



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

School:

Christ the King Catholic High School

Address:

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School URN:

119781

Headteacher:

Mr Damien Callagher

Chair of Governors:

Mrs Ann Cowell

Lead Inspector:

Philip Mooney

Team Inspector:

Ian Nevitt

Date of Inspection:

23rd & 24th March 2022

INFORMATION ABOUT THE SCHOOL

Christ the King is a smaller than average school with 386 students on roll. 40% of students have a first language which is not English compared to LA average of 7%. 3.4% of students have Education and Health Care Plan (EHCP) and an additional 12% of students receive Special Educational Needs (SEN) support. Over 40% of students are entitled to Free School Meals (FSM) rising from 27% in 2017.

STUDENTS	Y7	Y8	Y9	Y10	Y11	Total
Number on roll	80	82	85	79	60	386
Catholics on roll	25	29	28	26	16	124
Other Christian denomination	14	15	16	18	8	71
Other faith background	12	18	23	15	22	90
No religious affiliation	29	20	18	20	14	101
No of learners from ethnic groups	45	45	46	37	37	210
Total on SEN Register	14	12	13	13	5	57
Total with Statements of SEN	4	2	5	1	0	12

Exclusions in last academic year	Permanent	4	Fixed term	54	Index of multiple deprivation	E
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PARISHES SERVED BY THE SCHOOL	
Name of Parish	No of Students
St John XXIII	131

TEACHING TIME FOR RE	Y7	Y8	Y9	Y10	Y11	Total
Total teaching time (Hours)	2.5	2.5	2.5	2.5	2.5	12.5
% of teaching time	10%	10%	10%	10%	10%	10%

TEACHING TIME FOR ENGLISH	Y7	Y8	Y9	Y10	Y11	Total
Total teaching time (Hours)	3.3	3.3	3.3	4.16	4.16	18.22
% of teaching time	13.3%	13.3%	13.3%	16.6%	16.6%	14.58%

TEACHING TIME FOR MATHS	Y7	Y8	Y9	Y10	Y11	Total
Total teaching time (Hours)	3.3	3.3	3.3	4.16	4.16	18.22
% of teaching time	13.3%	13.3%	13.3%	16.6%	16.6%	14.58%

STAFFING	
Full-time teachers	28
Part-time teachers	2
Total full-time equivalent (FTE)	29.6
Classroom Support assistants	13
Percentage of Catholic teachers FTE	41 %
Number of teachers teaching RE	3
Number of teachers with CCRS or equivalent	5
Number of teachers currently undertaking CCRS	1
Chaplaincy staffing	1

ORGANISATION	
Published admission number	80
Number of classes	30
Average class size KS3	20
Average class size KS4	20

EXPENDITURE (£)	Last financial Year 2020	Current financial Year 2021	Next financial Year 2022
Total expenditure on teaching and learning resources	55000	65000	83800
RE Curriculum allowance from above	2500	4000	4500
English Curriculum allowance from above	3500	5000	6000
Total CPD budget	4000	5000	6000
RE allocation for CPD	N/A	N/A	N/A

How the school has developed since the last inspection

- Issues identified in the last inspection have, largely, been addressed. The school has devoted time to the development of the RE curriculum and this has been a collaborative process involving other Diocesan schools. The school has developed a new marking and feedback policy but is not yet being adopted consistently. The school has successfully embedded Quiet Mind and there are structures at a whole school level which allow teachers to share best practice and develop pedagogy in a peer review system.
- The school has very effectively developed the 'CtK Way'. Rooted in Ignatian values, Prayer and Liturgy, at Christ the King Catholic High School, is underpinned by a system of rewards which focuses thinking on the development of virtues. These virtues support students in living out the mission of the school. Students are rewarded for fulfilling this mission and the system is positively reinforced by staff and students alike.
- The school roll has increased in number. This is because the school is seen very positively by the community it serves and is well regarded among other schools locally. Lancashire Education Authority have identified strengths such that the school has been asked to support other schools in improvement.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

1

CATHOLIC LIFE

1

RELIGIOUS EDUCATION

2

KEY FINDINGS

The overall effectiveness of Christ the King is outstanding. Gospel values permeate the life of this school and there is a clear commitment from school leaders, staff, and the students, to fulfil the schools mission. All are inspired by Jesus' words to "Love one another, as I have loved you". Chaplains and school leaders work closely to provide a consistently good quality of Prayer and Liturgy. The involvement of students in this process is not yet fully developed and ways to involve more students, and with greater consistency, should be considered. The system adopted by the school for Chaplaincy means that some staff have key responsibilities across Catholic Life and RE. Whilst these staff work very hard in efforts to delivery high quality to students, impact is limited by the capacity that each has.

The Headteacher is an exemplary servant leader and gives direction to the school with dignity and humility. These are attributes which are greatly cherished by staff and students who speak warmly of his approach and deeds. Other leaders possess strong qualities, but the school should address issues of capacity going forward.

The provision for Catholic Life is outstanding. The Christ the King Way is a distinctive feature of the school, binding together pastoral life and students' formation. Provision for pastoral care is very strong.

The quality of RE at Christ the King is good because students enjoy their lessons which are well planned and delivered by committed members of staff. Staff use key assessment points to provide comprehensive feedback to students to enable them to improve.

Students value the opportunity for class discussions. As seen during the inspection, they enjoy considering ethical, philosophical, and theological issues and the relationship between faith and life. Students are challenged in their lessons and their religious literacy is good. This is because the curriculum is well planned and sequenced appropriately to ensure that all students make progress.

Leadership of RE is outstanding. There are effective monitoring and evaluation systems in place to improve the quality of teaching and learning and student progress over time. Governors and leaders of the school use well-established systems of accountability to ensure that leaders in RE are supported and challenged.

WHAT THE SCHOOL NEEDS TO DO TO IMPROVE FURTHER

To improve further the school needs to:

- Develop chaplaincy by:
 - Increasing the capacity of staff so that they are, to a greater degree, able to support student formation in the planning & leading of student liturgy.

- Develop strategies for the accurate evaluation of Catholic Life by:
 - Ensuring governors, leaders and staff receive training which raises expectations.

- Develop a more consistent approach to monitoring within the RE department by:
 - Developing even greater rigour in the quality assurance process.
 - Ensure that all members of the RE team have access to appropriate Continuous Professional Development (CPD) which supports the development of their teaching.

PART A: CATHOLIC LIFE

THE CATHOLIC LIFE OF THE SCHOOL

1

- The extent to which students 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

2

1

1

The extent to which students contribute to and benefit from the Catholic Life of the school is good. Students willingly take on responsibilities linked to the preparation of Prayer and Liturgy. This work, led by the Chaplaincy Team, opens regular and well-thought-out opportunities for students to develop their own spiritual values and understand faith in the Catholic tradition as well as in the wider sense. Students understand the value of prayer, and that they are important opportunities for the community to bond and unite in one purpose. Students show great respect for others, and their beliefs, and yet are not afraid to voice their own opinions. One student summed up this by explaining, "We are a family. We are the Body of Christ". Students praise the impact made by Quiet Mind which facilitates opportunities for reflection and allows them to gather their thoughts at the start of the week.

Students have opportunities to participate in retreat experiences at Castlerigg; these and other interactions with Catholic Youth Services, have opened up new possibilities for personal formation. Older students get the opportunity of the involvement in 'We Day' which is held at Wembley Arena and involves children from all parts of the UK. Students take part in, and often lead, a range of charitable events. These include support for CAFOD, the Salvation Army and Foxton Centre Food Banks and Hospices. Last December, a Santa Dash raised £700 for St Catherine's Hospice.

The way that leaders and managers promote and monitor the provision for the Catholic Life of the school is outstanding. The leadership of the school is strongly focused on its Catholic mission. There is a real intent to raise standards and promote the personal development of students. The Headteacher is a model of Catholic leadership, and his presence is an inspiration to staff. He and his team have a clear vision for the development of the school as a centre for Catholic learning. This is supported by students, parents, staff, and governors.

Governors are fervent in their belief that Christ the King should provide the best for the students. They have ensured that school policies are based on and reflect the school's mission statement. Systems for self-evaluation and school improvement planning at a whole school level are very effective in focusing attention on improvement goals. Aspects of the evaluation of Catholic Life and RE would benefit from the precision seen in whole school self-evaluation.

The quality of provision for Catholic Life is outstanding. The school has a distinctive and undeniable Catholic identity which is lived out by staff and students. The 'CtK Way' has focused the attention of students and teachers on the development of a values-based system, underpinned by sound theological reasoning, based on

Ignatian principles. The basis of this system is very much understood, and binds together rewards systems with prayer, liturgy, and spiritual development.

Pastoral care is a strength of the school. Systems very much cater for the needs of the students who benefit greatly from the nurturing and needs driven attention from specialist teachers. Many examples of the well-founded support for vulnerable and needy students were seen and this arises from the accurate provision mapping and effective communication with students and their teachers. Students greatly value the support they get with their learning and with their personal development. A student captured this by saying “Because we are a small community, we always have someone to turn to when we need them; if that person is not immediately there, someone will always come and help you”.

The behaviour of students is very good. Students understand their responsibilities to others and aspire to be contributors to high standards. During the visit it was evident that student relationships with teachers, and with each other, are harmonious and respectful.

The arrangement of professional development activities, focused on Catholic Life, allow the staff to come together as one body, take a collective breath from core responsibilities, and re-focus thoughts on the way they can make an impact on student formation.

The schools contribution to community cohesion is strength of the school. The student roll is diverse, but leaders ensure that there is a unity binding all together. Examples of the community enterprise, which is a distinguishing characteristic of the school, include the distribution of food parcels and the delivery of Christmas hampers to 30 families. These events involve all – leadership, teachers, support staff and the students themselves, some of whom fall into the category of needing such support. Staff have financially supported individual students towards their sporting dreams, and these instances are never one-offs.

Support for parish activities, the local Catholic Teaching Alliance and partner schools is broad in content and skilled in expertise. The support received from clergy is very positive and appreciated by members of the school community.

PART B: RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION

2

- How well students 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

2

1

2

RE at Christ the King is good. Students enjoy their learning in RE because of the excellent relationships with their teachers and because of teachers' approaches to pedagogy in the subject. Students' conduct reflects the departments, and the schools drive to promote high standards of behaviour. Students' attitudes, to all aspects of their learning in RE, are consistently positive, and have a good impact on the progress they make.

The calm and purposeful climate for learning creates a happy and productive environment in which students enjoy their learning and are confident, keen learners who want to find out more. This was evident in lessons observed during the inspection, and particularly with discussions with students who praised the work of the school and the department.

Developing religious literacy, and literacy in general, continues to be a priority for the RE department. Students are provided with many opportunities to develop their reading, writing and oracy skills. A clear focus is given to developing the use of key words and terms within lessons. Excellent resources have been provided for students.

The RE department has established a curriculum which students engage with at each key stage. They expressed their enjoyment of the subject and its relevance to their own lives and the wider world.

The Head of RE is well supported by the linked Assistant Head, who assists in the monitoring of progress and attainment across the department. This ensures that assessment provides a full picture enabling timely and effective interventions.

The school's holistic approach to the teaching of RE and Human Relationships and Sex Education, combined with rich opportunities provided to engage in activities to promote social justice, is highly effective. It enables students to think ethically, philosophically, and theologically and equips them to contribute to the Common Good in both the school and wider community.

RE, at Christ the King, is fully compliant with requirements of the RE Curriculum Directory. Students receive 10% of their curriculum time as per the requirements of the Bishops' Conference of England and Wales. RE is given parity with other core subjects, illustrating the commitment of leaders and governors.

The leadership of the department is strong and has good capacity to improve further. The RE subject leader has a clear Catholic vision for teaching & learning and has effective plans in place to ensure continued and sustained progress for all students, regardless of their starting points. As part of this vision, the two non-specialists teaching

RE are well supported, feeling valued as part of the department. They both have access to high quality resources.

Self-evaluation is, increasingly, a strength of the department. A solid action plan is in place to ensure that recent improvements in outcomes continue. The new leadership team for RE needs to ensure that the areas for development identified are fully addressed in a robust and secure manner, while balancing the demands of their chaplaincy commitments.

Leaders need to ensure that monitoring activities are followed-up by evaluation and action. This will facilitate the drive for continuous improvement and build upon the common vision of excellence.

Teaching within the department is mainly good. Teachers demonstrate a deep knowledge and understanding of their subject. Those new to the teaching of the subject are given good support and guidance to enable them to be effective practitioners.

Teachers use questioning effectively and are quick to identify students' common misconceptions. The consistent use of clear learning objectives, by all teachers, provides students with a clear purpose to focus their learning efforts.

A strong emphasis is placed on enabling students to assess their own progress and achievement through class marking. Best practice within the department uses Assessment for Learning (AFL) as an integral part of lessons. This can be seen in the well-planned departmental schemes of work, with peer and self-assessment being strongly promoted. However, these systems are not applied appropriately to all groups – especially groups with low and middle ability learners.

In the best practice, gaps and misunderstandings were noted by teachers, using focused questions which students could immediately address. At other times, teachers' comments were vague and unspecific, and students struggled to address the feedback. It would be beneficial to set aside more reflection time within lessons where improvements can be made.

The RE department is effective in working collaboratively in designing and producing schemes of work and lesson plans and sharing different styles and techniques. Consequently, most teachers employ a range of appropriate teaching strategies, including individual and collaborative work, which motivate and engage the students.

SUMMARY OF INSPECTION JUDGEMENTS

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

	Student Outcomes	Leadership & Management	Provision	Overall
Catholic Life	2	1	1	1
Religious Education	2	1	2	2