



## ARCHDIOCESE OF LIVERPOOL

### INSPECTION REPORT

### CHRIST THE KING CATHOLIC PRIMARY SCHOOL

#### LIVERPOOL

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Inspection Date	4 May 2016
Inspectors	Mrs. Denise Hegarty, Mrs. Julie Rourke, Mrs. Maria McGarry
Unique Reference Number	104629
Inspection carried out under Section 48 of the Education Acts 2005 and 2011	

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Type of School	Catholic Primary
Age range of pupils	4 - 11
Number on roll	327
Chair of Governors	Mr. Robert Howell
Headteacher	Mrs Rachel Davidson (Acting)
School address	Meadway, Wavertree, Liverpool, Merseyside. L15 7LZ
Telephone number	0151 722 3462
E-mail address	christ-ao@christtheking.liverpool.sch.uk
Date of last inspection	21 June 2011

# 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 is a larger than average-sized Catholic Primary School situated in Wavertree in the Liverpool district of the Archdiocese and serves the parish of Christ the King and Our Lady.
- There are 327 children on roll, of whom 321 are baptised Catholic. There are 3 pupils attending the school from another Christian denomination and 3 pupils who are from another faith tradition.
- There are 16 teachers at the school, 13 of whom are Catholic. Fourteen teachers teach Religious Education and 10 have a suitable qualification in Religious Education. Four teachers are currently enrolled and studying for the *Catholic Certificate in Religious Studies*.
- The headteacher is currently on maternity leave and her role is being covered by the deputy head teacher. Both are new to the school since the last inspection. The Religious Education Co-ordinator is new to his post since the last inspection.

### 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 School provides outstanding 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 the pupils contribute to and benefit from the Catholic life of the school is outstanding.
- Pupils were involved in the inception of the school's Mission Statement and they understand the demands and duties that the living their mission, 'In Jesus we learn, grow and pray together', places on them. They appreciate that it is a calling to work and worship well together in the way Christ taught.
- Pupils have a strong sense of belonging to this close-knit school community and are loyal and proud members of it. Being cheerful, considerate and articulate, they are great ambassadors for their school.
- Because of the excellent relationships they form with their teachers and other adults in the school, pupils feel valued and listened to. This contributes to their positive attitudes, politeness and good behaviour. Across the school there is a culture of respect for individuals and their views and opinions.
- Pupils embrace opportunities to meet their potential in all aspects of school life and benefit from a wide range of extra-curricular activities e.g. choir, sports clubs, gardening etc. These optional clubs give pupils a sense of belonging to and duty of representing the school. Through them, they learn the values of commitment, teamwork and responsibility and are encouraged to push themselves to achieve their potential.
- School councillors spoke proudly at interview of their rich range of clubs, activities and fund-raising projects. When discussing their various roles and responsibilities, they particularly outlined their fundraising experiences, charity events and how they are encouraged to feed back their discussions to the rest of the school. They understand their responsibility to support and develop social justice.
- All pupils are encouraged to take on roles of responsibility in the school and wider community e.g. as school prefects, peer mediators and buddies for younger children. Within these roles, they raise awareness to the needs of others and promote tolerance and understanding. For example, as peer mediators and playground leaders, they offer support and encouragement to those children on the margins and help resolve conflict.
- Pupils are actively involved in developing the Catholic character of the school by raising awareness of and supporting a variety of charities including CAFOD, The Lilac Centre and Nugent Care. These efforts equip them to lead good lives following values from the gospel including humility, justice, empathy, mercy etc. both now and in the future.
- They are quick to respond to the plight of those less fortunate than themselves e.g. in their response to the harvest appeal for the local food-bank and in raising funds for those caught up in the earthquake in Nepal.
- All pupils in Key Stage 2 have the opportunity to participate actively in residential trips to France and Colomendy. Such experiences impact on the pupils' social, spiritual and moral development and enable them to work and socialise together and to gain in independence and self awareness. They learn to make good choices, develop a sense of fairness and consider the needs of others in team building activities etc.

- Pupils have a good sense of right and wrong and apply this in their personal relationships. They take an increasing responsibility for themselves and their actions within the code of behaviour and moral framework upheld by the school. They fully understand the consequences of their conduct. At their assemblies, they are especially pleased to be awarded the 'Good Samaritan Award' for pupils who have shown outstanding mercy during the week. They are also delighted to receive a 'Red Letter' badge to wear.
- Education for pastoral care and personal relationships has fostered positive attitudes in pupils. They respect the dignity of all and are secure in their own stages of spiritual and emotional growth and development.
- Pupils praise and acknowledge the contribution of others. They show a readiness to celebrate their lived experiences and to serve their community by playing a positive role.
- They are involved in service to the local faith and religious communities e.g. through their Worship team meetings and in how they regularly lead the parish celebrations of Mass in school for the community.
- Following the words of St Catherine of Siena, pupils are invited to 'be the person God created them to be' and to 'set the world on fire' through their actions. They are responding well to the challenge this year.
- As part of their transition to secondary school, the Year 6 pupils, together with their counterparts in the other parish schools, enjoy a day's retreat before celebrating their Leavers' Mass. This gives them the time to reflect on their individual and collective gifts and talents and on how to use them in future.
- Pupils have also enjoyed learning about Judaism and other religions in their Multi-faith weeks within the school curriculum. At such times, they learn to understand the diversity in the world and to respect and appreciate the views of those who think and worship differently.

### **How well pupils' achieve and enjoy their learning in Religious Education**

- Pupils' achievement and enjoyment in Religious Education is good.
- In general, they make suitable progress in relation to their starting points and capabilities.
- Their attainment in Religious Education is good overall. Analysis of assessments undertaken provides evidence of pupils generally attaining at least an appropriate level for their age and stage of development in each key stage.
- There is little or no difference in performance between pupils of different gender.
- Outcomes for pupils with additional or special needs are very good.
- Pupils are becoming increasingly more religiously literate. They are accruing a good vocabulary of key words used in topics covered. Their knowledge, understanding and skills are developing appropriate to their age or capacity.
- Pupils are developing the skills that enable them to reflect spiritually, think ethically and theologically and are becoming more aware of the demands of religious commitment in everyday life.
- Their engagement in and enjoyment of their learning is generally good as shown by their interest, concentration and behaviour in lessons observed.
- They are able to deliberate on their learning and what it means for them very well. They competently ask and respond to challenging questions.
- At interview, pupils proudly showed off their work. Most understand their new targets and appreciate the opportunities teachers give them to reflect on their work and explain their own views and opinions.

- In their questionnaires, most pupils indicated that they have to work hard in Religious Education lessons.
- During these lessons, pupils are enabled to work independently and collaboratively. They co-operate very well with each other in group work and enjoy paired discussions.

### **How well pupils' respond to and participate in Collective Worship**

- Pupils' response to and participation in Collective Worship is good.
- They show interest, respond enthusiastically and act with reverence and respect at such times. They willingly take part in a variety of gatherings including Masses and liturgies.
- Pupils' knowledge of prayer and liturgy is increasing.
- Children appreciate the quiet and calm atmosphere created during worship when they are given the opportunity to reflect on the Word of God in Scripture and show reverence and esteem.
- They are careful to follow the message from Scripture and endeavour to make it their mission to live it out. Following a recent assembly on, 'Being the Face of Christ', children responded independently by undertaking their own fundraising for charity.
- They understand the recognised format for Collective Worship and have a very good understanding of the Church's main seasonal celebrations.
- Pupils sing joyfully, reflect in silence from an early age and join in community prayers appropriately and with confidence at designated times throughout the day. They are at ease and act with integrity when praying with others. They are familiar with a range of prayer styles and often find these times a source of comfort.
- The older pupils have enjoyed acting as Assembly/Collective Worship prefects by supporting the staff in their delivery.
- Each class regularly delivers worship for their peers and for invited parents and carers.
- Children enjoy reading and singing with parishioners when the parish Mass takes place in school.

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

- The quality of teaching and purposeful learning in Religious Education is good. It is consistently effective in ensuring that pupils are interested, engaged and make good progress.
- The excellent relationships that exist between staff and pupils contribute to a relaxed learning environment.
- Teachers plan well using Archdiocesan planners and generally display very good subject knowledge. They work hard and are good role models for the children to emulate. A range of teaching styles are deployed across the school to motivate pupils.
- Teachers take into account pupils' prior learning then consolidate, build and extend their knowledge and understanding. To facilitate this further, they should ensure tasks given to pupils are clearly differentiated through use of the *Driver Words* from the *Levels of Attainment in Religious Education*. This should be done at the planning stage so that the work given meets the needs of each individual or group and challenges them all to achieve their full potential.
- Pupils across the school are offered a good provision to enable them to live out their faith and follow the teachings of Christ to the full. They are supported in developing their understanding of what it is to be human and to understand the importance of social justice.

- Teaching is often adapted to suit the learning needs of individuals and strategies such as role play, talking partners and conscience alley are used to good effect.
- Opportunities for pupils to work effectively on their own and collaboratively in pairs and groups are often provided.
- Pupils' contributions are valued and appreciated. Teachers make excellent use of praise and encouragement in lessons. They listen carefully to what pupils have to add to discussions and respond supportively.
- In most classes, very good use is made of time and resources including other adults to maximise learning.
- All continuous provision in reception classes is linked to the Religious Education topic and contributes to purposeful learning. This gives pupils a very good foundation to start from.
- Adults across the school use a range of excellent questioning techniques that increases the depth of pupils' knowledge and understanding and encourages them to reflect on their learning.
- The assessment of pupils' work in Religious Education is good. Pupils are regularly provided with oral feedback during lessons and sometimes through the marking process. Teachers that mark work developmentally help to challenge pupils and move their learning to the next level. The new system of marking with coloured pens – celebrating success and indicating areas for development - is effective and should bear fruit when it is embedded consistently in practice.
- Teachers should use their assessments consistently to inform future planning.
- The school has good assessment strategies which provide information on the achievement of all the pupils. Data collected is entered onto tracking sheets which are used effectively to identify areas of development for pupils. Teachers are thus able to identify how well pupils are achieving.
- Effort and achievement are celebrated through positive marking and verbal encouragement. Opportunities are also taken in awards assemblies to celebrate good work, attitude and behaviour.

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

- The Religious Education curriculum is outstanding at meeting pupils' needs and promoting pupils' learning.
- Using the *Come and See* programme recommended by the Archdiocese, the school meets the requirements of the *Religious Education Curriculum Directory*. Appropriate levels of the programme are being followed in different classes including those with a mixed age range. This ensures complete Religious Education entitlement for each child and meets National and Archdiocesan requirements.
- Of the total curriculum time, 10% is allocated to Religious Education. This fulfils the requirements of the Bishops of England and Wales.
- Planning indicates full coverage of the Religious Education programme. Imaginative strategies and a variety of techniques are often deployed to engage pupils and enrich their learning. These are appreciated by pupils.
- The school implements new curriculum developments as appropriate and purchases suitable, modern resources in support.
- Displays and 'working walls' around the school are linked to the curriculum and celebrate work.
- Enrichment activities such as visits and visitors have a positive impact on the curriculum and widen horizons for pupils. The many extra-curricular activities provided by the school promote respect for the gifts and talents of each individual and help to raise self esteem and develop teamwork.

- The Religious Education curriculum provides excellent opportunities for pupils' spiritual, moral development and vocation. Pupils are made aware of global issues, and have had many opportunities to celebrate and respond to the Year of Mercy. The school has recently affiliated with Faiths4Change charity to develop ideas expressed in the Pope's encyclical, Laudato Si in practical ways.
- Christian values are lived out palpably as part of the school's mission. These also augment the curriculum as they are reinforced in all aspects of school life, policy and practice.
- The long established Worship Team is a real asset to the curriculum and a shining example of how the school and parish work in collaboration to the benefit of pupils.
- The Seal curriculum, used throughout the school, also provides pupils with the opportunity to discuss and reflect on their relationships with others and how to be considerate of one another's feelings.
- Curriculum themes, such as 'Around the World in 80 Days' and 'Superheroes' ensure that learning is focussed on the world, its people and the diversity that exists.
- Education for Personal Relationships has fostered positive attitudes in pupils. The school has recently replaced 'All that I Am' with the 'Journey in Love' programme, approved by governors and parents to support Relationships and Sex Education throughout the school.
- Multi faith weeks provide pupils with the opportunity to explore the beliefs and values of the Jewish faith and other religions. This helps to promote tolerance and respect for those who think differently. Visitors to school and day trips to places of worship e.g. a Sikh temple and a Mosque improve the pupils' understanding.
- The parish priest and other members of the parish visit frequently. They enhance learning and have a significant impact on the taught curriculum.
- The school works closely with their network of parish schools to share expertise and develop their skills.

### **The quality of Collective Worship provided by the school**

- The quality of Collective Worship provided is outstanding and reflects the Catholic character of the school extremely well. It has a high profile and plays an integral part in the life of the school. Staff and pupils alike are aware that it is an opportunity to gather together to listen and be inspired by the Word of God.
- Collective Worship plays a key part in meeting the spiritual needs of all. Pupils are supported and guided well through their understanding of their place in the world.
- Opportunities are provided to enable full, active and conscious participation of the whole school and wider community.
- Provision is age and stage appropriate.
- Prayer and Liturgy are used effectively as a source of inspiration to help pupils and staff members reflect upon their lives and work within the local and wider community.
- Children are enabled to pray formally and informally using a variety of prayer methods and styles.
- Very good use is made of music, artefacts and information and communication technology to enrich worship.
- The co-ordinator provides training in planning and leading Collective Worship for newly qualified teachers and staff new to the school. Whole school prayers are led each week by a different member of staff. This experience and expertise enables good practice to be shared and all staff members are gaining confidence in delivery.
- Each half term, a prayer and worship planner is distributed to all staff. Themes for each week are often developed from the Scripture of the previous Sunday. Planning overviews always offer advice and support.

- Suitable, modern resources have been purchased and are used effectively. There is a prayer focus in every classroom and in the hall, entrance and shared spaces. During this 'Year of Mercy', there is a dedicated 'Door of Mercy' reflection space offering a place for meditation and prayer.
- Opportunities are provided for parents, carers and the local community to participate in a variety of celebrations of the *Come and See* programme and the Church's liturgical year.
- Each class portfolio or floor-book celebrates the great work that is undertaken over the year.
- The school is currently taking part in the 'Ten:Ten Resources' Collective Worship trials. These have all been inspired by the Sunday Gospel readings of the week and also link to the *Come and See* Religious Education Programme and are proving popular with staff and pupils.
- Teachers should now provide opportunities to help children to develop the skills necessary to plan, lead and participate in Collective Worship and to evaluate it effectively.

**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 at promoting, monitoring and evaluating the provision for the Catholic Life of the school and in the manner they plan and implement improvement to outcomes for pupils.
- Christ the King' Catholic Primary School has a welcoming Catholic ethos with a strong feeling of belonging to a close family. There are positive relationships at every level within the school and across the parish community.
- Despite many difficult events that have challenged the school community in recent times, including the death of an assistant head teacher, long term illnesses of staff and the retirement through ill health of the previous head, it has continued to grow as a cohesive, resilient, loving community, drawn together in faith.
- Leaders are committed to developing the Catholic Life of the school and show an excellent understanding of and commitment to the Mission of the Church.
- This is reflected in the school's own Mission Statement which, together with the values that the school promotes, is truly lived out in the day to day life of the school.
- Following the appointment of the new headteacher, all who form part of the school community were involved in the development of this new Mission Statement. It underpins the school's approach to sharing Christ's mission and promoting effective growth for each individual. A Mission Booklet has been produced for the community and outlines the aims and values that the school holds dear.
- The drive to improve is also evident in their commitment to providing Continuing Professional Development, and the manner in which they promote the Catholic Certificate in Religious Studies. The school also provides induction and in-service training to enable all staff members to further understand the Church's Mission in Education and to play their unique parts in it.
- Leaders, governors and managers use the monitoring data available well to evaluate the school's performance, celebrate, and plan future improvements.
- The Self Evaluation Document provides strong evidence of the schools' monitoring, analysis and self challenge. It is a comprehensive document which gives an honest and accurate picture of the Catholic Life and work of the school. The analysis provides a basis to celebrate the school's strengths and outlines areas for development. It clearly identifies targets, timescales for completion and lines of accountability.

- The quality of Collective Worship is a priority for the school. A policy and guidelines for its implementation are in place.
- Acts of Worship take place in a variety of places including the parish church and school grounds.
- The school community comes together in prayer at various times giving all who participate, the opportunity for reflection and a sense of peace in a busy school schedule. The school prayer asks for God's guidance for this kind and loving community as they learn, grow and pray together.
- A range of opportunities for spiritual and moral developments are provided for pupils, such as the promotion of the school's shared values. There are also good opportunities provided for personal reflection and learning about the responsibility for stewardship of the earth. Staff and pupils fully appreciate the importance of acting on behalf of those in need, whilst appreciating their own role in promoting their own development.
- Matters of social justice are given prominence with examples of awareness and fund raising for a variety of good causes e.g. the local food-bank.
- The whole school community are very responsive to the needs of others. Children are encouraged to carry out cake sales and sponsored events. School staff members have raised funds for The Lilac Centre, a centre providing care for cancer patients, through a sponsored walk and raffle. A MacMillan Big Coffee Morning is held annually, initially in memory of a member of staff, to raise money and awareness of cancer care.
- There are many opportunities given for children to understand they are loved, valued and respected as children of God. Their talents, actions and achievements are regularly celebrated. Each week, children are awarded certificates at assembly for 'Star of the Week' and 'Citizenship' as well as through the new 'Good Samaritan Award' given for those who show acts of mercy. In class, they strive to be rewarded by house points and 'Dojos' etc.
- Leadership at all levels respects difference, values diversity and ensures equal opportunities for all. Visitors of other faiths and religions are invited into school to share their faith and help to foster positive attitudes and respect for the beliefs of others. Visits have been made, for example, to a mosque and synagogue.
- The parish priest is a frequent visitor to the school. He is very supportive and provides spiritual and emotional support for the community as necessary.
- He regularly meets with the head teachers of the three parish schools to support and develop links and a sense of togetherness within the network. The Year 5 pupils from the schools come together every year to celebrate the Sacrament of Reconciliation. Year 6 pupils from the schools all participate in a retreat day together before celebrating their Leavers' Mass.
- Members of the parish are welcome visitors who enrich the life of the school. The parish Deacon has explained his role in parish celebrations to young pupils and other parishioners generously give of their time to organising the much appreciated Worship Team within the school.
- The school supports the Archdiocesan sacramental preparation programme, 'With You Always' well. Many members of staff attend the key celebrations.
- Parents are consulted regularly and involved in a variety of ways in the life of the school. They are kept well-informed through regular newsletters and are very supportive of the values and ethos of the school.
- An active Parent Teacher Association supports all aspects of school life especially through its fundraising activities and events that help to draw the community together.

- The Governing Body is significant in its contribution and pro-active involvement in the day to day life of the school. They fulfil their responsibilities outstandingly. All of them are active parishioners and welcome the close links that exist within the community.
- Governors have effectively helped to shape the direction of the school and some regularly attend the whole school celebrations and special liturgies throughout the year. The school encourages governors to come into school and invites them especially to attend regular 'Governor Weeks' which provide further opportunities for them to understand the curriculum and participate in the Catholic Life of the school.
- The chair of governors is a regular and welcome visitor to the school. Together with the new link governor for Religious Education, he is extremely committed to and knowledgeable about the Catholic Life of the school.

**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 are good at promoting, monitoring and evaluating the provision for Religious Education and in planning and implementing improvement to outcomes for pupils.
- Governors ensure that 10% quality time is dedicated to the teaching Religious Education.
- Systems of monitoring and evaluation are in place so that teachers are well-supported in knowing what is expected of them. Appropriate feedback and support is given as necessary by senior leaders.
- Continuing professional development opportunities are provided for all and additional support given to new or inexperienced staff members. This practice together with the commitment to the *Catholic Certificate in Religious Studies* ensures that the subject knowledge and expertise of teachers is suitable for task in hand.
- Formal assessment tasks are undertaken in line with Archdiocesan guidance. Staff members are becoming more familiar with the levels of attainment and more secure in their levelling of work. This will further improve through the consistent moderation of work.
- Assessment information is collated and tracked by the subject leader and shared with the leadership team and governors.
- The Religious Education co-ordinator leads and guides the subject very effectively. He shows commitment, enthusiasm and diligence. Archdiocesan training and briefing sessions are regularly attended and new initiatives introduced when appropriate. Good documentation guides and directs all staff in the delivery of the subject.
- Governors are kept well-informed. They are enthusiastic and interested. A good budget is approved to provide resources to enhance provision and improve the learning environment.
- Newsletters are provided for parents and carers each term that outline the curriculum and indicate how they can help to support their children's Religious Education. They receive an annual written report on progress and are kept further informed through verbal feedback on Parents' Evenings. Parents are thus able to discuss their children's learning and extend their knowledge and experiences outside school.
- Achievement and effort are celebrated especially at the rewards assemblies which are much appreciated and enjoyed by pupils.

## What the school needs to do to improve further:

- Raise attainment and accelerate progress further by:
  - differentiating planning especially to provide more challenging tasks to stretch the higher achievers in the mixed age classes;
  - continuing to embed the 'Driver Words' from the *Levels of Attainment in Religious Education* in planning, questioning and deployment of tasks;
  - making more effective use of plenary sessions to move learning forward.
- Improve the provision for Collective Worship by:
  - providing children with more opportunities to develop the skills necessary to prepare, lead and evaluate Collective Worship in an age appropriate manner.
- Continue to implement the areas for development identified in the school's own self-evaluation document. These include:
  - fully implementing the new Relationships and Sex Education Programme;
  - further developing the tracking system for Religious Education;
  - formalising a more rigorous schedule for monitoring and evaluating Religious Education and Collective Worship;
  - including Religious Education and Catholic Life on the calendar for staff meetings every half term.

# INSPECTION JUDGEMENTS

## **OVERALL EFFECTIVENESS**

How effective the school is in providing Catholic Education	1
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## **OUTCOMES FOR PUPILS**

<b>How good outcomes are for individuals and groups of pupils</b>	
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	2

## **PROVISION**

<b>How effective the provision is for Catholic Education</b>	
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**

<b>How effective leaders, governors and managers are in developing the Catholic Life of the School</b>	
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	2

<b>Key to judgements: Grade 1 is Outstanding, Grade 2 Good, Grade 3 Requires Improvement and Grade 4 Inadequate</b>
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