

**INSPECTION REPORT**

**CHRIST THE KING ROMAN CATHOLIC PRIMARY SCHOOL**  
**Calderbrook Avenue Burnley Lancashire BB1 4RB**

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Inspection date November 2009  
 Reporting Inspector Mrs. M. J. Schofield

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

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Type of School Catholic Primary  
 URN 119488  
 Age range of pupils 4-11  
 Number on roll 211  
 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 November 2006

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<b>The Inspection judgements are:</b>	<b>Grade</b>	<b>Explanation of the Grades</b> 1 = Outstanding 2 = Good 3 = Satisfactory 4 = Inadequate
Overall effectiveness of the school	1	
Leadership and management of the Catholic life of the school	1	
The quality of Collective Worship	1	
Achievement and standards in Religious Education	1	
The quality of teaching and learning in Religious Education	1	
The quality of the Religious Education curriculum	1	
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 in the Diocese of Salford serving the parish of Christ the King on the outskirts of Burnley. Situated on a spacious site it is a one form entry school which draws its pupils from local privately owned housing estates and nearby wards some of which have a high order of deprivation. On entry to reception attainment is often below the national average. The age range of pupils is 4 – 11 and the indicative admission number is 30. There are currently 211 pupils on roll of whom 189 are baptised Catholics. 7% of children are eligible for free school meals. The school has identified 24 pupils with special needs including 3 pupils with a statutory statement of their needs. Of the 8 teachers 6 (75%) are of the Catholic faith and 5 hold the Catholic Certificate in Religious Studies.

## **OVERALL EFFECTIVENESS OF THE SCHOOL**

Christ the King is an outstanding Catholic school. The strong leadership team, a dedicated staff and the supportive governing body work together to ensure that the caring and inclusive ethos within the school is a true reflection of the aims expressed in its Mission Statement. Within school community all are valued and nurtured. The good relationships between staff and pupils are a strength which extends to parents, parish and into the wider community. Learners are proud of their school and enjoy their work. The provision for the spiritual, moral, social and cultural development of pupils is outstanding. The Religious Education programme is well planned, resourced and monitored. Meaningful and varied opportunities to celebrate prayer and worship together support and enhance the curriculum. The school is fully involved in the parish led Sacramental Programme. The headteacher has assessed the quality of collective worship, teaching and learning and the quality of the religious curriculum to be good. Inspection evidence gathered however indicates these areas to be outstanding

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

Following the last Section 48 inspection in November 2006 the school has successfully addressed the areas for development. The roles of the headteacher and subject leader in leading and managing the religious curriculum are clearly defined and working well. A new prayer and worship policy was written and shared with both staff and governors. Two newly qualified staff were appointed by the governors in September. One is a permanent position and the other is a cover for maternity leave. Systems for the monitoring of teaching and learning, planning and assessment are thorough. Governors are well informed of developments in the Religious Education curriculum and frequently attend school assemblies and Masses. The Religious Education governor attends allocated courses run by the Diocese.

### **Capacity to improve**

The school's self-evaluation is honest and comprehensive. The governors and headteacher share a vision for future developments in the school. The senior leadership team is committed to continuing the effective monitoring of the curriculum and prayer and worship. All staff are fully aware of the goals the school is aiming to achieve. The school has excellent capacity for further improvement.

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

There are no key issues for the school to address at this time

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

The leadership and management of the Catholic life of the school are outstanding. All aspects of the daily life and work of the school are a true reflection of the statement of its stated mission “we endeavour to foster the spiritual, educational, social and personal development of our children” and “we aim to create a secure, fair environment where enjoyment of school, self esteem and respect can be found” The strong leadership team ensures the governing body are well informed of school developments. Their involvement in school worship and activities demonstrates their commitment to upholding the caring, inclusive ethos which fosters the good relationships existing between the home, school and parish family. Partnership with parents is further encouraged through good information regarding their children’s progress and many parents come to share in school Masses assemblies and liturgical celebrations. The parish priest who visits the school regularly makes a significant contribution to prayer and worship and the religious life of the pupils. The school plays a full supporting role in the preparation of pupils for the Sacraments of Initiation. Community cohesion is promoted through links with a local school in Burnley where children are from a predominantly Asian background and faith community.

## **THE QUALITY OF COLLECTIVE WORSHIP**

Provision for collective worship is outstanding. Throughout the school year pupils, parents, staff and parishioners are invited to develop their relationship with God as they share together whole school and class Masses, assemblies and seasonal liturgies. Pupils play an important role in the planning of all celebrations. The Mass to celebrate the feast of All Saints was attended by many parents and parishioners. Individuals or groups of pupils said the well prepared readings. Using simple role-play the celebrant suggested how many ordinary people were not born saints but became saints when they “started again” Following the presentation of gifts young pupils took poppies to the altar in remembrance of the many people who died during the world wars. This celebration was enhanced by the reverence and respect shown by the pupils in their prayers and enthusiastic singing. Each classroom has a focus area for prayer and worship where colourful displays of pupils work reflect the topics they have studied. Simple prayers in pupils’ workbooks together with the use of quiet time for meditation and reflection in classroom worship are evidence of a growing awareness of the importance of prayer in their daily lives. Classroom worship in Year 5 focussed on how we can follow Jesus’ example of helping those in need. Four bible stories telling how Jesus made life better for someone, encouraged learners to think what they could do to help a disadvantaged person. Each person was encouraged to compose a short prayer. These were placed on the altar. The worship concluded with the hymn “When I needed a neighbour”. Collective worship makes an outstanding contribution to the spiritual and moral development of learners and to promoting community cohesion.

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

Achievement and standards in Religious Education are outstanding as pupils move through the school. Many learners enter Foundation Stage with attainment often below the national expectations. They make good progress as they move through Foundation Stage. In Key Stage 1 pupil attainment is consistently improving so that at the end of Key Stage 2 it is outstanding. In all observations during the inspection learners built on their prior knowledge. They were attentive listeners who were eager to share their ideas. They responded well to questioning and worked well in pairs or group discussions. All staff set activities appropriate to pupils’ ages and abilities and deployed their support staff to help pupils achieve at an appropriate level. Monitoring of planning, observations and work books by the co-ordinator helps to provide information of progress through the school. Pupils in Foundation understand that God loves each person and gives us many gifts. In Key Stage 1 pupils recognise some stories that come from the Old Testament and are beginning to write their own short prayers. In Key Stage 2 they show a good knowledge of psalms and understand that the Mass is our most important liturgical prayer. As pupils move through the school they grow in awareness of the beliefs and values of their faith and are increasingly able to relate them to their own life experiences. Pupils are eager to take on responsibilities in the school. The “seeds and gardener” practice where the older pupils adopt a pupil from reception is a positive way of demonstrating the caring ethos that exists within the school.

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

The quality of teaching and learning observed during the inspection was outstanding in both key stages. Teachers have a secure knowledge of the Salford diocesan guidelines and use a range of techniques to encourage and support learning and meet the needs of all pupils. Lesson planning identifies clear objectives, the expected learning outcomes and a range of activities to develop each topic. Teachers' evaluations of their lessons are honest and comprehensive. Assessment tasks are completed by the pupils each half term. Teachers indicate the level they at which they feel each child is working. These are monitored by the co-ordinator so that all pupils can be tracked as they move through the school. Interactive whiteboards and information communication technology are a valuable resource and are used effectively to create interest and enjoyment in the classroom. All teaching areas are bright, stimulating learning environments with colourful religious displays. A very good example of teaching was observed in the Year 6 class. Learners recalled characters from the Old Testament chosen by God for special tasks. They used the story of Samuel visiting Jesse to choose one of the sons as the next king discussing the qualities of the seven brothers presented to Samuel. They recognised that to God the outward appearance is not as important as the qualities within a person. They understood the message that God is giving to us in His choice of David over his brothers is that what is important is how we care and respect others.

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

The quality of the Religious Education curriculum is outstanding. The Religious Education Policy is clear in its aims and objectives stating "it is the role of the school to work actively in partnership with parents to foster the spiritual, educational, social and personal development of all our children" Time allocated to curriculum Religious Education is in line with national and diocesan guidelines. The school follows the *REvision 2000* guidelines supplemented by activities related to the liturgical year. The resources to support the delivery of the curriculum are good. Teachers are knowledgeable and confident in the consistency of their delivery of well planned lessons. Teaching assistants play an important role in supporting teachers and pupils within the classroom. Regular monitoring indicates that staff use a variety of ways to ensure that all pupils are actively involved in discussion, presentation and role-play. School Masses, assemblies and liturgical celebrations have a positive impact in supporting and enriching the Religious Education curriculum. The study of world faiths in Key Stage 2 is supported and extended by visits to the local Faith Centre to develop awareness of the customs and traditions of other faith communities. These positive experiences help to promote community cohesion.

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

The leadership and management of curriculum Religious Education are outstanding. Working closely together the headteacher, the senior leadership team and the parish priest share a vision for the ongoing development of curriculum Religious Education as a priority affecting the life and work of the school. They ensure that progress and the development of the curriculum are frequently reviewed. The deputy headteacher who is the co-ordinator for Religious Education has been the driving force in ensuring the key issues from the last inspection have been addressed. Assessment procedures are in place and help to give an indication of pupils' knowledge and understanding. Together with the headteacher her monitoring of teaching and learning through observations and the scrutiny of planning and workbooks helps to ensure consistency in raising standards. She attends in-service training provided by the diocese and provides good support to staff through the delivery of in-service training in school. This encourages all staff to challenge their own practice and be adventurous and creative in their delivery of the curriculum. Governors are kept informed of learners' progress in the religious and community life of the school and they share in policy review and practice on their frequent visits to the school for occasions of prayer and worship. The parish priest is a regular and welcome visitor playing an active role in the life of the school community.