



**DIOCESE OF LANCASTER EDUCATION SERVICE**

**DENOMINATIONAL INSPECTION  
REPORT (Section 48)**

**Christ the King  
Catholic High School, Preston**

**DENOMINATIONAL INSPECTION  
REPORT (Section 48)**

on

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

<b>School:</b>	Christ the King Catholic High School
<b>Address:</b>	Lawrence Avenue, Frenchwood Preston, PR1 4LX
<b>Telephone Number:</b>	01772 252072
<b>Email Address:</b>	head@ctk.lancs.sch.uk
<b>School URN:</b>	119781
<b>Headteacher:</b>	Mr Damien Callagher
<b>Chair of Governors:</b>	Mrs Tina Gethings
<b>Lead Inspector:</b>	Mr Philip Grice
<b>Team Inspector:</b>	Mr Des Coyle and Fr Michael Docherty
<b>Date of Inspection:</b>	20/21 <sup>st</sup> May 2015

## INFORMATION ABOUT THE SCHOOL

With 303 pupils on roll, this is a much smaller than average 11-16 school. The school serves the newly amalgamated parish of St John XXIII in Preston.

The proportion of pupils who are baptised Catholic is 35.3%. The proportion of pupils who are from other Christian denominations is 13.2% and from other Faiths 32.7%.

The proportion of pupils from ethnic minority groups is well above average. The number of pupils for whom English is an additional language is significantly above average. Levels of social and economic deprivation amongst the student population are very high with 47% of students eligible for pupil premium funding.

<b>PUPILS</b>	<b>Y7</b>	<b>Y8</b>	<b>Y9</b>	<b>Y10</b>	<b>Y11</b>	<b>Total</b>
Number on roll	52	58	56	69	68	303
Catholics on roll	13	22	19	29	24	107
Other Christian denomination	6	7	11	10	6	40
Other faith background	16	20	15	21	27	99
No religious affiliation	16	8	11	11	11	57
No of learners from ethnic groups	29	41	32	45	46	193
Total on SEN Register	22	13	17	12	15	79
Total with Statements of SEN	1	1	3	0	4	9

Exclusions in last academic year	Permanent	3	Fixed term	27
Index of multiple deprivation	E			

<b>PARISHES SERVED BY THE SCHOOL</b>	
Name of Parish	No of Pupils
St John XXIII	60
Some students attend churches in other parishes in Preston	40

<b>TEACHING TIME FOR RE</b>	<b>Y7</b>	<b>Y8</b>	<b>Y9</b>	<b>Y10</b>	<b>Y11</b>	<b>Total</b>
Total teaching time (50 minute periods)	3	3	3	3	3	15
% of teaching time	10	10	10	10	10	10

<b>TEACHING TIME FOR ENGLISH</b>	<b>Y7</b>	<b>Y8</b>	<b>Y9</b>	<b>Y10</b>	<b>Y11</b>	<b>Total</b>
Total teaching time (periods)	5	4	4	5	5	23
% of teaching time	16.6	13.3	13.3	16.6	16.6	15.3

<b>TEACHING TIME FOR MATHS</b>	<b>Y7</b>	<b>Y8</b>	<b>Y9</b>	<b>Y10</b>	<b>Y11</b>	<b>Total</b>
Total teaching time (periods)	4	5	4	5	5	23
% of teaching time	13.3	16.6	13.3	16.6	16.6	15.3

<b>STAFFING</b>	
Full-time teachers	23
Part-time teachers	1
Total full-time equivalent (FTE)	24.80
Classroom Support assistants	7 TAs 3 HLTAs
Percentage of Catholic teachers FTE	60
Number of teachers teaching RE	4
Number of teachers with CCRS or equivalent	5
Number of teachers currently undertaking CCRS	1
Chaplaincy staffing	1

<b>ORGANISATION</b>	
Published admission number	80
Number of classes	17
Average class size KS3	18
Average class size KS4	17

<b>EXPENDITURE (£)</b>	<b>Last financial year 2014</b>	<b>Current financial year 2015</b>	<b>Next financial year 2016</b>
Total expenditure on teaching and learning resources	£60,000	£50,000	N/A
RE Curriculum allowance from above	£1871	£1871	N/A
English Curriculum allowance from above	£3349	£3349	N/A
Total CPD budget	£4000	£5000	N/A
RE allocation for CPD	N/A	N/A	N/A

<b>BRIEF STATEMENT about the INSET devoted to Religious Education and the Catholic life of the school during the past 2 years.</b>		
Headteacher	Diocesan Inspection Training	April 2015
Headteacher	Diocesan Head Teachers' Conference	2013 and 2014
Head of RE	Diocesan Heads of RE Meeting	Termly
Headteacher	Diocesan Headteachers' Meeting	Termly
Joint INSET with Primary Schools	Delivered by Margaret Wright – Developing spirituality and prayer in schools	Autumn 2014 and Spring 2015
Whole School INSET	Delivered by Anthony Finnerty – Building confidence in delivery of worship and prayer through Quiet Mind	2013-14
School Chaplain	Labyrinth Training	Autumn Term 2014
School Chaplain	Diocesan Chaplains' Meeting	Termly
School Chaplain	Global Awareness and Impact (CAFOD)	2013-14
School Chaplain	Leading Faith and Justice Days in Other Schools e.g. Corpus Christi	2014-15

## How the school has developed since the last inspection

Following the retirement of the Headteacher in Summer 2013, the Deputy Headteacher was appointed to this role. In September 2014, three Assistant Headteachers were appointed internally.

Improvements since the last Section 48 inspection include:

- The prayer life of the school. Students are now more active in planning and delivering acts of prayer and worship e.g. daily collective worship, celebration Masses and Liturgies. Strong support is received from the Parish of St. John XXIII with whom the school enjoys a flourishing relationship.
- Leadership of the Christ the King Cluster of schools. The cluster is now working dynamically, collaborating on issues such as spiritual development, joint RE INSET, joint RE planning and moderation, LCVAP bids, joint RE Week etc.
- Attainment in Religious Education. Results in RE have continued to improve as a result of strong teaching and detailed tracking and intervention.
- Behaviour which reflects the Gospel values. Rewards and sanctions – a new system started in September 2014 and is having a significant impact on reducing low-level disruption in class, whilst encouraging good attendance and punctuality.
- Strengthening governance. The governing body has been strengthened through on-going training and the appointment of new members. A new Chair (an active member of the local parish community and staff member at a feeder Catholic primary school) and Vice-Chair (a former LA English Adviser) were appointed in Autumn 2014. Other new members include a High School RE teacher and a new parent governor. The governing body is now more able to challenge and to hold the school leadership to account.
- The development of a cohesive chaplaincy team. There is now a strong team in place which is made up of staff from all areas of school life. The team plays a key role in leading the Catholic life of the school.

RE Data																
	RE					English					Maths					
	KS4				KS3	KS4				KS3	KS4				KS3	
	% Entry	A*-C	3L	4L	Yr 7-9 2L Prog	% Entry	A*-C	3L	4L	Yr 7-9 2L Prog	% Entry	A*-C	3L	4L	Yr 7-9 2L Prog	
2014	88	66	63	33	54%	98	58	64	25	46%	100	60	60	25	65%	
2013.	79	71	73	66	65%	98	56	56	11	40%	99	64	68	29	67%	
2012.	81	66	73	54	30%	96	57	70	32	51%	97	66	72	21	61%	

(LSIP 2014) (ROL 2014) (School Tracking)

## INSPECTION JUDGEMENTS

### OVERALL EFFECTIVENESS

1

### CATHOLIC LIFE

1

### RELIGIOUS EDUCATION

2

### KEY FINDINGS

Christ the King is an outstanding Catholic school. The school prayer embodies all that the school does and all that it is – Christ the King is a place where *'peace dwells'*, where the *'love of others'* is at its heart and where *'the love of God'* is tangible. Christ is at the centre of this school community.

Leaders in the school are unequivocal in demonstrating and prioritising the Catholic mission of the school. Governors are highly committed and rigorous in providing both challenge as well as support; they value the strong leadership of the Headteacher who they describe as 'the embodiment of the values of the school'.

There is a sense of common purpose that stems from a clear vision of what a Catholic school should be. This is a highly cohesive and inclusive school where students are open to learning from others and are confident in articulating and expressing their faith.

Prayer is a central feature of this community and there is a tangible sense that this is a 'school of prayer'. Pupils take an active role in planning and leading liturgies and in shaping the prayer life of the school. All students are encouraged to bear witness to their faith through prayer.

A sense of calm pervades the school. Pupils' behaviour and attitudes to learning are extremely positive; there is an atmosphere of mutual respect and of sensitivity to the needs of others. The strong commitment to the Common Good reflects a belief that faith is not just about words but also about action. Students are able to demonstrate that they clearly understand the religious beliefs that underpin their service to others. As a result, the school makes a positive difference to the most vulnerable in the local community as well as those in need abroad.

Pupils at Christ the King enjoy Religious Education and take pride in their work. From their starting points, the progress that pupils make is outstanding. This is most evident in Key Stage 4 where pupils demonstrate a deep knowledge and understanding of the Catholic faith. Leaders and managers of the school are responding to new guidelines from Lancaster Diocese that will change what children learn in RE. They are beginning to work with other schools in the area to develop new programmes of study that will meet these new guidelines. The leadership of Religious Education is outstanding. The Head of Department leads with passion, flair and creativity. She inspires pupils and staff to strive for excellence in all their work.

With high quality leadership evident throughout the school, the capacity for further improvement is outstanding.

## **WHAT THE SCHOOL NEEDS TO DO TO IMPROVE FURTHER**

To improve further the school needs to:

Continue to develop provision in line with the revised *Religious Education Curriculum Directory* and the Diocese of Lancaster's *Curriculum Framework* by:

- continuing to review the current curriculum
- working collaboratively with other diocesan schools to develop a revised scheme of work at Key Stage 3.

Accelerate progress at Key Stage 3 by ensuring that:

- the school and departmental marking policies are implemented fully
- marking clearly indicates what pupils need to do to improve
- pupils are given opportunities to respond fully to the advice that they are given.

To continue to build upon the success of the *Quiet Mind* initiative by:

- developing more effective use of sacred scripture within collective prayer
- sharing further the best practice that exists within the school.

## PART A: CATHOLIC LIFE

### THE CATHOLIC LIFE OF THE SCHOOL

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- The extent to which pupils contribute to and benefit from the Catholic Life of the school
- How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school
- The quality of provision for the Catholic Life of the school

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#### **The Catholic life of the school is outstanding.**

Inspection confirms the school's judgement that pupils make an outstanding contribution to the Catholic life of the school. Students are confident in expressing and living out their faith, as one student said, 'I always know God is with me'. In this richly diverse community, pupils are open to learning from others who do not share their own faith tradition.

Students are actively involved in shaping the prayer life of the school. Leaders and managers listen carefully to the needs of students and support them through time and resources. Students are encouraged and supported in their desire to worship according to their own faith tradition. Muslim students commented on how the Headteacher and other leaders help them to pray each Friday by allowing them the time and the space they need.

Pupils show great reverence and respect during times of prayer and reflection. The chapel creates, at the heart of the school, a sense of the divine and the sacred which overflows into the life of the school. Pupils and staff speak highly of their Lay Chaplain and their Priest Chaplain. The *Quiet Mind* project is a particular strength and creates a firm foundation for the spiritual life of the school: it provides a positive start to the week in which all members of the school community are encouraged to reflect on the role of faith in their lives.

The leadership of this Catholic community is outstanding. Pupils are appreciative of all that their teachers do for them. They describe the staff as 'superstars' who always want the best for the students of the school: 'they make school an enjoyable place to be'. Students describe how staff are willing to give up their own time to help students to achieve their best. Staff morale is exceptionally high because all staff feel valued and that their hard work is appreciated. Throughout the school, adults are authentic witnesses to the Catholic faith: staff come together regularly in prayer, ten members of staff are extra-ordinary ministers of Holy Communion and three have recently been received into the Church. The witness of the staff allows others to do the same: students are confident in expressing and living out their faith. There is a growing confidence in how staff pray with pupils; house tutors actively seek opportunities to encourage greater participation from students.

Students readily express the values that underpin the relationships in their school. The newly developed behaviour policy is proving to be very effective. When relationships break down, the school's approach to resolving difficulties is always built upon the call to reconciliation.

The quality of provision for the Catholic Life of the school is outstanding. In addition to regular prayer and liturgies, special attention is paid to feast days and to the liturgical seasons of the Church. Retreats, 'mini-missions' and Sacramental Catechesis programmes are held. The school works closely with the Parish of St John XXIII; Mass is celebrated weekly and is always well attended. The Chaplaincy team ensures a coordinated approach to the school's charity work which includes support for CAFOD, St Augustine's Food Bank and St Catherine's Hospice. The school ensures that its charitable work is rooted in a deep understanding of the social teaching of the Church. Pupils are alert to the needs of others and are committed to the Common Good.

Pupils can explain that the reason they do so much for others in the community is because of their mission to love one another. The work of the Year 9 Charity Group has been recognised nationally when, in 2014, they received the prestigious Princess Diana Award for charitable work. On entering the school building, there is evidence of the school's practical expression of love through their support for St. Augustine's Food Bank. Representatives from the food bank and from St Catherine's Hospice both highly commend the school leadership with the director of the hospice commenting that 'Christ the King School is extremely well led, displays a great team spirit and epitomises Christianity at its very heart'.

## PART B: RELIGIOUS EDUCATION

### THE QUALITY OF RELIGIOUS EDUCATION

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- How well pupils achieve and enjoy their learning in Religious Education
- How well leaders and managers monitor and evaluate the provision for Religious Education
- The quality of provision in Religious Education

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**Overall, the quality of Religious Education at this school is good.**

The extent to which pupils enjoy and achieve in RE is outstanding. Pupils demonstrate a high level of engagement and interest in Religious Education with a number of students stating that it is their favourite subject. Pupils work hard in lessons and are open to listening to and learning from the beliefs of others.

Despite a slight dip in attainment and progress in 2014, levels of achievement are outstanding. At this school most pupils begin with attainment levels significantly below the national average. However, they achieve in line with, and at times significantly above, national figures in GCSE Religious Education. This represents outstanding progress. The standard of work of the current Year 11 and Year 10 groups indicate that levels of achievement will continue to be very high.

Leadership of the RE department is outstanding. Governors and school leaders ensure that the focus on Religious Education is at the heart of the school's work. The quality of planning, monitoring and evaluation is high. Self-evaluation documents illustrate that leaders have an excellent awareness of the strengths and areas for development in Religious Education. Governors are actively involved in the work of the department; they receive regular reports and are involved in departmental learning walks. This helps to ensure that self-evaluation is highly evaluative and rigorous. RE is understood by all to be the core of the curriculum through: its status on the timetable; the quality of teaching staff and the resources it receives. Religious Education is allocated the 10% curriculum time at both Key Stage 3 and Key Stage 4 required by the Bishop's Conference of England and Wales.

The Head of Department provides outstanding leadership setting high expectations for the achievement of pupils and for the quality of teaching. She brings a great deal of creativity to the curriculum and to teaching and learning. She strives for continuing improvement and sees the needs of the pupils as paramount. Pupils' spiritual, moral, social and cultural development is promoted exceptionally well.

The quality of provision for RE is good. There is a clear vision for the subject set within the mission of the school. The curriculum is well linked to the Curriculum Directory; providing pupils with a good insight into the life and teaching of Jesus Christ. The schemes of work meet the needs of students and contribute to pupils' awareness of, and respect for, other world faiths. Leaders and managers of the school recognise that there is a need to revise the programmes of study at Key Stage 3 in order to reflect the new guidelines from the Diocese of Lancaster.

Feedback and guidance on how pupils can improve their work are evident. Where marking is especially effective, pupils are given opportunities at the start of a lesson to practise what they need to do to improve further. However, there is some inconsistency of assessment practice particularly in Key Stage 3. Giving pupils more opportunities to respond to specific, high quality comments about their work would help students to make even better progress.

Teachers have high expectations, plan interesting lessons and use questioning very skilfully to move learning on. More able pupils are given work that engages them and is sufficiently challenging to ensure that they make good and often outstanding progress. Excellent and innovative use is made of ICT to enhance engagement and learning. The leadership of teaching and learning is very strong; it is focused on raising standards and on helping pupils to grow in faith.

## SUMMARY OF INSPECTION JUDGEMENTS

<b>Overall Effectiveness</b>	<b>1</b>
<b>Capacity for sustained improvement</b>	<b>1</b>
<b>Catholic Life</b>	<b>1</b>
<ul style="list-style-type: none"> <li>The extent to which pupils contribute to and benefit from the Catholic Life of the school.</li> </ul>	<b>1</b>
<ul style="list-style-type: none"> <li>How well leaders and managers promote and ensure provision for the Catholic Life of the school through monitoring and evaluation.</li> </ul>	<b>1</b>
<ul style="list-style-type: none"> <li>The quality of provision for the Catholic Life of the school.</li> </ul>	<b>1</b>
<b>Religious Education</b>	<b>2</b>
<ul style="list-style-type: none"> <li>How well pupils achieve and enjoy their learning in Religious Education.</li> </ul>	<b>1</b>
<ul style="list-style-type: none"> <li>How well leaders and managers monitor and evaluate the provision for Religious Education.</li> </ul>	<b>1</b>
<ul style="list-style-type: none"> <li>The quality of provision in Religious Education.</li> </ul>	<b>2</b>

	<b>Pupil Outcomes</b>	<b>Leadership &amp; Management</b>	<b>Provision</b>	<b>Overall</b>
<b>Catholic Life</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>Religious Education</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>2</b>