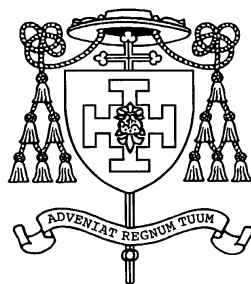


# DIOCESE OF SHREWSBURY

## DIOCESAN EDUCATION SERVICE

*...committed to encouraging 'fullness of life'*



### SECTION 48 INSPECTION REPORT:

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

School:	Christ the King Catholic Primary School
Address:	Allport Road Bromborough CH62 6AE
Tel No:	0151 334 4345
URN:	105081
Headteacher:	Mr K Doogan
Chair of Governors:	Mrs S Moore
Date of Inspection:	19 May 2010
Inspectors:	Mrs E Inman Mr K Toms Mrs J Johnson

## **MISSION STATEMENT**

**OUR MISSION STATEMENT IS .....**

**"Love the Lord your God with all your heart,  
with all your soul and with all your mind.  
Love your neighbour as yourself."**

**(Mt.22 38 - 40)**

**To foster and develop positive attitudes towards all members of the school and its wider community, based on the examples given to us by Jesus Christ in the Gospels and to maintain a curriculum which will ensure all children will achieve their true potential, academically, spiritually and morally, through quality teaching, meaningful learning, set in a loving and caring Catholic environment.**

**"So always treat others as you would like them to treat you."**

**(Mt.7 v.12)**

**The school aims are:**

- 1. As a Catholic School we will create and nurture an environment, which reflects God's loving care.**
- 2. Within this environment we will enable the children to become responsible for and independent in their thoughts and actions.**
- 3. To promote the highest standards of achievement through quality teaching and quality learning.**
- 4. To encourage and enable each child to achieve their true potential.**
- 5. To recognise the individual abilities of each child and respond accordingly and appropriately.**
- 6. To provide a curriculum which stimulates, motivates and encourages the children to become enthusiastic and co-operative.**
- 7. To develop links with parents and guardians to ensure that partnership between home and school supports the development and potential of all pupils**

## FACTUAL INFORMATION ABOUT THE SCHOOL

**The school's context and, particularly, any significant changes in its circumstances since the last inspection**

Pupils	FS		Y1	Y2	Y3	Y4	Y5	Y6	Total
	PT	FT							
Number on roll		60	57	59	47	54	50	51	378
Catholics on roll		56	51	42	44	39	39	40	311
Other Christian denomination		3	5	14	3	12	10	11	58
Other faith background		1	1	2		2	1		7
No stated religious affiliation				1		1			2
Number of learners from ethnic groups		2	5	5	3	2	7	0	24
Total on SEN Register			4	7	2	12	8	9	42
Total with Statements of SEN							1		1
FSM		1	6	5	6	3	7	4	32

Exclusions in last academic year	Permanent	0	Fixed term	0
Index of multiple deprivation	0.14			

PARISHES SERVED BY THE SCHOOL	
Name of Parish	No of Pupils
Christ the King	
St. Luke's	

With reference to Year 6 – the Catholic schools to which your pupils transferred	
PUPILS TRANSFER	
Name of School	No of Pupils
Upton Hall	5
St. Anselm's College	4
Plessington Catholic High	28

TEACHING TIME	FS		Y1	Y2	Y3	Y4	Y5	Y6	Total
	PT	FT							
Total teaching time (Hours)		22	22	22	23.5	23.5	23.5	23.5	

STAFFING	
Full-time teachers	13
Part-time teachers	4
Total full-time equivalent	15
Support assistants	11
Percentage of Catholic teachers f.t.e.	93
How many teachers teach RE (P) f.t.e.	14
Number of teachers with CCRS or equivalent	13
Number of teachers currently undertaking CCRS	1

NAME OF SCHOOL	
Published admission number	60
Number of classes	14
Average class size KS1	29
Average class size KS2	25

## FINANCIAL DATA

EXPENDITURE (£)	Last financial year 2008/09	Current financial year 2009/10	Next financial year 2010/11
RE	£1200	£1200	£1200 + new s.o.w
English	£1100	£1000	£7000
Mathematics	£1100	£5000	£1100
Science	£700	£700	£700

<b>Key to judgements: Grade 1 is outstanding, grade 2 good, grade 3 satisfactory and grade 4 inadequate</b>	<b>Judgement</b>
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<b>OVERALL EFFECTIVENESS OF THE SCHOOL</b>	<b>2</b>
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**How effective the school is in providing Catholic Education**

Christ the King is a good Catholic primary school. Children attain good standards in Religious Education. Lessons are well planned, taking into account the needs of all the learners. Children and staff are enthusiastic learners.

The school is committed to its Catholic mission. Relationships are strong both within school and beyond. The headteacher is knowledgeable, committed and ambitious for the school. He works with a talented staff team and able governors. Parents are strong supporters of the school. The school's capacity for sustained improvement is good.

**What the school could do to improve further**

- Review the aims of the school to encompass the many aspects of Catholic education.
- Review the provision for Collective Acts of Worship so that pupils are given opportunities to plan, prepare and lead prayer and liturgy.
- Use monitoring and assessment data to ensure progress for all groups of learners.

<b>PUPILS</b>	<b>2</b>
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**How good outcomes are for pupils, taking account of variations between different groups.**

Pupils at Christ the King attain good standards in their Religious Education work. They respond well in lessons and are enthusiastic learners. They are able to talk about their learning with confidence. On the day of inspection, the pupils were learning about how Jesus Christ taught of the need to change; the pupils were able to articulate a change in their lives and how they could improve. At Key Stage 2 they referred back to what they had learned about forgiveness in the Autumn term and applied their learning in this new context. In all classes seen, the pupils worked well on their independent activities and maintained a good pace; they are clearly accustomed to working hard and completing their tasks. Analysis of the school's assessment data, when matched with the pupils' responses and attitudes and the work seen on the day of the inspection, suggests that more pupils achieve higher standards and make better progress than the data suggests. The pupils say they would like to have clearer information and guidance about what they need to do to improve.

There is a School Council elected by the pupils and older pupils support the younger ones on the playground. Pupils contribute to parish life, reading at school Masses and serving regularly on the altar. They raise much needed funds for a range of local, national and global charities such as the Ark's Harvest Appeal, the Catholic Children's society, CAFOD and Mission Together. The school is aware that the pupils would benefit from developing equal partnerships nationally and internationally.

Pupils readily take part in times of prayer which are mostly planned and led by staff at the school. They would welcome the opportunity to plan prayer times themselves: this would give the pupils opportunities to develop their ideas, skills and confidence in informal and spontaneous prayer, as well as giving them a deeper understanding of the value of quiet times of reflection.

PROVISION	2
<p><b>How effective the provision is for Catholic Education</b></p> <p>Lessons observed during the inspection were at least good and some were outstanding. Lessons that were judged good all had some outstanding elements. The pace of lessons was good. On the whole, other adults within the classes supported pupils effectively.</p> <p>Some examples of skilled questioning seen at Key Stage 1 and these promoted and extended deep learning. At Key Stage 2 skillful teaching challenged the pupils. Where ICT was used effectively, provision was enhanced; the ICT suite was not used in any of the Religious Education lessons delivered during the inspection and children say that they rarely use it in Religious Education lessons. All groups of learners were enabled to make progress in the lessons seen, as teachers had planned clearly differentiated activities. The Inspectors were particularly charmed by the pupils' response to the drama activity in Key Stage 1.</p> <p>The school offers a range of acts of worship, from class prayer to Key Stage assemblies and liturgies. Whole school Masses are celebrated in church; the close proximity of the church to school offers easy access to an ideal environment in which the whole school can come together in worship, as neither of the school halls is sufficiently large enough to accommodate the whole school community. The use of prayer time for teachers' preparation, planning and assessment time, limits the opportunities for the development of quality prayer; if opportunities were provided for pupils to plan, prepare and lead worship, both in class and in Key Stages, many more of them would be enabled to respond positively and engage prayerfully.</p> <p>'Special mentions' are incorporated into each weekly Key Stage assembly. The pupils are keen to recognize and celebrate the achievements of their peers and contributions to school life.</p> <p>Excellent relationships are evident throughout the school. A particular strength is the contribution made by the Parents and Friends Association who support and fund significant elements of the Sacramental programme, including purchasing books and providing the celebration breakfast. There is a strong link between school, home and parish.</p>	

LEADERS AND MANAGERS	2
<p><b>How effective leaders and managers are in developing the Catholic Life of the school</b></p> <p>The leadership team is committed to promoting the mission of the Church by providing a rich, broad and balanced Religious Education curriculum. The school has made a good start in monitoring teaching and learning in Religious Education as well as collecting assessment data. The next step is to use the information gathered to plan for improvement. The leadership team is aware that the pupils at Key Stage 2 are achieving better than the data suggests and is prioritising the development of more accurate assessment which will support tracking of all pupils, as well as tackling key priorities.</p> <p>At present, the school does not have a system in place for monitoring and evaluating the impact of the Catholic life of the school on pupils and the wider community, other than curriculum Religious Education. As the school aims refer solely to Religious Education, no evidence was available to demonstrate how the school evaluates, monitors and reviews its mission. There was no record of staff In-service training available for Inspectors.</p> <p>Christ the King Catholic Primary school benefits from the support of organised, committed Governors, who actively promote improvement; they have developed Governor monitoring teams who meet regularly with staff to support key priorities from the School development Plan. They are well placed, therefore, to further develop this role, so that they are able to support and challenge the school in its planning and delivery of all aspects of Catholic education.</p> <p>The school engages positively with many aspects of parish life. For example, the school choir performs for the parish Mondanian group, the parish Ladies' group provided the First Sacraments' celebration breakfast when members of the Parents' and Friends' association were involved as parents of First Communicants.</p>	

## INSPECTION JUDGEMENTS

<b>Key to judgements: Grade 1 is outstanding, grade 2 good, grade 3 satisfactory and grade 4 inadequate</b>	<b>Judgement</b>
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<b>OVERALL EFFECTIVENESS OF THE SCHOOL</b>	
<b>How effective the school is in providing Catholic Education</b>	<b>2</b>
How good outcomes are for pupils, taking particular account of variations between different groups	2
How effective the provision is in promoting Catholic education	2
How effective leaders and managers are in developing the Catholic life of the school	2
The school's capacity for sustained improvement	2

<b>PUPILS</b>	
<b>How good outcomes are for pupils, taking into account of variations between different groups</b>	<b>2</b>
How well pupils achieve and enjoy their learning in Religious Education	2
• <i>The quality of pupils' learning and their progress</i>	2
• <i>The quality of learning for pupils with particular learning needs and/or disabilities</i>	2
• <i>Pupils standards of attainment in Religious Education</i>	2
The extent to which pupils contribute to and benefit from the Catholic life of the school	2
How well pupils respond to and participate in the school's collective worship	3

<b>PROVISION</b>	
<b>How effective the provision is for Catholic Education</b>	<b>2</b>
The quality of teaching and how purposeful learning is in Religious Education	2
The effectiveness of assessment and academic guidance in Religious Education	3
The extent to which the Religious Education curriculum meets pupils needs following Bishops Conference policy and Diocesan requirements	2
The quality of Collective Worship provided by the school	3

<b>LEADERS AND MANAGERS</b>	
<b>How effective leaders and managers are in developing the Catholic life of the school</b>	<b>2</b>
How well leaders and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan for improvement to outcomes for pupils.	2
How well leaders and managers monitor and evaluate the provision for Religious Education and plan for improvement to outcomes for all pupils	3
The extent to which the governing body provides effective challenge and support for the Catholic dimension of the school so that areas for development are tackled decisively and statutory and canonical responsibilities are met	2
How well leaders and managers develop partnerships with parents / carers and other providers, organisations and services to promote Catholic learning and pupil well-being	2
How effectively leaders and managers promote community cohesion	2

## PARENTS QUESTIONNAIRE




Number of questionnaires distributed 378

Number of questionnaires returned: 107

		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
1	My child enjoys school	82	25			
2	I am happy with the values and attitudes that the school teaches	83	24			
3	I am made to feel welcome in school	83	24			
4	The school seeks the views of parents/carers and takes account of their suggestions and concerns	66	34	3		4
5	The school gives me a clear understanding of what is taught in Religious Education	68	35	3		1
6	The school enables my child/ren to achieve a good standard of work in Religious Education	75	30			2
7	The school keeps me well informed about my child(ren)'s progress in Religious Education	65	32	5	2	2

## PUPILS QUESTIONNAIRE

Y2

	Dear Children, Please put a tick under the face that you think is your best answer to each question. Thank you!	yes 	sometimes 	no 
1	I like being at this school.	37	10	2
2	I learn new things in Here I am lessons.	42	7	
3	I enjoy learning about Jesus and how to live as His friend.	43	6	
4	I have to work hard.	40	8	1
5	My teacher helps me when I get stuck so I can make my work better.	35	14	
6	My teacher listens to me.	40	9	
7	<i>When I am unhappy there is always an adult I can talk to.</i>	34	14	1
8	I get praise when I do my best.	35	12	2
9	Other children are kind and behave well	27	21	1
10	<i>I am happy on the playground.</i>	37	12	
11	I am allowed to help in class and around school.	32	16	1
12	I enjoy the times we say our prayers, talk to God and sing songs about Jesus.	39	9	1

Y6

		Yes	Mostly	Sometimes	No
1	Do you like being at this school?	10	11	4	
2	Do you find out new things in Religious Education lessons?	16	8	1	
3	Are your Religious Education lessons interesting and fun?	2	12	10	1
4	Do you get help when you are stuck?	15	6	4	
5	Do you have to work hard?	19	6		
6	Do teachers show you how to make your work better?	15	8	2	
7	Do other children behave well?	10	12	3	
8	Are teachers fair to you?	25			
9	Do teachers listen to your ideas?	12	6	7	
10	Are you trusted to do things on your own?	10	11	4	
11	Do you enjoy your times of prayer together?	8	11	6	