth in variety of Collective Worship. They value the growth in and frequency of Liturgical celebrations.
- Pupils are also challenged in Collective Worship. They are encouraged to relate the theme to both their own lives and to school projects that assist the wellbeing of others.

The quality of teaching and how purposeful learning is in Religious Education

- The quality of teaching and purposeful learning in Religious Education is good.
- Outstanding elements include teachers' expertise in knowledge. Teaching is highly challenging. The comprehensive breadth of content is well structured and underpins maximum pace and progress for pupils.
- Good elements aspire to the above standards. Pupils are engaged. There are high expectations. Pupil progress is at least good.
- Elements requiring improvement include some good aspects. They should, however, develop to include an effective balance between teaching and learning. Differentiation should be strengthened to ensure the full engagement of all pupils.
- Overall differentiation has benefitted from the introduction of setting. In the majority of classes content is well focused on individual needs.
- Well constructed controlled assessment tasks provide clear indication of progress. Levels of attainment are used thoroughly to engage and motivate this progress.
- Formative marking and annotation varies in quality. At best it is positive, challenging and encouraging. Pupils are enabled to make progress. Formal assessment sheets, on the whole show pupils how they have achieved. In some instances, however, pupils are not given enough guidance. There needs to be greater consistency in the setting of challenging targets, together with clear guidance on how to improve.

The extent to which the Religious Education Curriculum promotes pupils' learning

- The extent to which the Religious Education curriculum promotes pupils' learning is outstanding.

- The content in all Key Stages matches the programmes. Key concepts and beliefs are clearly illustrated. Religious Vocabulary is well developed.
- In Key Stage 3 the process of Research, Revelation and Response is well exposed. In Key Stage 4 the GCSE specification is highly successful. In Key Stage 5, increased numbers of students has resulted in higher numbers taking AS Level. The accredited course in general Religious Education is taken by all students.
- Programmes of study are well managed, developed, differentiated and resourced. Externally accredited courses focus on the needs of all pupils and students.
- The content is inclusive of other world faiths and religions. It provides maximum contribution to spiritual and moral development.
- The content fulfils the requirements of the Religious Education Curriculum Directory for Catholic Schools and Colleges in England and Wales (2012)

The quality of Collective Worship provided by the school

- The quality of Collective Worship provided by the school is outstanding.
- The co-ordinator provides exemplary resources. They amplify the Liturgical Year. Other world faiths, religions and world views are celebrated.
- Pupils' liturgical formation is well planned and matched to their levels of progression.
- Collective Worship takes place daily either in form or year groups. There has been a growth in the availability of clergy to assist with celebrations of the Eucharist at appropriate times during the Church's seasons.
- There has been increased quality involvement of staff. This is specifically evident in staff meetings and in year groups. In the latter staff are encouraged to accompany pupils so that prayer experiences are truly collective.
- There is a rigorous process for monitoring. This is undertaken daily by senior leadership. This enables good practice to be shared and any developmental needs to be addressed.
- In-service training is provided annually for new staff. Other training takes place at appropriate times to introduce new initiatives and/or resources.
- Provision for Collective Worship has led to an increased perception of its value in supporting the school's Catholic Life.

How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan and implement improvement to outcomes for pupils.

- Leaders, governors and managers are outstanding in promoting and developing the Catholic life of the school and show outstanding understanding of and commitment to the Mission of the Church.
- The Mission statement is embedded within every facet of school life.
- The leadership team shares a team approach to enriching Catholic life. This is illustrated within the Section 48 Self-Evaluation Document and by the supporting development plans.
- Governors and senior leaders receive several reviews of Catholic life each academic year. This is conducted by the governors Mission and Ethos Committee. The content relates to liturgical, pastoral and curriculum provision.
- The lay-chaplain is a key contributor to Catholic life. The role is essentially about availability for pupils and staff. It encompasses a dynamic interaction with the local community in many spheres. Chaplaincy is a mission that is shared and truly inclusive. It challenges the school to live its Catholic life by involvement.

- Consequently parents, staff and pupils understand the school's mission. They want to share its purpose. They are keenly and actively involved in shaping and supporting Catholic life.

How well leaders, governors and managers promote, monitor and evaluate the provision for the Religious Education of the school and plan and implement improvement to outcomes for pupils.

- Leaders, governors and managers provide outstanding monitoring and evaluation of Religious Education. Together they plan and implement improvement to outcomes for pupils.
- The Section 48 Self Evaluation Document indicates strengths. Challenging and strategic improvement is planned. There are clear lines of accountability. Governors, senior leaders, the line manager and head of department are all included. All are committed to maintaining the position of Religious Education at the core of Catholic life.
- Leadership and management of the department is outstanding. There are high levels of support for staff. There is thorough appraisal of teaching. Progress in learning is enhanced by continued development of differentiation and assessment.
- Continued professional development in the department has been enhanced by a whole school programme that enables the sharing of strengths at inter-departmental level.
- Consequently the department has a collegiality amongst its skilled and committed professionals. Religious Education remains a lead department that has continued to improve since the last inspection.

What the school needs to do to improve further:

- Further development of good standards of pupils achievement by:
 - increased progress in Key Stage 3 from Level 5 to Level 6 and above;
 - addressing the few areas of teaching that require improvement;
 - ensuring all marked work has challenging targets and guidance on how to improve.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

How effective the school is in providing Catholic Education	2
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OUTCOMES FOR PUPILS

How good outcomes are for individuals and groups of pupils	
The extent to which pupils contribute to and benefit from the Catholic Life of the school	1
How well pupils achieve and enjoy their learning in Religious Education	2
How well pupils respond to and participate in the school's Collective Worship	1

PROVISION

How effective the provision is for Catholic Education	
The quality of teaching and how purposeful learning is in Religious Education	2
The extent to which the Religious Education curriculum promotes pupils' learning	1
The quality of Collective Worship provided by the school	1

LEADERS AND MANAGERS

How effective leaders, governors and managers are in developing the Catholic Life of the School	
How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic Life of the school and plan and implement improvement to outcomes for pupils	1
How well leaders, governors and managers monitor and evaluate the provision for Religious Education and plan and implement improvement to outcomes for pupils	1

Key to judgements: Grade 1 is outstanding, grade 2 good, grade 3 requires improvement and grade 4 inadequate
