



Catholic Schools Inspectorate inspection report for
Christ the King, Manchester

URN: 105514

Carried out on behalf of the Right Rev. John Arnold, , Bishop of Salford on:

Date: 22nd/23rd November 2023

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The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference	✓
The school is fully compliant with all requirements of the diocesan bishop	✓
The school has responded to the areas for improvement from the last inspection	Fully

Summary of key findings

What the school does well

Please write five bullet points picking out the school's main strengths.

- The mission statement is lived out by all in the school community. The staff and pupils bear witness to the Catholic life and mission of the school.
- Relationships and pastoral care for pupils, staff and families is a major key strength of the school.
- The school environment exemplifies its mission. All learning environments reflect the dedication and care the school has for its pupils.
- Prayer and liturgy is central to the life of the school.
- A planned programme of services and ceremonies are in place to reflect the liturgical year and the richness of many Catholic traditions.

What the school needs to improve:

Please write three bullet points picking out where the school needs to improve.

- Ensure there is explicit reference to the taught elements of Catholic social teaching in the planned religious education curriculum.
- In religious education ensure all pupils have a thorough understanding of how well they are doing, what they need to do to improve and how they have made progress
- Continue developing the work already undertaken with the Growing in Faith Together (GIFT) team so that they become confident in independently planning, delivering and evaluating their work. This will allow them to have a greater impact on leading and modelling good to best practice across the school.

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:.....

1

Pupil outcomes

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

2

Provision

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

1

Leadership

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

1



The pupils at Christ the King Catholic primary school are confident and happy pupils who know they are valued and cared for. The school’s mission statement, “With the knowledge of Jesus and His love in our hearts, we try to be the very best we can” is known, understood and proudly recited by all. As one pupil stated, “Jesus is the King of our hearts”. Pupils understand how they contribute to the school’s Catholic life and they accept their responsibility to fulfil that mission. All classes have participated in fundraising for various charities and the newly formed Caritas Ambassadors team are particularly proud of their new “Care and Share” scheme, which is helping to support families in the local community. The Laudato Si team are enthusiastic about their role in caring for the environment both locally and nationally. They have embarked on CAFOD’s “Live Simply Award” to learn how to live sustainably and support poor communities around the world. All pupil leaders will need continuing support to ensure they grow in confidence and understand their roles. Pupils demonstrate a respect for themselves and others and pupils of other faiths. Behaviour in lessons, and throughout the school is good.

The mission statement is known, lived and witnessed throughout the school. Its impact is evident in the relationships which exist between staff, families and the parish. Christ is at the heart of the school. Staff provide high levels of pastoral care going over and above for all pupils and for the most vulnerable families. They are exemplary role models. Parents described the support their families receive. School have supported with furniture, clothing and food vouchers. Parents feel welcomed and valued and are full of praise for the development of their children’s faith and the care and support they receive. This was evidenced from meeting with parents and the responses received via the parental survey. The school environment effectively bears witness to the Catholic mission in

education and is a welcoming and attractive space. The environment is clean, warm and provides excellent facilities for pupils to flourish. There are a variety of bright displays around the school, including the entrance hall which displays a statue of Christ the King, adorned with candles and flowers, which is testament to the Catholic character of the school and gives opportunity for both staff, pupils and parents to write and say their own prayers. The parish priest works closely with the school and is a regular visitor, supporting the staff in developing the faith life of the pupils. The relationships, sex and health education (RSHE) curriculum is delivered from Reception through to Year 6. It is fully rooted in the teachings of the Church and meets all statutory requirements.

Leaders and governors are deeply committed to ensuring that Christ and his teaching is at the centre of all their work and to developing the Catholic faith life of the pupils in their care. They place the Catholic life and mission of the school at its core. Governors are actively involved in the school life and are ambitious for the school. They visit regularly, undertaking governor walks and supporting and challenging all staff. Leaders and governors engage with the diocese participating in the services they offer. There is an excellent relationship between the school, the parish and the parish priest. The headteacher puts Catholic life and mission at the forefront of her school's work and is exemplary in her faith and practice. Leading by example results in high levels of care, commitment and support from everyone. The "Statements to Live By" support pupils and families to think about what and who we are. These are published on the weekly newsletter and placed around school. The staff of the school are overwhelmingly positive about the support and care they receive from the school's leadership. They feel they are well cared for with staff well-being having a high priority. There is a great commitment to all staffs' professional development. New staff to the school take part in quality induction and are extremely supportive of each other.

Religious education

The quality of curriculum religious education

Religious education key judgement grade:.....

2

Pupil outcomes

How well pupils achieve and enjoy their learning in religious education.....

2

Provision

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

2

Leadership

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

2

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 Pupils are developing secure knowledge and understanding which reflects the requirements of the *Religious Education Curriculum Directory*. School follows the *Come and See* programme, with the religious education curriculum being further enhanced by the celebration of key feasts and saints' days. These are evidenced through the religious education books, whole school worship and displays around the school. Pupils can talk about the liturgical year and key prayers and events associated with important times of the church's year. The *RE*member strategy used at the beginning of every religious education lesson and across the school, is contributing to pupils knowing more and remembering more. Pupils enjoy their lessons and show interest and enthusiasm. This was evident in a Year 6 lesson where the variety of activities, pace and questioning of the pupils on the unit "vocations" resulted in pupils being highly motivated, engaged and making good progress. Work in books is neat and well presented. There is a focus on vocabulary development, displayed in every lesson and on the religious education display boards. Attainment is in line with other core curriculum subjects. Next steps in religious education would be to further develop giving feedback across all age groups to ensure they know how well they are doing and what is needed to improve. This will ensure greater progress is made for all pupils.

Teachers have a high level of confidence and subject knowledge in the teaching of religious education and good lessons were observed across all age ranges during inspection. There is a consistency of approach in delivering religious education across the school. Staff create a positive climate for learning with pupils being encouraged to support and help each other. Questioning is used well, particularly to identify pupils' knowledge and understanding. A Year 1 class was able to retell the events of a baptism and the words used in the service after visiting church and taking part

in a “mock service” with the parish priest. Activities back in the classroom further developed and re-enforced their knowledge. The religious education knowledge organisers, are a useful tool for teachers but work in the books should reflect the teaching and key activities outlined. Displays of religious education work is evident around the school and references to scripture and passages from the bible were evident during inspection as teachers strive to ensure pupils are religiously literate. All pupils are involved in the work of lessons, with adaptive teaching, being a strength of many observed. Teaching assistants are well deployed in all lessons and contribute effectively to teaching and learning. More challenging work and questioning is needed for those pupils who are more able and planned opportunities within lessons for reflection on moral and spiritual issues to develop deeper thinking.

Leaders and governors have ensured that religious education is comparable with other core subjects in terms of resourcing, staffing and timetabling. Religious education is given the required time. A variety of activities to support and enhance learning is evident in religious education books. Highly skilled governors are regular visitors to the school and provide effective support and challenge, particularly to the subject leaders. Subject leaders are new in their role but have significant capacity to drive improvements and standards in religious education. Schemes of work are developed but school needs to ensure that elements of Catholic social teaching are included in the programmes of work in a consistent manner. Professional development opportunities are available to all. It is considered a high priority and staff have attended many of the programmes offered by the diocese, including leadership programmes. The sacramental programme is now delivered by the senior leadership of the school with the parish priest. Regular meetings take place. Teaching and learning in religious education is a priority for discussion in all governor meetings and reports. The school’s Catholic Self-Evaluation Document (CSED) is an accurate reflection of the school’s current position with regards to religious education.

Collective worship

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

Collective worship key judgement grade:.....

2

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

1

Leadership

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

2



Pupils have a detailed understanding of the liturgical year and how it is expressed in the prayer life of the school. They have many opportunities to come together for prayer and liturgical services across the school year. They enhance these services with joyful hymn singing and demonstrate respect and reverence at all times. Prayer life has a high priority in the work of Christ the King primary school. Pupils are able to recall many Catholic traditional prayers and the cycle of prayer is well-established. The GIFT team participate in leading readings and prayers in whole school assemblies. Class prayer and liturgy is established in all year groups. However, the opportunity for pupils to plan and lead prayer and liturgy in classrooms is still in its early stages. There is an agreed format for planning prayer and liturgy across the school. The GIFT team are enthusiastic in their roles and are eager about the prayer and liturgy services they will help prepare across the school year, including key feasts of the liturgical year such as Advent, Lent and Easter. Leaders need to continue developing the work already undertaken with the GIFT team so that they become confident in independently planning, delivering and evaluating their work and so impact on the spiritual life of other pupils.

Prayer and liturgy is central to the life of Christ the King school. The well-planned school liturgical diary which includes whole school Masses for feast days, class Masses, reconciliation services and other Catholic traditional services is outstanding. These services provide pupils with an opportunity to experience the breadth and richness of Catholic tradition. All classes have opportunity to attend weekly mass. Whole school Masses are streamed, so as to give parents the opportunity for them to be involved in prayer life and worship with their children. These services are very well attended. The parish priest works closely with the school and relationships between the school and parish are excellent, contributing to developing the faith life of the pupils. The school reach out to other

Catholic communities and beyond. To celebrate the feast day of Christ the King, local Catholic schools and the neighbouring Church of England school were welcomed for Mass in the parish church. Opportunity for pupils to write their own prayers is provided both in class and around the school, and particularly for Remembrance during the month of November. Prayer areas are established in every classroom and a prayer garden is available outside for all classes to use. The reception class have their own prayer garden which they use to practise their hymn singing and say their prayers. Staff work with families to include them in the prayer life of the school and prayer bags are sent home during Advent and Lent. Many staff attend Sunday services, including those for sacramental services, which helps pupils participate fully in all events. Parents are pleased with the spiritual development of their children.

Leaders, including governors, recognise the importance of prayer and liturgy. The school calendar has been planned to ensure all members of the school community can access Mass and services at appropriate times. Staff feel that their spiritual needs are met by the leadership of the school, who are committed to striving to ensure it is of a consistently high quality. A policy on prayer and liturgy is in place. All staff have received training on the planning and delivery of prayer and liturgy and are supported to plan these services. Weekly assemblies are led by the headteacher; their themes following the liturgical year. At the time of the inspection, all prayer and liturgy across the school from nursery through to Year 6 focused on the school's feast, Christ the King. All services were well resourced. Governors have ensured that adequate funding, resources and training are allocated to the on-going development of prayer and liturgy in the school. Further monitoring is needed by the leaders of the school to observe class prayer and liturgy sessions to ensure that these services do not turn into a teaching lesson and to avoid the "question and answer approach" observed in some of these sessions. Leaders need to continue to work with the GIFT team so that they influence the work of other pupils around the school.

Information about the school

Full name of school	Christ the King Catholic Primary School
School unique reference number (URN)	105514
Full postal address of the school	Culcheth Lane, Newton Heath, Manchester. M 40 1LU
School phone number	0161 681 2779
Name of head teacher or principal	Annette Deacy
Chair of governing board	Claire Harrison
School Website	www.christtheking.manchester.sch.uk
Multi-academy trust or company (if applicable)	N/A
Type of school	Primary
School category	Voluntary aided
Age-range of pupils	3-11 years
Trustees	Salford Diocese
Gender of pupils	Mixed
Date of last denominational inspection	May 2016
Previous denominational inspection grade	Outstanding

The inspection team

Fiona Robinson

Helen McGrath

Lead inspector

Team inspector

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

