

**SALFORD DIOCESE  
INSPECTION REPORT**



**CHRIST THE KING  
ROMAN CATHOLIC PRIMARY SCHOOL  
Burnley**

Inspection date November 2006

Reporting Inspector Mrs. Pamela Parden

Inspection carried out in accordance with Section 48 of the Education Act 2005

Type of School Catholic Primary  
 Age range of pupils 4-11  
 Number on roll 204  
 Appropriate authority The governing body  
 Chair of Governors Rev. Fr. Brian Kealey  
 Headteacher Mr. James Graves  
 Religious Education Co-ordinator Mrs. Andrea Perry  
 Date of previous inspection April 2002

<b>The Inspection judgements are:</b>	<b>Grade</b>	
Overall effectiveness of the school	2	Explanation of the Grades  1 = Outstanding 2 = Good 3 = Satisfactory 4 = Inadequate
Leadership and management of the Catholic life of the school	1	
The quality of Collective Worship	1	
Achievement and standards in Religious Education	2	
The quality of teaching and learning in Religious Education	2	
The quality of the Religious Education curriculum	2	
Leadership and management of curriculum Religious Education	1	

*The following pages provide reasons to support these judgements*

## **CHARACTERISTICS OF THE SCHOOL**

Christ the King is a voluntary aided Roman Catholic primary school serving the parish of the Christ the King in Burnley. The school is situated a mile from the church and serves a mixed socio-economic catchment area. A few children are from neighbouring wards. Housing ranges from large privately owned homes to terraced cottages with much rented council and tenanted accommodation. The age range of pupils is from 4 to 11. The admission number is 30 and there are 204 children on roll of whom 194 are baptised Catholics. 6 % of pupils are eligible for free school meals. 20 pupils are identified as having special educational needs with 3 having a statutory statement of special educational need. 6 of the 8 full-time teachers (75%) are Catholics.

## **OVERALL EFFECTIVENESS OF THE SCHOOL**

Christ the King is a good Catholic school with some outstanding features. Leadership and management ensure that the school provides a very welcoming, happy, caring and clean environment where all know that they are respected and loved. It is very successful in its "endeavour to foster the spiritual, educational, social and personal development of all the children, encouraging them to become responsible and active members of God's world". Gospel values, as taught by Jesus and the Catholic faith, are central to this. All staff are dedicated and committed. They work hard to ensure that the school grows and develops in recognising the talents and needs of each individual. This results from the strength of the headteacher's leadership working with senior staff and the school's provision for prayer and worship further supported by the quality of the Religious Education curriculum and the positive, caring relationships which exist within the school. The staff act as role models sharing their own commitment and faith and leading by example. The parish priest also makes a valuable input. The new headteacher has quickly established an understanding of the school's strengths and development needs and supports staff in their professional development.

### **Improvement since the last inspection**

Since the last Section 23 Inspection in April 2002 there have been two changes of headteacher. The school has rigorously addressed all the key issues from the last inspection. There is a strong and active governing body. A new Religious Education policy has been drawn up and translated into good practice. This is reviewed and evaluated to inform action planning and development. All governors are well informed and work well in their committees or individual links. The Mission Statement is regularly reviewed. The quality of collective worship is now outstanding and curriculum Religious Education is not just seen as a core subject but is central to the whole life of the school. Support for Staff development is strong and strategies are in place to ensure quality provision, teaching and attainment. Parents are kept well informed of their children's standard of attainment in Religious Education.

### **Capacity to improve**

The school's self-evaluation is outstanding. The recently appointed headteacher has a very clear vision of the school's future needs and developments and works well with the deputy head and senior staff. He is strongly supported by the dedication, hard work and commitment of all staff and is working well with the governors in sharing school development needs and utilising their strengths and input. A huge amount of very good work has taken place since the last inspection and, following evaluation, an action plan agreed by staff and governors is in place to identify the priorities which will be implemented to help the school to move on. The chair of governors and parish priest visits school regularly, shares in its life and discusses school issues with the headteacher. Help from the diocese with in-service courses is utilised and all opportunities for staff development are encouraged. The school's capacity to improve is therefore good.

### **What the school should do to improve further**

- Develop the use of outcomes of assessment of pupils' work to inform monitoring, evaluation, future planning and resourcing for curriculum Religious Education.

## **THE LEADERSHIP AND MANAGEMENT OF THE CATHOLIC LIFE OF THE SCHOOL**

The school's leadership and management are outstanding in putting the Catholic faith at the centre of its life. They ensure that the Mission Statement, drawn up by staff, governors and some parents and regularly reviewed, impacts on the whole ethos of the school. Governors are well informed, strong, challenging and supportive. They work well in their committees helping to shape the life and direction of the school. The parish priest gives a strong lead as the chair of governors and as the link Religious Education governor he visits the school regularly. He works with the Religious Education co-ordinator and headteacher in monitoring progress, providing support and feeding back to the governing body. Link governors for each class visit often and share activities. The new headteacher has a clear vision for the school. The high quality of his leadership, supported by senior staff, ensures the development of the Catholic life of the school and fulfilment of its mission, "enabling each child to develop his/her full potential as a unique child of God". Through his vision and understanding he provides effectively for the needs of all in promoting their spiritual and moral development. Appropriate systems are in place for monitoring and evaluation. Opportunities are provided for staff to exercise responsibilities. Learners, too, have responsibilities as 'buddies' or 'gardeners' helping the younger pupils and as School Council members or in generally fulfilling tasks around the school. The school strongly supports the very successful Sacramental Programme. Staff work extremely hard and are totally committed to the school's Catholicity, values and high standards. They contribute as a strong, happy team with shared input. Home, school, parish links are strong as are links with the associated high school.

### **THE QUALITY OF COLLECTIVE WORSHIP**

The quality of collective worship is outstanding. A rich variety of relevant experiences end was observed and shared during the inspection. Each Monday morning and Friday afternoon the headteacher, or a senior member of staff, leads a whole school assembly usually related to the Church's liturgy. Friday's assembly also includes achievements and awards. Class led assemblies take place in rota once each term. They include pupil participation, reverent reflection and prayer and drama. There are links to other curriculum areas and music with a high standard of hymn singing. All assemblies are well planned. Classes pray at set times during the day or as part of their Religious Education lessons. Additionally, each class has a prayer service on a regular basis. Private, individual, meditative and traditional prayers were observed. The parish priest plays an active role in the school's prayer and worship and in regular Eucharistic celebrations which are inspirational and devotional. The example set by teachers and their obvious deep faith encourage reverence and respect in the pupils and help to create meaningful, spiritual experiences for them. There is a strong realisation of the importance of prayer and pupils respond with sincerity and devotion. It is an integral part of school life influencing learners' spiritual and moral development, attitudes and values. There is a prayer focal point in each classroom usually related to the curriculum or liturgy. The one in the school entrance also includes a prayer bowl for written intentions to be included at assembly. Governors, parents and parishioners attend assemblies, Masses and other liturgical celebrations. The school is now preparing to include all these highly successful developments into its written prayer and worship policy.

### **ACHIEVEMENT AND STANDARDS IN RELIGIOUS EDUCATION**

Achievement and standards in Religious Education are good overall with some outstanding features. Teachers' planning, evaluation and assessment ensure progression and most pupils meet required standards by the end of each key stage. Learners co-operate and respond in a capable, mature way. Most were observed to enjoy their lessons especially when set appropriate challenges and tasks. They know and understand Catholic beliefs, values and way of life. They can relate this to their own lives in following Jesus' example, showing love of God and making appropriate choices. Pupils learn, know about and respect other faiths and cultures as was evidenced when one Year 4 class compared a Christening to the Jewish naming ceremony at the synagogue. There is obvious good knowledge of the Bible. Learners know the importance of the family, school and parish, and of God's love. They recognise their own gifts and how they can use them. The well-organised, creative and stimulating environment gives Reception children an excellent, challenging start to school life and learning. Behaviour is outstanding and this is achieved through respect, sharing, reconciliation and the belief that everyone matters. Example by staff, good teaching, prayer, worship and curriculum content all ensure outstanding spiritual, moral and cultural development. Through prayer, good works and fund-raising learners show caring for others in need both in school and beyond.

### **THE QUALITY OF TEACHING AND LEARNING IN RELIGIOUS EDUCATION**

The quality of teaching and learning is good overall. In some cases it is outstanding. The teachers are well qualified and have a secure knowledge and understanding of the REvision 2000 Programme. All use this for their planning. Assessment, observations and activities lead to detailed records for individual pupils. Challenging tasks, set to deepen learners' knowledge and understanding and to motivate them, were observed. In some classes creative and interesting use of resources was made to enhance learning. The interactive white boards are proving to be a valuable teaching and learning aid. The school hopes to introduce one into it every classroom as soon as the budget allows. Classroom management and organisation are good. Behaviour is outstanding with pupils being co-operative, attentive and involved. Pupils clearly enjoy the varied and interesting teaching styles as well as the range of tasks and experiences offered. They were observed to work well together, share ideas and respect each other's views. This was evident in a Year 5 lesson about the feelings of a leper who had been cut off from his family and Jesus' response to him. Parents are very happy with their children's achievements and are very supportive. They are informed of the work to be covered in Religious Education and receive regular newsletters. A number of parents help in school.

### **THE QUALITY OF THE RELIGIOUS EDUCATION CURRICULUM**

The quality of the Religious Education curriculum is good. There is a clear, written policy with the aim to, "provide an education for all our children in which the spirit of Christ permeates the whole life of the school". Time allocated for curriculum Religious Education meets national and diocesan guidelines. All teachers follow the *REvision 2000* guidelines. This is supplemented by additional books, artefacts, other materials and, in some classes, by the use of interactive white boards. The curriculum provides for all learners to make good progress. The teachers ensure that all are actively involved in discussion, presentation and role-play. Prayer, worship and liturgy are strongly related to all work in curriculum Religious Education. Outstanding work, led by the co-ordinator, has been achieved by the staff in producing an assessment process to track each child's development related to the attainment targets in Religious Education. A review of teachers' planning can now be appropriately linked to outcomes to ensure that differentiated tasks and expectations reflect and relate to the schools aims and policies on the needs of each individual. Planning relevant tasks, in line with this implemented assessment, will ensure progression and continuity. In order to improve what is already good provision, the school is therefore encouraged to develop the use of outcomes of assessment of pupils' work to better inform monitoring, evaluation, future planning and resourcing. Teachers share the example of their own personal faith and experiences to enhance learning and to increase spiritual and moral development. Links with other curriculum areas enrich provision. Work on other faiths and cultures are undertaken throughout the school. The Religious Education co-ordinator attends all relevant diocesan meetings or courses and leads staff meetings to inform colleagues of curriculum developments.

### **LEADERSHIP AND MANAGEMENT OF CURRICULUM RELIGIOUS EDUCATION**

The leadership and management of Curriculum Religious Education are outstanding. The new headteacher is committed to the importance and quality of Religious Education as central to the school's whole life and ethos. The deputy headteacher is the Religious Education co-ordinator. She was appointed to the school in January 2004 and subsequently was acting head for a term. Her vision, dedication and extreme hard work have provided good support to headteachers since the last inspection thus ensuring that the numerous key issues have been fully addressed. She draws up a draft action plan on a yearly basis informed through school self-evaluation and is effective in guiding staff and delivering in-service training on both curriculum Religious Education and prayer and worship. She scrutinises teachers' planning and pupils' written work each term, observes teaching and prayer and worship while also seeking pupils' views and giving constructive feedback. Strengths are shared with staff to improve provision and areas for development acted upon. She has led and implemented, with the cooperation and involvement of staff, the introduction of a diocesan programme provided for assessment. Her knowledge, experience and example are instrumental in leading the school forward fulfilling the school's aim to see that, with the governors' agreement and support, teaching and learning ensure the best possible opportunities and standards as laid out in the written policy. The parish priest, as chair of governors, informs all governors of activities and developments in Religious Education and provides much support to the spiritual and moral development of pupils and staff.