



Christ The King Roman Catholic Primary School

URN: 105950

Catholic Schools Inspectorate report on behalf of the Bishop of Salford

26–27 February 2025

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

2

Catholic life and mission (p.3)

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission

1

Religious education (p.5)

The quality of curriculum religious education

2

Collective worship (p.7)

The quality and range of liturgy and prayer provided by the school

2

The school is fully compliant with the general norms for religious education laid down by the Bishops' Conference

Yes

The school is fully compliant with any additional requirements of the diocesan bishop

Yes

The school has responded to the areas for improvement from the last inspection

Fully

Compliance statement

- The school is fully compliant with the general norms for religious education laid down by the Bishops' Conference.
- The school is fully compliant with any additional requirements of the diocesan bishop.
- The school has fully responded to the areas for improvement in the last inspection.

What the school does well

- Catholic life and mission at Christ the King RC Primary School is inspirational. The school's sense of community and belonging to the family of Christ is evident at every level.
- The passionate headteacher demonstrates truly authentic leadership, staying true to her vision for the whole community to embrace the mission of Christ the King and encounter Christ and experience His love each day.
- Christ the King is fully inclusive, it is awe-inspiring; all are welcomed as equals, nothing is too much trouble, and no one is left behind.
- All staff are highly invested in relationships at Christ the King, Christ is the beating heart of this family and pupils are clearly prioritised in all decisions and school improvement.
- Training is fruitful at all levels. Because of this staff feel empowered, supported and believed in; this commitment is shared with the pupils who know they are loved. The senior leaders are committed to making the curriculum relevant to the pupils and use innovative teaching styles to bring the curriculum alive and make it meaningful.

What the school needs to improve

- To develop a more diagnostic approach to religious education assessment, so that teachers can accurately assess pupils' attainment and progress from their starting points. Pupils should know their strengths and ways in which they can develop their knowledge and understanding further.
- To ensure that scripture is venerated in religious education lessons and all acts of worship within school. Pupils should experience a wider range of scripture to enable the word of God to influence their daily lives.
- Provide pupils with structures and opportunities to enable them to plan and lead collective worship independently and more creatively across the school. Ensure that celebrations of the Word model and encourage active participation, ownership and spontaneous prayer.

Catholic life and mission

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

Catholic life and mission key judgement grade

Pupil outcomes

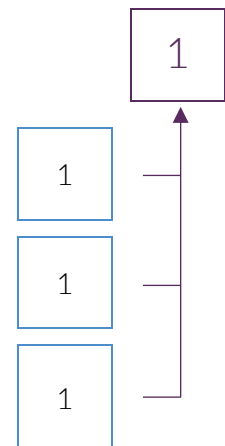
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

Provision

The quality of provision for the Catholic life and mission of the school

Leadership

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



All school community members embrace the mission, 'Together we wonder, together we believe, together we shine, together we achieve'. Parents describe the school as a 'family' – a view shared also by staff and governors. Pupils know they are loved, they feel safe and know the mission of their school. The school is exceptionally welcoming and all visitors comment on the strong Catholic ethos and vibrant community feel. Behaviour in all classes is excellent. Through a behaviour policy founded on forgiveness, staff expertly guide pupils to resolve any problems which arise between themselves; consequently, even very young pupils can reflect maturely on their choices. Pupils highly value leadership roles and speak confidently about their roles in Christ the King. The buddy system whereby older pupils are partnered with younger members of the school is inspired, modelling the mission statement and ensuring there is respect for all. The growing in faith together (GIFT) team play an active role in all aspects of school life, they are very proud of their role and their school.

There is a strong culture of welcome, which is evident in all relationships. Staff embrace opportunities to support one another. They are proud of their strong community and speak highly of leaders who have created a caring culture that is felt by all. Staff show high levels of care for one another and their pupils, resulting in a fully inclusive environment where all are nurtured. Pupils with complex needs are given regular opportunities to engage in all aspects of school life and are supported well by additional adults. High quality displays throughout school mirror the Mission, experiences and celebrations of each aspects of Catholic life in school. The provision for relationships and health education fulfil the diocesan requirements. All staff are fully committed to the mission of Christ the King, working in unison with the headteacher to ensure that Christ is at the heart of the whole community.

The headteacher, as the religious education leader, and governors have an ambitious vision for Christ the King, which has been clearly communicated to all stakeholders, ensuring that the Catholic life and mission of the school are outstanding. Christ the King has embraced the opportunity to make excellent links with the diocese through Wardley Hall visits and inspirational work with the Laudato Si' Centre. Catholic social teaching drives many aspects of the Catholic life in school. The principles of Catholic social teaching are beginning to be embedded into religious education lessons. The headteacher is well-supported by a committed governing board that prioritises opportunities for her spiritual development. Governors rightly see the school as a source of inspiration to the whole community and are highly ambitious about its contribution to the lives of the people it serves. They are proud of the strong links to the Church and fully support the school in its core mission. Pupils from school presented their ideas to the parish community as part of the synodal 'Big Listen', sharing their passion as part of the community. Governors are passionate about their role within the school, supporting and challenging leaders. They ensure that all policies reflect the Catholic mission of the school with 'Christ and the Eucharist at the centre' and have prioritised investment of resources in this area. Leaders are highly committed to the further development of all staff which has led to high levels of confidence amongst staff and a stable staffing structure.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

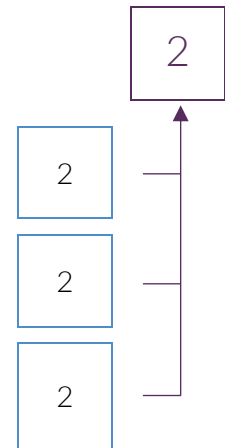
How well pupils achieve and enjoy their learning in religious education

Provision

The quality of teaching, learning, and assessment in religious education

Leadership

How well leaders and governors promote, monitor and evaluate the provision for religious education



Christ the King uses the *Come and See* scheme of work, sequentially ensuring the aims set out in the *Religious Education Curriculum Directory* are met. They experience Bible stories because they form part of the scheme of work, however all lessons would be enhanced by a greater use of scripture, including reading scripture directly from the Bible, and opportunities to use Bibles to search for scripture independently. Support for vulnerable groups throughout lessons informs assessment; however, work in books does not consistently show the achievements of some of these groups. In most classes, pupils are supported to ask good questions, leading to higher level of understanding. This was particularly evident with the older pupils contemplating if God is everywhere: using their work on World War 2 and the Holocaust, the use of excellent questioning allowed for deeper thinking with some inspired answers. Pupils are given opportunities to work collaboratively at the start of lessons which leads to some good independent written work later. Where creative learning methods, including 'mantle of the expert', are used well, pupils demonstrate their understanding of new knowledge, subsequently showing improvement over time; however, this is inconsistent in some classrooms. Pupils' behaviour during lessons is good and they are beginning to make links between learning and their own experiences; even the youngest pupils have an excellent attitude to learning in religious education lessons. Whilst pupils talk confidently about how their work is assessed, they struggle to articulate what they need to do to improve their work further.

Teachers value religious education and plan appropriate lessons. The use of check in and check out is established, but would benefit from further development in order for lessons to accurately assess knowledge and understanding at the beginning and end of each topic. Staff subject knowledge is good and they relish opportunity to develop their skills in order that

pupils learn new content well. Teachers value religious education and have high expectations. There is evidence of good questioning, through which teachers guide pupils to a deeper understanding. Staff are not afraid to ask deep and emotive questions on challenging subjects and the pupils rise well to these challenges sharing mature and inciteful answers. The assessment system used in lessons allows teachers support staff to adapt lessons to meet the needs of most pupils; however, feedback to pupils often lacks detail, meaning pupils struggle at times to understand how to improve their work. The development of pupils' spiritual and moral development in lessons is evident in all age phases, with teachers giving pupils time to think about their reactions to stories from the Bible: this is consistent across school.

Leaders have ensured that religious education has parity with other core subjects and that staff receive regular training in implementing the religious education curriculum. Staff speak warmly of regular visits from the parish priest who they say is an excellent source of professional development. Governors accurately understand the strengths of the school's provision and outcomes; and participate in the monitoring schedule of the school in order to fully inform them for self-evaluation. The headteacher, as subject leader for religious education, works to ensure the vision leads to improvements in teaching and learning. Staff say they are supported by leaders and regularly draw on their expertise to improve standards. Where support for those with additional needs works best, pupils demonstrate their understanding of the key learning questions in their books.

Collective worship

The quality and range of liturgy and prayer provided by the school

Collective worship key judgement grade

Pupil outcomes

How well pupils participate in and respond to the school's collective worship

2

Provision

The quality of collective worship provided by the school

2

Leadership

How well leaders and governors promote, monitor and evaluate the provision for collective worship

2

2

Pupils participate fully in prayer and liturgy, consciously responding to messages shared and relating them to their own lives. The celebration of Mass is central to the life of the school, both in church and in school. They respond well to prayer and readily sing with energy and enjoyment. During moments of quiet reflection, they behave reverently; pupils fully recognise these moments as a candle is held aloft; this is evident across the whole school. There is a developing practice with collective worship, this needs to develop further, enabling opportunities for the pupils to plan, lead and evaluate their planned worships. Pupils understand the Church's liturgical year. There was evidence of spontaneous prayer with the youngest pupils, completing the prayer "Dear God help me to grow in love by..." with many participants. All pupils across the school would relish the opportunity to participate in similar experiences. Whilst pupils' confidence to lead liturgy independently is not fully embedded; pupils are willing to undertake this ministry. Their strong grounding in prayer and worship experiences means they are now ready to influence prayer, selecting themes relevant to them to share with their peers and beyond.

Prayer is central to school life, quality displays and resources highlight its importance. The school is a prayerful community with prayer used to support all its members. Pupils have good knowledge of daily prayers and are familiar with traditional prayers incorporated. Scripture passages are included regularly, but the use of scripture would benefit from staff modelling where in the Bible the teachings can be found. Music is central to prayer and liturgy and is used to enhance meditative prayer and reflection. Staff are confident in using a range of planning formats, the pupils would enjoy learning from the staff in order to prepare their own worships and contribute to the development of prayer in school; incorporating traditions, gestures, actions and rituals of the Catholic church. Leaders' faith, particularly the headteacher,

who is an inspirational role model, is a strength throughout the community. Parents spoke highly of the large variety of opportunities for families to participate in the prayer life of the school, especially the 'stay and pray' sessions. The strong parish links have positively impacted pupils preparing to receive the sacraments.

Leaders support staff to lead appropriate prayer and worship through clear guidance, using diocesan resources to plan and prepare the liturgy. Time has been spent developing the skills of staff and the growing in faith together team to follow the planning structure: now there is the opportunity to develop this further with the pupils taking an independent role and creating opportunities to contribute and respond to reflections through spontaneous prayer. Leaders ensure the school calendar reflects significant dates in the Church's calendar, resulting in a wealth of opportunities for pupils to celebrate the Eucharist. Pupils recall with pride celebrating the feast of Christ the King. Governors prioritise the formation of staff, including the headteacher. The strong parish links mean that there are many opportunities to work together. Governors, many of whom are members of the parish of the Holy Trinity, have excellent knowledge of the community's needs. They participate in prayer and have first-hand experience of how it has supported the families within the school. The Parish Priest is a regular visitor to school, his visits are a unique form of continuous professional development and support for staff and pupils to embed their knowledge of the liturgy. Governors prioritise the resourcing of prayer and liturgy when allocating budgets.

Information about the school

Fulchl name of school	Christ The King Roman Catholic Primary School
School unique reference number (URN)	105950
School DfE Number (LAESTAB)	3553513
Full postal address of the school	Christ The King Roman Catholic Primary School, Holly Avenue, Worsley, Manchester, M28 3DW
School phone number	001619211630
Headteacher	Nichola Potts
Chair of governors	Catherine Greaves
School Website	www.christthekingschool.co.uk
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	N/A
Phase	Primary
Type of school	Voluntary Aided School
Admissions policy	Non-selective
Age-range of pupils	3-11
Gender of pupils	Mixed
Date of last denominational inspection	17 th May 2017
Previous denominational inspection grade	Good

The inspection team

Joanne Butterworth
Kathleen McKeating

Lead
Team

Key to grade judgements

Grade	England	Wales
1	Outstanding	Excellent
2	Good	Good
3	Requires improvement	Adequate and requires improvement
4	Inadequate	Unsatisfactory and in need of urgent improvement