

**DENOMINATIONAL INSPECTION
REPORT (Section 48)**

on

**THE CATHOLIC LIFE OF THE SCHOOL
AND
RELIGIOUS EDUCATION**

School: Christ the King Catholic Maths & Computing College

Address: Lawrence Avenue
Frenchwood
Preston
PR1 4LX

Telephone Number: 01772 252072
Email address: dcallagher@ctk.lancs.sch.uk

School URN: 119781

Headteacher: Anthony Perry

Chair of Governors: Joyce Allen

Lead Inspector: Anthony J Finnerty
Team Inspector: John Young

Date of Inspection: 25th and 26th May 2010

The inspection report is produced for the Rt. Reverend Michael Campbell O.S.A., the Bishop of Lancaster (c.f. Code Canon Law, 804, 806), and for the Governing Body of the school (Education Act 2005, Section 48). The inspection reviews, evaluates and plans further improvements in the school's witness to the Catholic faith and Curriculum Religious Education. This process begins with the school's own self-evaluation.

The inspection schedule follows criteria set by the National Board of Advisers and Inspectors.

INFORMATION ABOUT THE SCHOOL

Christ the King is a smaller than average secondary school situated in the Frenchwood area of Preston. The school is a specialist college for mathematics and computing, it has won several awards, including the Healthy Schools Award. Christ the King draws its pupil population from a variety of ethnic and religious groups. The proportion of pupils eligible for free school meals is well above the national average, as is the percentage of pupils with special educational needs, and a significant number of pupils are at an early stage of learning English.

FACTUAL INFORMATION

Pupil Catchment:

Number of pupils on roll:	344
Planned Admission Number of Pupils:	80
Percentage of pupils baptised RC:	40.4%
Percentage of pupils from other Christian denominations:	14.2%
Percentage of pupils from other faith backgrounds:	36.6%

Percentage of pupils with no religious affiliation:	8.7%
Percentage of pupils from ethnic groups:	39.5%
Percentage of pupils on SEN Register:	20.1%
Percentage of pupils with Statements of SEN:	4.1%

Staffing

Full-time teachers:	28
Part-time teachers:	2
Percentage of Catholic teachers:	60.0%

RE Department Staffing:

Number of full-time RE teachers:	3
Number of part-time RE teachers:	0
Percentage of Catholic teachers:	100%
Percentage of teachers with CCRS:	33%

Percentage of learning time given to RE:

Yr 7	10%
Yr 8	10%
Yr 9	10%
Yr 10	10%
Yr 11	10%

Parishes served by the school:

St. Joseph	65	St. Wilfrid	7
St. Teresa	41	St. Ignatius	26

Overall Effectiveness

2

Capacity for sustained improvement

1

MAIN FINDINGS

A tangible sense of welcome and a calm atmosphere are hallmarks of this Catholic school. The pupils and the staff see themselves as members of a community (almost always likened to a family) to which “we feel we belong”. With a richly mixed population drawing together a wide range of young people, the school is successfully creating a harmonious community of interlocking ages, perspectives, social and religious backgrounds.

The standards achieved by pupils at each key stage are good and have shown remarkable improvement in the past few years. Benchmarks are met in most cases. Overall the quality of learning for pupils with particular learning needs is good and pupils with particular learning needs and/or disabilities progress well and achieve according to expectation. Pupils throughout the school gain knowledge and understanding of religion and some are able to reflect on what the insights of religion can offer them in terms of the search for meaning and fulfilment.

The distinctive form of leadership at Christ the King has created a calm, friendly and quietly confident school. The distribution of leadership throughout allows all its members to become responsible stakeholders in the life of the school and in its continuing improvement. This collegial style ensures that high quality leadership in the school will be sustained.

The provision for Catholic education is very good. Care is taken in choosing and devising courses of study. The rooms allocated for Religious Education are appropriate, well furnished and resourced. Classroom assistants are a strong part of the provision in the school and their presence is used to particular effect in Religious Education classes. The commitment and dedication of the teaching staff and the generally good quality of learning materials combine with determined leadership to assure that there will be sustained improvement in this area. The head of Religious Education is an assistant Headteacher with special responsibility for teaching and learning. Religious Education is at the centre of the school curriculum. Leaders and managers of the school are open and honest with each other and are informed by a shared understanding of strengths and areas for development regarding the provision for Religious Education.

The school’s capacity to improve is outstanding. Governors, staff and pupils are united in their desire to improve and develop their school to

become consistently outstanding. Self-evaluation is realistic, honest and geared towards progress. Strategies for moving from good to outstanding have been established and are implemented with remarkable consistency throughout the school. Having made so many improvements and having grown in self-confidence and aspiration, the school deserves to be recognised as an inclusive community and a place of high quality education with a strong Christian ethos.

What the school needs to do to improve further

There has been very significant improvement in the school since the last diocesan inspection. To continue this improvement the school should:

- Further the excellent progress made by the Religious Education department regarding attainment and achievement by even more effective use of assessment and by extending the formation of students as autonomous learners.
- Seek to articulate more explicitly the gospel roots of the ethos present in the school.
- Improve the quality of prayer in tutor time by training and empowering pupils to play an integral role in daily prayer and collective worship.
- Provide ongoing formation for staff concerning the character and the centrality of prayer in the Catholic tradition so that they can deepen and further enrich the prayer life of the school.

PUPILS

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

2

Pupils at Christ the King have a positive regard for Religious Education. The standards achieved by pupils have improved dramatically at KS4 over the past two years. At KS3 pupils are well aware of their progress and the next stage ahead of them. The use of assessment for learning is not yet as fully employed or as effectively used as it might be, but the department is keen to continue to improve in this regard. Pupil standards are at least in line with expectation and they aspire to do better. The quality of learning for pupils with particular learning needs and/or disabilities is strongly supported. This support develops self-esteem, improves progress and leads to achievement that is good at each key stage. Pupils throughout the school gain good knowledge and understanding of religion. The wealth of faiths present in the school has been used to enrich the learning experiences of pupils and they have a strong regard for faith in all its forms.

All pupils recognise that they are members of a community, which they describe as a family, at Christ the King. Pupils feel themselves to be known and valued and cared for. They feel safe and happy. They readily participate in all areas of school life. Most pupils can express themselves with confidence; they know that their views and opinions will be treated with respect. Speaking of the Senior Leadership Team, pupils say: "they always get back to you." In turn, young people show respect to fellow pupils and to staff. Pupils are keen to participate in charity events and in service to the wider community. Pupils recognise the importance of religion and spirituality and many students make use of the services provided by the chaplaincy. A distinctive feature of the school is the preparation for the sacraments of initiation. The pervasive ethos of the school encourages self-respect, pride in belonging, and an approach to education, which embraces the whole person. Justice and reconciliation underpin relationships throughout the school.

Pupils participate in daily opportunities for reflection in cohesive and supportive tutor groups. This well structured pattern for prayer is positively regarded and ensures that the community reminds itself each day of the school's values. The quality of pupil experience varies according to the skills and focus of whoever leads the act of worship. Although it is too often "done to" rather than "done by" the young people, the inclusive character of Collective Worship nurtures the common spirit which can be felt throughout the school. Pupils express a desire for this area of school life to evolve further. At present they tend to be passive recipients, they are ready to be full participants.

LEADERS AND MANAGERS

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

1

The outstanding leadership and management of Christ the King Catholic College ensures that the school is permeated by gospel values. The explicit and widespread articulation of these values being rooted in Christ would further strengthen this crucial dimension of the school. The central place given to worship, the sense of community, the shared aspiration to fulfil potential and the concern for the disadvantaged evident amongst staff and students, are all testimony to the success of senior leaders in promoting and supporting the Catholic life of the school. Increasingly rigorous use of data, improvement strategies, analysis of student achievement and creative initiatives ensure positive and constantly improving outcomes for pupils. Leadership is distributed throughout the school's family, both among staff and students. There is a strong sense that everyone is responsible for the whole, this is exemplified in the Student Leadership Team who play a key role in the life of the school.

Self-evaluation is honest and accurate at every level of school life. In Religious Education careful attention is given to each learner's progress. The positive outcomes for pupils in terms of exam results and in terms of personal growth and confidence are evident and improving. The quality of material resources varies. Use of new technology is integral to lessons and a good standard of teaching is maintained in all areas. Monitoring and evaluation systems are embedded at all levels and resultant data are used for well targeted planning. Pupils are aware of how to improve and express great satisfaction with the support available to them.

High levels of commitment and service characterize the governing body. It fulfils its statutory and canonical responsibilities well and provides leaders and managers with appropriate and consistent support. Governors were fully involved in the completion of the Section 48 self-evaluation form (SEF 48) and are kept fully informed of the progress of the school. Close and honest working relationships with senior leaders enable governors to identify the school's strengths and its areas for development. Clear systems to seek the views of parents, students and staff help to inform their decision-making.

Leaders and managers work well with other providers and develop successful partnerships which promote learning and well-being highly effectively. Partnership with St Catherine's Hospice, for example, enriches the curriculum and the perspectives of the pupils. Engagement with the Orchard Project helps to develop pupil self esteem and enables inclusion. Partnerships with other schools, particularly the local Catholic primaries and Cardinal Newman, the nearby Catholic Sixth Form College, and also with the partner school of Holy Cross in Chorley, all enhance the experience of the pupils at Christ the King. They know themselves to be

part of a wider family. Links with local parishes and strong personal bonds with local clergy enrich students' spirituality, their sense of belonging and the care they receive. This relationship with parents is being more fully cultivated in line with the Church's understanding of the primary role of parents in their children's education. This year the majority of parents took the opportunity for an extended meeting with the form tutor. This success will be built upon.

The promotion of Community Cohesion at Christ the King is outstanding. The inclusion of all is a central goal and a shared vision. Although a small school in terms of numbers, Christ the King is far from insular or inward looking. The school community engages with global education through CAFOD, with charity events for overseas aid and by links with schools in Natal and Mozambique. Within the school there is respect for all and a common sense of belonging, which is deeply felt. Students are equipped with skills which enable them to take up their responsibilities both within and beyond the school. The Student Leadership Team has taken a valuable initiative in sending out letters inviting members of the local community to discuss shared interests. The school warmly encourages involvement of parents. In its work within and outside its walls, the whole school aims to serve the Common Good.

PROVISION

How effective the provision is for Catholic education

2

The quality of teaching is good. Teachers are well aware of individual student needs and have good relationships with their classes. In lessons most students are keen to engage and concentrate, and the quality of their work reflects good standards of learning. There are good examples of dialogue and of questioning techniques, which contribute to the building of learning. Embedding formative assessment principles will enhance students' awareness of how to progress in Religious Education. Opportunities for each student actively to engage in learning are valued. The high level of support provided in and out of lessons by Learning Support Assistants, ensures that tailored learning is personalised for each student.

The use of careful monitoring and assessment followed by targeted intervention has been effective in improving standards in Religious Education. Systems of tracking and support are rigorous and geared to the improvement of pupil achievement throughout both key stages. All assessment and guidance is supported by accurate and well-managed data. Systematically generated targets are used in an individual manner and pupils are encouraged to discuss their work and progress, giving them confidence and moving them forward on the journey of becoming autonomous learners. This process in Religious Education is underpinned by the school's achievement co-ordination system, which ensures that each student's development is viewed and guided as a whole.

The Religious Education curriculum contributes positively to the spiritual and moral development of young people. Lesson plans are realistic and are generally customised or adapted to meet pupil needs. The demands of the Bishops' Conference regarding the specific provision of appropriate curriculum time for Religious Education have been met. The particular challenges of a school population in which the majority do not have a Catholic background, have been embraced without compromising the distinctive character of the school.

Whilst the themes presented for tutor groups' reflection allow pupils to engage in shared worship, there is still scope for significantly more development and formation in the deepening of student contributions to Collective Worship. A greater range of prayer methods and traditions could be explored with staff to enhance the quality of the pupils' experience and to augment the spiritual development of the whole community. The school is aware of this and has already embarked on creative strategies to develop further this crucial area of school life.

SUMMARY OF INSPECTION JUDGEMENTS

Key for inspection grades:

Grade 1 **Outstanding** Grade 2 **Good** Grade 3 **Satisfactory** Grade 4 **Unsatisfactory**

Overall effectiveness	2
The school's capacity for sustained improvement	1
PUPILS How good outcomes are for pupils, taking particular account of variations between different groups	2
• how well do pupils achieve and enjoy their learning in Religious Education?	2
❖ the quality of pupils' learning and their progress	2
❖ the quality of learning for pupils with particular learning needs and/or disabilities and their progress	2
❖ pupils' attainment in RE	2
• to what extent do pupils contribute to and benefit from the Catholic life of the school?	1
• how well do pupils respond to and participate in the school's Collective Worship?	2
LEADERS AND MANAGERS How effective are leaders and managers in developing the Catholic life of the School?	1
• how well leaders and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan improvement to outcomes for pupils?	1
• how well leaders and managers monitor and evaluate the provision for RE and plan for improvement to outcomes for pupils?	1
• the extent to which the governing body provides effective challenge and support for the Catholic dimension of the school so that weaknesses are tackled decisively and statutory and canonical responsibilities met?	2
• how well leaders and managers develop partnerships with other providers, organisations and services in order to promote Catholic learning and well being?	1
• how effectively leaders and managers promote Community Cohesion?	1
PROVISION How effective is the provision for Catholic Education?	2
• the quality of teaching and purposeful learning in ?	2
• the effectiveness of assessment and academic guidance in Religious Education?	1
• the extent to which Religious Education curriculum meets pupils' needs?	2
• the quality of Collective Worship provided by the school?	2