



DIOCESE OF LANCASTER EDUCATION SERVICE

**DENOMINATIONAL INSPECTION
REPORT (Section 48)**

**Christ the King Catholic Academy
Blackpool**

**DENOMINATIONAL INSPECTION
REPORT (Section 48)**

on

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

School:

Christ the King Catholic Academy

Address:

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School URN:

8903631

Executive Headteacher:

Mrs Sarah Smith

Chair of Directors:

Mr Barry Leyland

Lead Inspector:

Mrs Adrienne Delaney

Team Inspector:

Mrs Sharon Barnett

Date of Inspection:

June 28th 2019

INFORMATION ABOUT THE SCHOOL

Christ the King is a Catholic Academy in the Diocese of Lancaster. It is part of the Blessed Edward Bamber Catholic Multi Academy Trust, of which St Mary's Catholic Academy and St. Cuthbert's Catholic Academy are members. It is a slightly lower than average sized school in terms of numbers and serves an area of high deprivation.

The school is of a very modern design and is surrounded by well-kept grounds. It shares some facilities with St Mary's Academy, and Christ the King Parish Church adjoins the building.

PUPILS	REC	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number on roll	30	30	31	31	30	30	30	212
Catholics on roll	13	18	17	13	15	18	10	104
Other Christian denomination	1	0	3	3	7	3	5	22
Other faith background	0	0	0	1	0	0	0	1
No religious affiliation	16	12	11	14	8	9	15	85
No of learners from ethnic groups	9	6	9	9	10	6	5	54
Total on SEN Register	1	5	4	3	5	3	2	23
Total with Statements of SEN (EHCP)	0	0	1	0	1	0	0	2

Exclusions in last academic year	Permanent	0	Fixed term	0
Index of multiple deprivation	187-2.45%			

PARISHES SERVED BY THE SCHOOL	
Name of Parish	No of Pupils
Christ the King	25
St Cuthbert	16

TEACHING TIME FOR RE	Rec	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)	2.5	2.5	2.5	2.5	2.5	2.5	2.5	17.5
% of teaching time	10%	10%	10%	10%	10%	10%	10%	10%

TEACHING TIME FOR ENGLISH	Rec	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)	8.75	8.75	8.75	8.75	8.75	8.75	8.75	8.75
% of teaching time	35%	35%	35%	35%	35%	35%	35%	35%

TEACHING TIME FOR MATHS	Rec	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total teaching time (Hours)	6	6	6	6	6	6	6	42
% of teaching time	24%	24%	24%	24%	24%	24%	24%	24

STAFFING	
Full-time teachers	8
Part-time teachers	5
Total full-time equivalent (FTE)	9
Classroom Support assistants	12
Number of Catholic teachers FTE	45%
Number of teachers teaching RE	9
Number of teachers with CCRS or equivalent	5
Number of teachers currently undertaking CCRS	0
Chaplaincy staffing	0

ORGANISATION	
Published admission number	30
Number of classes	8
Average class size KS1	30
Average class size KS2	30

EXPENDITURE (£)	Last financial year 2017-18	Current financial year 2018-19	Next financial year 2019-2020
Total expenditure on teaching and learning resources	£ 30800	£ 25000	£ TBC
RE Curriculum allowance from above	900	1500	TBC
English Curriculum allowance from above	10000	10000	TBC
Total CPD budget	7600	5000	TBC
RE allocation for CPD	2500	2000	TBC

How the school has developed since the last inspection
<p>The school was previously inspected under Section 48 in 2014. Directors, the executive headteacher and staff have worked hard to maintain the very strong parish links and effect positive improvements in the Catholic Life and curriculum RE at Christ the King Catholic Academy. All aspects for improvement since the last inspection have been addressed and these have had a sustained and positive impact on raising standards. A well-embedded baseline assessment and detailed tracking system across the school are in place and as a result directors are highly effective in challenging and supporting the monitoring of attainment and progress across curriculum RE. Improvements are consistently identified and acted upon through rigorous marking, monitoring and assessment.</p> <p>The school has an outstanding capacity to sustain this continuous improvement. The dedication of the directors together with the commitment of the leadership team and all staff, demonstrate this capacity.</p>

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

1

CATHOLIC LIFE

1

RELIGIOUS EDUCATION

1

OVERALL EFFECTIVENESS

Christ the King is a very welcoming and inclusive learning environment where the succinct mission statement 'believe, belong and become' (based on Mark 9:23, John 4:4 and Deuteronomy 27:9) is lived out daily. This Mission Statement underpins the life of the school. There is a deep commitment by all directors, leadership and staff to the continued development of the school. Pupils enjoy attending Christ the King Academy and they have positive attitudes to learning. One pupil described the school as a place where 'We learn to care about people. It teaches us how to pray and be grateful'. Pupils deepen the knowledge of their faith throughout their time in school and gain a firm understanding of Catholic practice. The Religious Education director regularly visits the school, supporting staff and pupils alike, offering sound advice and constructive challenge. The leadership has ensured that recommendations since the last inspection have been addressed successfully. The RE subject champions work with the RE subject leader, directors and executive headteacher to ensure that the Catholic life of the school and curriculum RE are outstanding.

The Catholic Life of the school is outstanding and the commitment from the directors, executive headteacher, staff, parish clergy and laity to support pupils in their prayer life and to help from grow in faith is a priority. Staff set good examples, support each other, are proud of their school and work well together. They value the support and opportunities that they have with the schools of the Multi Academy Trust to deepen their religious knowledge and deepen their spirituality. The parish priest is a regular and welcome visitor to the school, actively fulfilling his role, both spiritually and pastorally. The spiritual, moral, social and cultural development of pupils is outstanding and has an impact on every-day life at Christ the King. This can be seen through pupils' behaviour, their responses to each other and to their understanding of the notion of the Common Good. The pupils actively become involved in a variety of activities supporting their own and the wider community. They have raised funds for *CAFOD*, *Mary's Meals*, *WaterAid*, *Cancer Research* and *Reach Out, Nepal*'.

Parents appreciate Christ the King Catholic Academy and they welcome opportunities to participate in school life, such as the family liturgies and Masses. Gospel values permeate school life and pupils are helped to grow in faith. The quality of prayer and liturgy is outstanding; pupils act with reverence and join in prayers confidently. They sing joyfully and on the day of the inspection Key Stage

1 pupils were seen using signing actions. Prayer and liturgies observed in Key Stage 1 and Key Stage 2 demonstrate that children prepare and plan these with thought and care. They make full use of resources available to them and appreciate the opportunities offered, for example, Masses and other liturgies.

The quality of curriculum RE is outstanding and pupils are provided with an excellent range of learning opportunities to deepen their faith, to understand Catholic traditions and practices and to make progress in their learning. Pupils enjoy RE lessons and many aspects of the curriculum are outstanding. The pupils met with on the day of inspection demonstrated excellent scriptural knowledge. All books scrutinised on the day confirmed this. Clear action plans are in place to continue to raise attainment and progress. The monitoring and assessment of all strands of Attainment Target 1 and Attainment Target 2 is having an excellent effect on the evaluation and the provision of curriculum RE. A programme of work that is unique to the school, and that both enhances and fulfils the Bishops' Conference requirements, has been introduced and is regularly updated in order to improve standards in RE.

Teachers' subject knowledge is outstanding and has a positive impact on the delivery of curriculum RE. Teachers are well supported in terms of professional development. The curriculum meets the needs of all learners and is in line with diocesan and national recommendations.

Directors and leaders take full account of the '*Fit for Mission? Schools*' guidance. The recent Human Relationships and Sex Education (HRSE) policy is in place and its delivery is under way.

The school's capacity to maintain improving standards is outstanding.

WHAT THE SCHOOL NEEDS TO DO TO IMPROVE FURTHER

To improve further the school needs to:

- Improve outcomes for all pupils by:

Putting into place the comprehensive plans to provide more opportunities for pupils to learn about other faiths and cultures.

- Celebrate successes by:

Ensuring that the self-evaluation document accurately demonstrates the successful nature of the academy.

Ensuring that the school's website celebrates the outstanding nature of the academy.

PART A: CATHOLIC LIFE

THE CATHOLIC LIFE OF THE SCHOOL

1

- 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

1

1

1

Inspection confirms the judgement made by the school that pupils make an outstanding contribution to the Catholic life of the school, and benefit from that life in a range of ways.

All directors, leaders, teachers and support staff at Christ the King Catholic Academy are wholly committed to supporting the Catholic ethos of the school and its mission and this culture is embedded in the life of the school. It is a harmonious school with a tangible Catholic ethos. On the morning of the inspection all teachers participated in the day's reflection that was led by the executive headteacher and this gathering in prayer demonstrates the staff's dedication to the Catholic ethos of the school.

The pupils' knowledge and understanding of the Catholic Life of the school is greatly enhanced by their participation in and contribution to many aspects of school life. Pupils are proud to belong to Christ the King and its Catholic Parish. From the Foundation Stage onwards pupils develop their ability to share their own faith through whole class prayer and liturgies. On the day of the inspection Key Stage 1 children were able to talk about Jesus wanting us to love each other and saying that Jesus' love for us was great. They spontaneously began to sing a song of praise.

Year 3 were guided and supported skilfully in a reflection on the theme of St. Peter. Pupils were then given time to reflect on how they could follow in St. Peter's footsteps and be a true follower of Christ. They responded thoughtfully and with reverence. Year 4 children were observed leading an act of worship on The Sacred Heart. The children leading the liturgy did so with knowledge, understanding and a sense of pride in their school, together with a deep faith commitment. All children were invited to take an active role and were positive contributors: confident, respectful and with a good understanding.

Pupils understand that their Catholic Faith is different from other faiths and that they share this distinctiveness with other Catholic schools. Activities that have enabled this understanding are the celebration of family Masses, Masses with the parish, Masses with pupils of the wider Academy Trust and within the cluster. Raising funds for CAFOD, Heartbeat, Mary's Meals and other worthy charities are visible

demonstrations of pupils' understanding of the gospel message that is articulated in their Mission Statement.

On the day of inspection, a Year 6 pupil said 'Christ the King's loving and caring teachers teach us to treat each other properly.....they teach you how to pray and be grateful'. This articulation of ethos encourages best behaviour and focused learning. Catholic principles and values underpin behaviour and relationships, resulting in a strong, shared vision for the Catholic Life of the school.

The parish priest, directors, school leaders, teachers and support staff are fully committed to fulfilling their role in ensuring outstanding provision for the Catholic Life of the school. They have high expectations and they are working together to implement the Catholic philosophy of education and Gospel values which permeate all aspects of school life. The executive headteacher provides a clear direction for the Catholic Life of the school and gives it the highest priority, along with the spiritual and moral development of pupils. Her executive deputy and all staff have a strong vision for the school and this is articulated through their actions.

The directors, leaders and managers are fully committed to partnerships with the diocesan family of parishes and schools. The school has outstanding links with the schools in the Multi Academy Trust (MAT) and the local Catholic cluster.

The quality of provision for the Catholic Life of the school is outstanding. Christ the King is a welcoming, inclusive, friendly community with a strong ethos where everyone is valued and pupils and staff flourish. Leaders, managers and staff have high expectations and a shared vision with regard to the Catholic mission and ethos.

The school is a prayerful community that provides a stimulating learning environment to reflect the school's mission and Catholic character. For example, the school's Mission Statement and its biblical references are printed on the walls of the school's corridor. Every class has an area for pupils to celebrate prayer and liturgies along with full access to the designated prayer areas for their own spiritual growth. All classes have access to the parish church that adjoins the school.

Staff INSET has ensured Continuous Professional Development (CPD) in RE and staff subject knowledge has been strengthened. A great range of opportunities have been offered and taken up by staff including INSET led by lead RE teachers and training from within the Multi Academy Trust.

PART B: RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION

1

- 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

1

1

1

Inspection found that the extent to which pupils enjoy and achieve in Religious Education is outstanding.

The vast majority of pupils at Christ the King enjoy RE, are religiously literate and engaged in their learning. Through active participation in prayer and liturgies, together with outstanding curriculum coverage, pupils show excellent knowledge and understanding of the Catholic faith. During the inspection the Reception Class pupils were able to discuss the biblical story of Creation, retelling the story through "Godly Play" and in written form. Skilled questioning and the modelling of religious language by all staff in the class helped the children achieve the very best they could. Year 1 pupils could discuss and explain the work of the priest and elements of the baptismal service. They also spoke of the priest 'breaking the bread and giving it to people'. In a Year 2 lesson observed children were able to identify and explain key objects found in a church using sophisticated religious language. They were able to use the term Eucharist and explained that 'If the bread had not been blessed then you would not have Jesus living inside you when you received the Eucharist.' A Year 6 lesson observed during inspection demonstrated high challenge and excellent subject knowledge. The practice of *retrieval time* at the start of lessons, building on prior knowledge and consolidating learning, is used regularly across the key stages. Year 6 were observed using their bibles confidently and accurately to find information in the Acts of the Apostles. A pupil spoke of 'prayer' and 'praising' as in the Lord's Prayer. He went on to describe it as 'a prayer of petition, contrition, praise and thanksgiving'.

Pupils understand that Christ is at the centre of all school life and are aware of the demands of religious commitment in everyday life. The vast majority of pupils make rapid and sustained progress in RE from a low baseline when they join Christ the King in Foundation Stage. They develop and apply a range of skills throughout Foundation Stage and Key Stage 1 including independence and imagination. This is built upon in Key Stage 2 where pupils reflect upon their own scriptural knowledge, for example the importance of prayer and the nature of the Eucharist, that enable them to forgive, love and respect. They are able to reflect on the notion of justice and the common good and pupils interviewed could articulate the scriptural sources that influence and enable their actions. Quality teaching enables all learners to articulate their understanding to a high standard.

The RE curriculum meets all the requirements of the Bishops' Conference and is informed by the Curriculum Directory and the Diocesan document 'Fit for Mission? Schools'. RE is at the centre of the school's curriculum and is given priority in the improvement planning where targets are clearly identified and set to continue to maintain outstanding attainment. Since the last inspection the culture has remained focused on ensuring that the common vision and commitment to high standards remain at the forefront of school life. This is largely due to the excellent practice of the executive head teacher, the subject leader and the team of RE champions who ensure that pupils continue to make progress in their religious literacy. The unique programme of study that has been devised to incorporate the requirements of the Bishops' Conference is instrumental in ensuring that teaching and learning in RE is of the highest standard. Professional discussions during staff meetings and sharing of good practice across the Trust explore how enthusiastic and imaginative teaching motivates pupils and deepens their understanding of the subject. Pupils now need to be provided with more tasks to enable them to understand better other faiths and cultures, particularly Judaism and Islam. Comprehensive plans to address this are contained in the ambitious and thorough programme of work.

Teaching in RE is outstanding. Subject knowledge is exemplary and as a result pupil outcomes are excellent. Unique and ambitious practice that is devised and utilised by staff for example, a "Knowledge Organiser" for each year group, ensures that teachers' planning and delivery is constantly evaluated to ensure the best outcomes for teaching and learning. Support staff are deployed effectively to assist pupils with additional needs. Next step marking is embedded across the school and work displayed around the school and in all exercise books is of a high standard. Pupils know what to do to improve through next step marking and meaningful discussion with peers and staff. The peer coaching and unique assessment practice within school aids pupils' learning.

Since the last inspection the school has continued to implement its rigorous system of monitoring. This includes the monitoring of lesson plans, book scrutiny, informal observation of lessons and conversations with pupils. This practice, together with pastoral and behaviour support, has made a significant impact on the continuous improvement in the teaching and learning in RE.

Pupils' progress in RE in each of the attainment targets (knowledge and understanding of religion and an ability to reflect on meaning), is very good and is reported to parents in regular reports. Communication with parents is excellent. The school sends home information via the website and class areas are regularly updated. The website presents an overview of RE and the school's open door policy enables parents to discuss RE matters with school staff.

Pupil attainment is very good. Despite having a low baseline on entry to Christ the King the majority of pupils make excellent progress. Since the last inspection the executive headteacher and leadership, including RE champions and the RE specialist teacher from St Mary's Academy, have facilitated many training opportunities for staff. Analysis of the progress of all groups of learners enables success to be celebrated. Pupils have the utmost respect for each other and can discuss their faith with confidence. They now need to be able to discuss the faith

and culture of other monotheistic traditions with more confidence. Good quality teaching and effective learning are present in RE lessons. Pupils enjoy RE because teachers make their lessons engaging, interesting and relevant.

The quality of provision for RE is outstanding. Since the last inspection the parish priest, directors, executive headteacher, leaders, teachers, and support staff have continued to seek opportunities to reflect on the teaching of Religious Education and the Catholic Life of the school. This contributes to excellent subject knowledge and confidence in teaching RE: they inspire pupils and make sure that they make exceptional progress as independent and collaborative learners. Resources are used effectively, together with the support provided by dedicated staff, to optimise learning; consequently, pupils are well motivated and enjoy their learning in Religious Education.

SUMMARY OF INSPECTION JUDGEMENTS

Overall Effectiveness	1
Capacity for sustained improvement	1
Catholic Life	1
<ul style="list-style-type: none"> The extent to which pupils contribute to and benefit from the Catholic Life of the school. 	1
<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	1
<ul style="list-style-type: none"> How well pupils achieve and enjoy their learning in Religious Education. 	1
<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. 	1

	Pupil Outcomes	Leadership & Management	Provision	Overall
Catholic Life	1	1	1	1
Religious Education	1	1	1	1