



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

CHRIST THE KING CATHOLIC PRIMARY SCHOOL

LIVERPOOL

Inspection Date Tuesday 21 June 2011

Inspectors Mrs. P. Peel
 Rev. D. Seddon Mr. M. Halford

Unique Reference Number 104629

Inspection carried out under Section 48 of the Education Act 2005

Type of School Catholic Primary

Age range of pupils 4 - 11

Number on roll 322

Chair of Governors Mr. R. Howell

Head teacher Mrs. J. Hennigan

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Date of last inspection 20 January 2009

Introduction

This inspection was carried out under Section 48 of the Education Act 2005.

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 the school

Christ the King is a larger than average sized Catholic Primary School situated in Wavertree serving the parish of Christ the King and Our Lady. There are 322 children on roll of whom 314 are baptised Catholic, 3 come from other Christian denominations, and 5 from other faith or religious traditions. There are 15 teachers of whom 13 teach Religious Education, 14 are Catholic. Twelve teachers have a suitable qualification in Religious Education. Since the last inspection the Deputy Head has been promoted and there is an acting deputy in post. A new deputy has been appointed from September. Christ the King has recently undergone extensive structural building works and this will continue for the foreseeable future.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

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Further copies of this report are obtainable from the school.

Inspection Judgements

Overall effectiveness: How effective the school is in providing Catholic Education	1
The school's capacity for sustained improvement	1

Main Findings:-

Christ the King is an outstanding Catholic school. There is a shared vision for Catholic Education which is embraced by the whole school community and reinforced in the school's Mission Statement – 'In Jesus, we learn, grow and pray together'. Its values and ethos are visibly reflected in the exemplary attitudes and relationships between all members of the school community. Since the last inspection the school has securely maintained and continued to build on previously good performance. All new initiatives have been embraced and addressed as the school strives to improve standards and provision. Self evaluation is rigorous, comprehensive and accurate. Outcomes for pupils are outstanding. Pupils are confident, happy learners who thrive in the caring atmosphere created by the school. There is no significant difference in performance between groups of pupils. Outcomes for pupils with additional or special needs are outstanding. The school is extremely successful in addressing the areas it has identified for improvement. The leadership team is deeply motivated and consistently communicates its high expectations to staff in order to secure improvement to outcomes and provision. Realistic and challenging plans stem from the accurate analysis obtained through monitoring and is being used effectively to improve outcomes. Staff are encouraged and supported in their ongoing development. School leaders are committed to the ethos and mission of the school and promote high expectations of all pupils spiritually, morally and in all aspects of learning. Governors are justly proud of their school, promote it well and are loyal to it. They carry out their duties in an outstanding manner. Parents are very supportive and appreciate all the school does.

Given the dedication and commitment shown by the leadership of the school, their culture of improvement planning and rigorous self-evaluation, there is an outstanding capacity for sustained improvement.

What the school needs to do to improve further

- Continue to implement the targets set out in the school's Self-Evaluation Document including:
 - embedding use of the 'driver words' into daily practice;
 - whole school use of driver words in 'next steps' when marking to inform pupils learning.

How good outcomes are for individuals and groups of pupils

Pupils' achievement in Religious Education is outstanding. Pupils' attainment in Religious Education is outstanding. Pupils make outstanding progress in relation to their starting points and capabilities. Analysis of assessment undertaken to date and scrutiny of their work provides evidence of pupils generally attaining a high level for their age and stage of development. There is no difference in performance between pupils of different gender. Outcomes for pupils with additional or special needs are excellent. They are supported very well by effective teaching assistants. Pupils are becoming increasingly more religiously literate as they become familiar with the key words from the topics and can relate their own life experiences to the Christian understanding of the topics. They are developing the skills that enable them to think spiritually, ethically and theologically and are becoming more aware of the demands of religious commitment in everyday life. Their knowledge, understanding and skills are appropriate to their age or capacity and some exceed expectations. Any underachievement is challenged. Pupils are encouraged to work independently and collaboratively. Pupils' enjoyment of their learning is outstanding as shown by their interest, enthusiasm and excellent, thoughtful behaviour which are a real strength of the school.

Pupils are actively involved in developing and evaluating the Catholic character of the school by showing an outstanding commitment to the Mission Statement. Pupils' have an outstanding sense of belonging to the school community and show how much they *'learn, grow and pray together'* by the way in which they forge excellent relationships with their friends and teachers and always strive to do their utmost best. Pupils are encouraged to take on roles of responsibility from their earliest years by becoming councillors, eco and class monitors, buddies and peer mediators to name but a few and in the wider community as ambassadors of the school during off site visits to the Town Hall, Cathedral, St. Hugh's and St. Nicholas' Churches etc. Pupils are considerate and caring of others both in school and the wider community. They support and fundraise for numerous charitable causes including CAFOD, Nugent Care, Red Cross, Zoe's Place etc. Pupils benefit from participation in annual residential activities to Robinwood and annual retreat days run by the Parish Priest in the parish annexe. Education for personal relationships has fostered positive attitudes in pupils and SEAL is used effectively in support of this. Pupils take an increasing responsibility for themselves and their actions and enthusiastically praise and celebrate each others achievements at their weekly 'Congratulations' assembly. They show a readiness to embrace and celebrate their lived experiences through participation in liturgical events in their own parish i.e. giving out ashes and in neighbouring parishes taking part in 'Stations of the Cross'.

Pupils respond to, and participate exceedingly well in Collective Worship. They are reverent, prayerful and show the utmost respect. Pupils' liturgical formation is highly developed. Pupils have acquired a range of skills which enable them to prepare and lead celebrations as appropriate. They plan well, selecting appropriate readings, prayers and resources and they thoroughly enjoy delivering and participating in a variety of settings. The children sing joyfully, reflect purposefully and join in community prayers confidently. They show reverence for and an appreciation to the Word of God in the scriptures. No-one is expected to act in a manner contrary to their beliefs. The Worship Team run voluntarily at

lunchtime by a parishioner is a real strength of the school. Her inspiration has led the children to a richer, in-depth understanding of the Gospels and the Spirit at work through justice and peace, service to each other and visits from the Alder Hey hospital and local prison chaplains. This has complemented the work of Youth.Com in the parish which some of the children now attend.

How good outcomes are for individuals and groups of pupils	
How well pupils achieve in Religious Education	1
<ul style="list-style-type: none"> • pupils' standards of attainment in Religious Education 	1
<ul style="list-style-type: none"> • the quality of pupils' learning and their progress in Religious Education 	1
The extent to which pupils contribute to and benefit from the Catholic Life of the school	1
How well pupils respond to and participate in the school's Collective Worship	1

How effective the provision is for Catholic Education

The quality of teaching is consistently very effective in ensuring that pupils are interested and engaged in their work and make outstanding progress. Teachers take into account pupils' prior learning and ensure a variety of differentiated tasks are planned so that the work consolidates, builds and extends their knowledge and understanding. Teachers provide opportunities for pupils to work independently, in pairs and collaboratively in small groups. Excellent use is made of time and resources e.g. support assistants, interactive white boards, God's and Church's Story, audio and visual media etc. Effort and achievement are recognised, rewarded and celebrated. Pupils are affirmed and know how well they are doing. Some teachers use developmental marking and indicate what pupils have to do to improve further and as identified in the Self Evaluation Document this needs to become established across the whole school and embedded into standard practice. The learning environment is positive and vibrant and each classroom has an appropriate Religious Education learning focal point. Great care is taken to provide excellent facilities and resources for the pupils. The addition of the new classrooms and adjoining corridor has provided space for children's work to be appreciated and celebrated. Display celebrating Christ the King 'prayer life' at every stage of development from nursery to Year 6 is particularly inspirational and thought provoking.

The assessment of pupils' work in Religious Education is outstanding. Teachers use assessment to identify and tackle underachievement and are now using the information gleaned in future planning to ensure that given tasks are pitched at the correct levels. Formal assessment tasks are undertaken and recorded appropriately. Work is moderated across the school and evidence is kept. Assessment information is collated and shared with staff and governors. Progress is tracked and all pupils have Religious Education targets. Annual reports on progress and achievement in Religious Education are excellent and inform parents what their children have undertaken in the subject. The children's response sheet to their school report is an excellent way to give them ownership and accountability of their learning.

The curriculum is outstanding in meeting pupils' needs. Staff and leaders see Religious Education as the core subject and at the very heart of the curriculum. The school using the 'Here I Am' programme recommended by the Archdiocese meets the requirements of the Curriculum Directory for Religious Education. A whole school approach is used and appropriate levels of the programme are being followed in different classes. 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 ensures full coverage of the Religious Education programme. Termly Religious Education letters are provided for parents and carers and these provide information about what is being taught in Religious Education, and how they can support their children's learning. Parent's views and opinions are sought by questionnaire and valued by the leadership team. Imaginative and well planned visual, auditory and kinaesthetic strategies are deployed to enrich pupils learning e.g. ICT, role play, recording, composition of prayers, painting, making books etc. The school implements new curriculum developments as appropriate. Enrichment activities such as maths club, choir, art club, judo, indoor athletics, and netball have a positive impact on the curriculum. The Religious Education curriculum provides outstanding opportunities for pupils' spiritual and moral development.

The quality of Collective Worship provided by the school is outstanding. Teachers and pupils plan well and the subject leaders ensure it is monitored effectively. Provision for Collective Worship has a high profile at Christ the King. Resources, including the use of ICT, are provided to enhance worship and are kept up to date. An excellent policy and guidelines are in place. Collective Worship reflects the Catholic character of the school and takes into account the background of the pupils. Subject leaders have given in-service training in planning and delivering Collective Worship and use their skills well to engage the children and provide joyful celebrations. Collective Worship plays a key part in meeting the spiritual needs of the pupils. Parents and carers are invited to join in celebrations although the space is often limited. This is addressed by holding larger gatherings in church. There is a very active Parents and Teachers Association which raises funds for the good of the school.

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

How effective leaders and managers are in developing the Catholic Life of the schools

Leaders and managers are outstanding in promoting and 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 Schools own Mission Statement 'In Jesus, we learn, grow and pray together'. All those who form part of the school community were involved in the development and review of the Mission

Statement. Its aims and practical objectives direct and guide every aspect of school life. Outstanding opportunities are provided for the staff and pupils to play an active part in Catholic life and Mission of the school e.g. in outreach, charity work and in raising awareness of those in need. There is a deep commitment and drive for improvement demonstrated by the headteacher and subject leadership team. Ongoing self evaluation ensures that continuous improvements are made in all aspects of the Catholic life of the school. The Self Evaluation Document provides evidence of the schools monitoring, searching analysis and self challenge. It is rigorous, comprehensive and accurate. This analysis provides a basis to celebrate the schools strengths and outlines areas for development. Timescales and clear lines of accountability are included thus ensuring the school's priorities are clear. A range of opportunities for Spiritual and Moral development are provided for all staff including Collective Worship, In-service days and opportunities to join in 'Before you Begin' celebrations at the beginning of each new topic.

Leaders and managers are skilled in the way they use monitoring data to evaluate the schools performance, celebrate and plan future improvements. There is a comprehensive monitoring and evaluation programme in place which ensures lesson observations, monitoring of planning, book trawls and moderation of assessments are undertaken. The subject leadership team fulfil their role in an outstanding manner with enthusiasm and great commitment. They complement each other and work effectively together to ensure one oversees assessment and moderation and the other Collective Worship. Together with the headteacher and her overall vision for the school they make an outstanding partnership. They take it in turns to attend Archdiocesan briefings and training sessions. Reports are regularly produced and delivered to the Governing Body curriculum committee. Excellent documentation guides and directs all staff in their delivery of the subject.

Governors at Christ the King are well informed and discharge their responsibilities in an outstanding manner. They have effectively helped to shape the direction of the school. They set challenging targets and are constantly striving to improve the learning environment and provision. They are involved in monitoring and improvement planning and are committed to the Catholic life of the school; over half of the Governors are active members of the parish community and visit the school regularly. Members of the Governing Body have attended training sessions to enable them to fully develop their roles effectively.

Leadership at all levels respects difference, values diversity and ensures equal opportunities for all. Prayer, worship and the liturgical life of the school reflects and respects the religious diversity within the school community. There are positive relationships at every level leading to a welcoming, happy and caring learning environment for staff and pupils. Leaders and managers facilitate pupils' involvement in service to the immediate neighbourhood served by the school and the wider community. Dialogue and collaboration is encouraged with people who hold different beliefs and values. The use of the Religious Education Programme *Here I Am* provides outstanding support to community cohesion. During 'Multi-Faith Week' pupils had the opportunity to look at Judaism, Islam, Sikhism and Hinduism. This was further enhanced by visits to the local Synagogue and Hindu temple. There were also visitors to school from the Muslim community to talk about their faith and culture. These experiences have helped to promote tolerance and respect for those who think differently.

The school has fantastic links with the parish community. There is a strong faith commitment at the school and at Sunday Mass, the children's liturgy group is very well attended and includes catechists from the school community. The 'Wednesday Word' is provided by the parish and distributed through the school. The Parish Priest is a regular visitor and appreciates the commitment of the school in nurturing the faith. He is fulsome in his praise of the leadership and management of the school. Sacramental preparation is delivered jointly by the school and parish and parents are particularly supportive in this role.

How effective leaders and managers are in developing the Catholic Life of the School	
How well leaders 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 and managers monitor and evaluate the provision for Religious Education and plan and implement 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 areas needing development are addressed decisively and responsibilities met	1
How effectively leaders and managers promote community cohesion	1