



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

CHRIST THE KING CATHOLIC HIGH SCHOOL & SIXTH FORM CENTRE

Southport

Inspection Date: Wednesday 14 November 2018

Inspectors: Deacon Paul Mannings and Mrs Elizabeth Dolan

Unique Reference Number: 104964

Inspection carried out under Section 48 of the Education Acts 2005 and 2011

Type of School: Catholic, voluntary aided, mixed, comprehensive

Age range of pupils: 11-18

Number on roll: 1,050

Chair of Governors: Mrs Isobel Macdonald-Davies

Headteacher: Mr James Lancaster

School address: Stamford Road,
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Southport,
Merseyside
PR8 4EX

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Date of last inspection: Wednesday 30 October 2013

Introduction

This inspection was carried out under Section 48 of the Education Acts 2005 and 2011

The report of the inspection is produced for the Archbishop of Liverpool (Code of Canon Law 804 and 806) and for the governors of the school.

The inspectors are members of the Christian Education Department and their associates approved by the Archbishop of Liverpool for this purpose.

Information about this school

- Christ the King is an 11-18, Catholic voluntary aided, mixed comprehensive.
- The school is under the trusteeship of the Archdiocese of Liverpool.
- There are 1,050 pupils on roll of whom 594 (57%) are baptised Catholics, with 262 (25%) from other Christian denominations and 25 (2%) from other world faith or religious traditions. There are 169 pupils (16%) who express no religious affiliation.
- The school serves the associated parishes in the local pastoral area, which accounts for 61% of the roll, with a significant number of pupils drawn from schools in the wider area.
- The school has 75 teaching staff, 55% of whom are Catholic.
- The Religious Education Department has four full time members, together with three who teach part-time in addition to other full-time responsibilities. All are qualified in Religious Education.
- The Chair of Governors and Lay Chaplain have been appointed since the last inspection.

Key for inspection grades

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|---------|----------------------|
| Grade 1 | Outstanding |
| Grade 2 | Good |
| Grade 3 | Requires Improvement |
| Grade 4 | Inadequate |

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OVERALL EFFECTIVENESS

Christ the King is outstanding in its provision of Catholic Education.

CATHOLIC LIFE

The extent to which the pupils contribute to and benefit from the Catholic Life of the school

- The extent to which the pupils contribute to and benefit from the Catholic Life of the school is outstanding.
- Pupils readily contribute to the life of the school because they want to be involved. The Mission Statement is clearly understood because its clarity and aims provides them with a structure and direction for positive action.
- Pupils know they are listened to, not least through the School Council which feeds back to governors and senior leadership. They have been actively involved in the Mission Statement review. Pupils take seriously their role of representing and supporting their peers. This is best expressed, again through Council, and also by their inclusion in Buddying and chaplaincy support. The latter example is successful because pupils remain encouraged to share in the role by using their own initiatives. Steadily more and more continue to select their own wide-ranging charities for fundraising and community outreach. Members of the Sixth Form are included in the National Citizenship Programme and refer to how their participation is underpinned by the gospel values of compassion and justice.
- Whereas pupils are rewarded for their efforts, they take part because of personal generosity. This school provided a holistic approach to education that is centred on their full development. This is well embedded in the programme for Relationships and Sex Education that defines the meaning of loving relationships within a Christian context.
- Pupils whole concept of community continues to widen. They move steadily on in preparation for Synod 2020. They take part in all diocesan events that enable their realisation of belonging to a family of schools. This extends much further to include some fifteen annual exchanges between other pupils of sixth form age throughout Europe. At the local level, they are proud of their school because it is a place of purpose that focuses on wellbeing. Here they grow in confidence not least in expressing their own beliefs and pride in personal identity.

The quality of provision for the Catholic Life of the school

- The quality of provision for the Catholic Life of the school is outstanding.
- The Mission Statement accurately expresses the commitment of a community that is committed to 'Grow, Learn, Serve and Pray' within a Catholic Christian context. Furthermore, its supporting aims, known as *Christ the King Way*, fully embraces the inclusion of all, regardless of faith or belief as the school strives to 'celebrate, help, respect, include, safeguard and teach.' There is strong staff commitment to the school's mission because of meaningful continued professional development focused on what it means to be part of a Catholic school, again with full inclusion of all members regardless of faith and belief. For this reason, staff "buy into" the remit of the statement by their own personal example, professionalism and support. They are the reason why pupils' behaviour is at least good and in many areas is outstanding.

- The Lay Chaplain, appointed in the last academic year, has been given the precise remit of ensure the community is encouraged to share in the ministry of chaplaincy through action. This will further enrich a focus upon the school's constant re-charging of its Catholic Life, so maintaining its confidence in how to serve the wider diocesan and international community. This is already successful because the Lay Chaplain has continued the practice of listening and personal presence for the needs of everyone. This ministry continues to benefit from inclusion within the Diocesan chaplaincy network. It also benefits from links with local clergy including one local parish priest who is a school governor and a regular contributor to school life.
- The refurbished and re-ordered Chapel remains at the heart of the school with a refreshed usage both privately and publicly.
- Pastoral policies contain clear structures that promote the safety and wellbeing of pupils and of staff.
- Relationships and Sex Education is directed by the Deputy Head, with significant support from Religious Education and the Guidance Coordinator. There is a clear policy containing mission, rationale and subsequent content. The programme is efficiently delivered within Guidance, Science and Religious Education. Enrichment days focus on healthy relationships, self- esteem and personal safety. The content is entirely based upon Catholic Teaching.

How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school

- Leaders and governors are outstanding in promoting, monitoring and evaluating the provision for the Catholic Life of the school. They define what it means in theory and by personal practice. The headteacher is committed to maintaining a community with Christ the King at its heart.
- Their understanding of the high priority of this role is invested with the Section 48 Evaluation Document and School Improvement Plan. This expresses shared commitment to appropriate ongoing training for staff in how to make meaningful contributions to this Catholic community. They take seriously the responsibility of ensuring that as many as possible feel enabled to embrace in and share what it means to express faith and world views through action. The document contains evidence of participation, structure for monitoring and areas identified for improvement. There is a pervading sense of challenge which in turn motivates positive responses.
- Contents of policies are in every case directed by the mission. They are reviewed annually. There are regular reports from all departments about their specific contributions to Catholic Life. This has been further expanded by practical measures that continue to increase the levels of parental awareness and participation in Catholic Life. This has resulted in significantly rising levels of support for and pride in the school.
- Leaders are both enthusiastic and proactive in their contribution toward Archdiocesan programmes for training new leaders. The school has an active role in the Catholic secondary schools' collaborative. It has keen support for those staff willing to undertake the Catholic Certificate in Religious Studies.

RELIGIOUS EDUCATION

How well pupils achieve and enjoy their learning in Religious Education

- The extent to which pupils achieve and enjoy their learning in Religious Education is good. There are outstanding features.
- The capacity for continued development of pupils' achievement and attainment is outstanding due to high quality teaching, learning and assessment. Progress is good or better in relation to pupils personal capabilities and starting points. They attain secure knowledge and understanding of Religious Education. They are encouraged to reflect spiritually and at all times apply their work to life in contemporary society. This is why pupils have the highest regard for their lessons, where they are well behaved and highly motivated.
- Their progress is closely and accurately monitored by evidence of outcomes in the departmental assessment cycle. This in turn activates an efficient process for pupil target setting and appropriate intervention as and when needed.
- Pupils are keen to talk about their progress and state how they will continue to improve. They are confident in class because of strong levels of teacher support. They are very much self-starters and increasingly practised in making every learning moment count.
- Consequently, progress overall in Key Stage 3 ensures effective transition to GCSE. Herein their results over time have been amongst the best in the school. In the 2018 reformed specification, candidates performed well to significantly increased levels of challenge and made good progress in approaching the national average for all schools. In the current academic year, the rate of achievement has continued to rise because of pupils continued engagement with and practise of skills and techniques demanded by the revised specification. In Key Stage 5, achievement in General Religious Education reflects standards of progress which are commensurate with post-16 students.

The quality of teaching, learning and assessment in Religious Education

- The quality of teaching, learning and assessment in Religious Education is outstanding.
- Teachers plan effectively. Content is robust. There is much creativity. This is because teachers are confident in their skills and expertise.
- There is abundant scope for pupils' collaborative and independent learning. Tasks, styles, expectations and extended learning are appropriately differentiated. Teaching assistance is well deployed as appropriate.
- Teachers ensure that all stages of learning are enriched by scope for pupils' reflection and evaluation, which serves well in promoting their spiritual development.
- Pupils are consistently included in their individual learning and levels of performance. Teachers are particularly well skilled in asking searching questions, encouraging development and celebrating achievement at all stages of lessons. Teachers expect the highest standards. This is why pupils want to learn in Religious Education.
- The department has a clearly formulated policy for Assessment, Reporting and Recording. It is to be commended for its whole process of marking, assessment, feedback, recording and reporting which is all clearly embedded in practice.

- Scrutiny of pupils' work provides clear evidence of consistent and rigorous implementation of this process on the part of both teachers and pupils. Overall, pupils take pride in their written work. They value the teachers' feedback and targets for improvement, following classwork, homework and module assessments. This enables pupils to thoroughly review their work and make the necessary corrections. This is a progress journey in dialogue between pupils and teachers. This is why pupils are aware of their stages of progress and how to move forward and achieve their best.

How well leaders and governors promote, monitor and evaluate the provision for Religious Education

- Leaders, governors and line management are outstanding in promoting, monitoring and evaluating the provision for Religious Education. The headteacher ensures that Religious Education is at the core of the curriculum.
- The Section 48 Self Evaluation Document's coverage of Religious Education is well directed and shared by the subject link governor. Progress is indicated and celebrated. Areas for improvement are identified as part of the departmental development process.
- Leaders and governors ensure the content meets both national Bishops and Archdiocesan requirements. The time allocation meets local requirements.
- *People of God – Called to Serve* has been fully implemented. The GCSE specification is undertaken by all pupils in Year 11. In Years 12 and 13 General Religious Education is well established by a programme that is subject to annual Archdiocesan verification.
- The department has prepared high quality resources that support all programmes of study. All content is enriched as appropriate, by the inclusion of other world faiths and religions. British Values are underpinned by Gospel Values.
- Classrooms are well appointed bases for learning, with examples of creative displays of teachers' and pupils' work.
- The school has identified Religious Education as its lead department. The Head of Religious Education is an outstanding example of best practice in school; at the forefront of Archdiocesan and national piloting of the new assessment standards, and a key provider of assistance with the local programme for Aspiring Heads of Religious Education. The Second in Department too demonstrates quality management and support. The success of the departmental team is rooted in its commitment and professionalism. There is mutual challenge and support for ongoing development. Best practice is identified and shared.
- The link governor whilst readily holding the department to account recognises the quality of what is offered and provides ongoing support, not least through ensuring it also assists the wider needs of the Archdiocese.

COLLECTIVE WORSHIP

How well pupils respond to and participate in the school's Collective Worship

- Pupils response to and participation in the school's Collective Worship is outstanding.
- Pupils value their prayer and worship because the content engages them. They want to be part of it. They gather with reverence and listen attentively. They benefit from the occasions for quiet and stillness. Pupils are well used to musical accompaniment and to singing with enthusiasm and joy.

- Pupils readily agree that there are plentiful opportunities for their own involvement and leadership of Collective Worship. Others prefer to be part of the praying and/or reflective community and appreciate they are free to do so. During inspection pupils spoke about examples of acts of worship that have inspired them. They showed great pride in the achievements of their peers' qualities of public speaking, drama and presentation. These examples included times when they have heard from members of other years groups about their own projects and experiences that have helped to serve the needs of others. Moreover, this practice remains typical and ongoing.
- Pupils understand the meaning of the Liturgical Year. They can relate Collective Worship themes and celebrations to the specific seasons.
- For a significant number of pupils, the whole worth of Collective Worship is embodied in how it challenges them to make responses to serve the needs of others. They regard this as prayer in action.
- Pupils relate well to the numerous approaches to prayer available to them through Scripture, drama, role play, discussion and use of personal skills. They affirm the use of retreat experiences as occasions to appreciate practical prayer within a community dimension. They appreciate the range of visiting speakers and groups who also contribute in bringing Collective Worship to life.
- A number of pupils who do not regard themselves as belonging to any faith or religion, spoke positively about how Collective Worship provides time to reflect and to offer everyone the chance to make a positive impact toward the physical and social needs of others.

The quality of Collective Worship provided by the school

- The quality of Collective Worship provided by the school is outstanding.
- Prayer is regarded as central to Catholic Life. Its daily provision is consistent in form and year groups, and in staff gatherings. Masses and services are celebrated regularly at appropriate times in the Liturgical Year.
- Families and members of the wider community are frequently provided with opportunities to gather for Mass, services and celebrations of school life. This is a well-established tradition that continues to be enriched.
- Collective Worship is regarded as an experience for shared thought, prayer and action. This underpins every aspect of its provision.
- There are quality weekly themes available for staff and pupils, which offers support to facilitators and the scope for them to enrich the content with their own ideas and creativity.
- All aspects of Collective Worship from planning to celebration are given careful thought and preparation. Advice and time are provided for rehearsal and practice.
- Focused training for staff has been developed, which has brought about their increased understanding of the meaning and value of Collective Worship. They are encouraged to confidently use their own skills, expertise and experiences.
- The provision of the *Faith in Action Award* has served Collective Worship well as bringing faith alive through personal responses and challenges.
- The availability of the Chapel is appreciated and used by many who regard it as pivotal to prayer life and time for personal stillness.
- Over time there has been a growth in meaningful prayer interaction between staff and pupils; a tangible willingness to share thoughts and beliefs with clarity and confidence.

How well leaders, governors promote, monitor and evaluate the provision for Collective Worship

- Leaders and governors are outstanding in promoting, monitoring and evaluating the provision for Collective Worship.
- Effective coordination demonstrates clear understanding of practice and principles. The policy document upholds the Catholic expectation that Collective Worship should go beyond the statutory requirement by ensuring it is, “Christ- centred, an integral part of school life rooted in the Catholic tradition, (so) reflecting the values of the Gospel.” This is the expectation of the headteacher, governors and coordinator that upholds the pivotal contribution made by prayer and worship to the school’s Catholic Life.
- Consequently, the policy document provides clearly supportive aims, objectives, guidelines, content and expectations, all brought to life by the quality of provision.
- Leadership, the Coordinator and members of Religious Education share their expertise in making the content accessible to pupils and to staff. They too participate daily. As well as providing them with the opportunity to pray within the community, they are also well placed to reflect on the quality of what is provided.
- This in turn has brought about an efficient process for monitoring Collective Worship that includes year heads and the use of focused learning walks.
- This has resulted in consistency of provision and continued professional development for staff according to need. For new members it forms part of their induction process. There are occasions for the sharing of best practice. On these occasions the availability and location of resources is made known, together with guidance in how to maximise their use.
- The Section 48 Self-Evaluation Document illustrates the breadth and variety of Collective Worship. Findings from the monitoring process informs areas identified for improvement. Here as in all other parts of the document, information about Collective Worship is a pooled and shared resource for ongoing development.

What the school needs to do to improve further

The Religious Education Department has implemented all areas for action identified in the last inspection and subsequent monitoring process. Increased rates of progress have been made by pupils in Key Stage 3 in preparation for the rigours of GCSE. Teaching is now outstanding. All marked work has challenging targets and guidance on how to improve. The school should now:

Maintain rates of overall development in Catholic Life, Religious Education and Collective Worship by:

- continued implementation of areas for improvement identified in its Section 48 Self Evaluation Document.

Further enrichment of Religious Education by:

- sustaining the successful drive to increase pupils’ practice in GCSE style techniques and questions;
- marketing student support for the restoration of Advanced Level.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

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| How effective the school is in providing Catholic Education | 1 |
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CATHOLIC LIFE

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| The extent to which pupils contribute to and benefit from the Catholic Life of the school | 1 |
| The quality of provision for the Catholic Life of the school | 1 |
| How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school | 1 |

RELIGIOUS EDUCATION

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| How well pupils achieve and enjoy their learning in Religious Education | 2 |
| The quality of teaching, learning and assessment in Religious Education | 1 |
| How well leaders and governors promote, monitor and evaluate the provision for Religious Education | 1 |

COLLECTIVE WORSHIP

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|---|---|
| How well pupils respond to and participate in the school's Collective Worship | 1 |
| The quality of Collective Worship provided by the school | 1 |
| How well leaders and governors promote, monitor and evaluate the provision for Collective Worship | 1 |

Key to judgements: Grade 1 is Outstanding, Grade 2 Good, Grade 3 Requires Improvement and Grade 4 Inadequate