



Christ the King Roman Catholic Primary School, a Voluntary Academy

URN: 149124

Catholic Schools Inspectorate report on behalf of the Bishop of Salford

27–28 February 2025

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

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

2

Compliance statement

- The school is fully compliant with the general norms for religious education laid down by the Bishop's Conference.
- The school is fully compliant with any additional requirements of the diocesan bishop.
- The school has responded fully to the three areas for improvement from the last inspection. Leaders have implemented *Come and See* and *Ten:Ten* schemes. They have developed an effective self-evaluation document and religious education action plan; and the governing board are involved in monitoring standards in religious education.

What the school does well

- Leaders' authentic commitment to living out the school mission statement of 'Christ is at the heart of all we do' creates a nurturing atmosphere where pupils feel safe and happy.
- Inclusion and pastoral care for all pupils and their families is prioritised and carried out with sensitivity so that everyone feels part of the family of Christ the King.
- Commitment to supporting the most vulnerable in the local and wider community is linked to Catholic social teaching.
- There are clear adaptations to the current scheme of work to ensure scripture is central to the teaching of religious education.
- Throughout the church's liturgical year, there is a rich tradition of prayer, liturgy and celebration for the whole school.

What the school needs to improve

- Religious education: Provide high quality professional development to ensure all teaching promotes independent learning, discussion and time for reflection, ensuring greater consistency throughout the school.
- Collective worship: Provide a more varied programme of staff development to improve staff confidence and enrich the pupils' experience of prayer and worship when praying with their own year group.
- Self-evaluation: Develop clear systems for monitoring and evaluation in all aspects of religious education and collective worship to effectively measure the impact of the school's 'offer' in both areas.

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

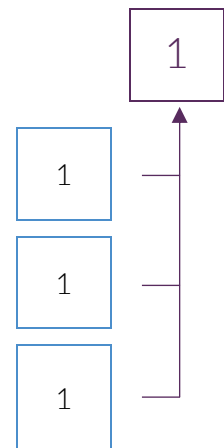
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

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



'Christ is at the heart of all we do' is the school mission statement, and pupils understand what this means: 'Christ at the heart is about loving others not yourself'. They enjoy being part of a community where they feel loved, safe and respected. School councillors, chaplains and Year 6 gardeners accept their responsibilities willingly and they understand that they can make a difference to their school and wider community. Pupils make clear links with Catholic social teaching and know why it is important to be proactive in looking after the vulnerable and our planet. *Picture news* is effectively used to help pupils explore current issues and nurture respect for, and tolerance of, others' views. They know that, 'Jesus is our role model, and we can be role models'. Chaplains enjoy their roles, which include reading and serving at Mass, leading the rosary and planning prayer trails in Lent. Pupils feel a strong sense of belonging at Christ the King and they welcome everyone who joins their school. 'Everyone was so kind; I didn't want to go home at the end of first day'. The *Gardeners and Seeds* project is a much-valued programme by both pupils and families. Pupils flourish because of the nurturing environment in which they learn and develop a sense of their own self-worth.

The mission statement has daily significance and impact on the community. Governors, parents and staff believe Christ is truly at the heart of Christ the King. Because of this, there is a calm, trusting, and tangible sense of belonging for all who visit, learn or work here. Staff provide opportunities to ensure pupils understand that many people have different beliefs and cultures, for example the Building Bridges project, and Around the World in Four and a Half Days develops their knowledge and respect for all. Staff are exemplary role models for pupils, and appreciated by parents. Pastoral care is a strength. Staff provide emotional check in, check out opportunities for pupils; they have training, to understand how they can support pupils who need more

bespoke provision enabling every child's needs to be met. The sensitive and inclusive way this support is given is appreciated by the parents. Quality displays around the school help to identify the school as a place where Christ is at the heart of the community, and the Catholic social teaching animal logos remind pupils they are part of God's wonderful world. The school is well supported by the parish priest and deacon who are regular visitors to school, to celebrate Mass or visit classes.

Leaders and governors embrace the Catholic life and mission of Christ the King, and therefore Gospel values underpin all policies and procedures. This means staff, parents and pupils feel part of a welcoming and loving community. Parents feel respected and supported; staff know they can rely on help from leaders if they have personal difficulties and pupils know they are learning in a safe, happy, and nurturing environment. Leaders and governors attend courses and training offered by the diocese and Romero Catholic Academy Trust, which means they are fully informed about all expectations and developments. There are many ways for parents to engage in the Catholic life and mission of the school, for example celebrating Masses and feasts; children's achievement assemblies; home challenges linked to the liturgical year and by supporting numerous charities organised by pupil leaders. The community values this effective partnership. The headteacher is passionate about leading Christ the King and 'goes above and beyond' to readily support pupils, families and staff. Because of this she is supported by an enthusiastic and dedicated community.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

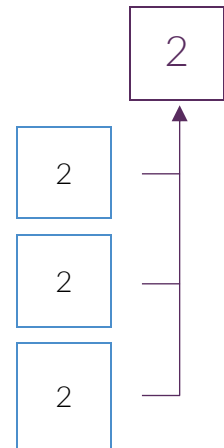
How well pupils achieve and enjoy their learning in religious education

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



Pupils enjoy learning in religious education lessons. They make good progress from their starting points, and where adult support is used effectively, pupils with specific needs are well supported. From an early age pupils learn to use religious vocabulary appropriately to explain answers in lessons. ‘Unconditional love, being humble and compassionate’ are responses offered to explain how Jesus asks us to live. Pupils understand that these lessons can make a difference to their lives: for example, ‘they help us pass God’s message on to further generations’ and ‘love others how you want to be loved’. Pupils are keen to answer questions posed by their teachers, but they have little opportunity to deepen their own understanding by exploring their own views through discussion or extended pieces of writing. There is a good variety of creative activities in books and pupils enjoy some art and drama. In religious education lessons pupils listen with interest, concentrate well and their behaviour is exemplary. Learning is often teacher led, which means pupils don’t have enough time to reflect on their own learning, and the school marking policy is not consistently used throughout the school. Pupils’ attainment is at least comparable with other core subject and is often higher.

Teachers use the *Come and See* scheme and resources from *Caritas in Action* to teach religious education. They have embraced the support given to them by the subject leader and they are developing more confidence in their own subject knowledge. Staff clearly understand the value of religious education and they pass this on to pupils through high expectations and their positive relationships with pupils and adults. Learning in most classes is teacher led which does not encourage development of independent learning or thinking skills to promote deeper understanding. Staff use a lot of praise, and this certainly creates a safe and trusting environment in which pupils learn. In the best lessons teachers provide opportunities for discussion; links are made to Catholic social teaching through reference to the working wall; and

learning support assistants discreetly support pupils with specific needs. For example, they use the microphone to include pupils and make sure all can hear. Teachers use flame stickers to acknowledge the checkout questions, which enables them to make assessments about pupils' progress. Parents value activities, such as the home projects and these often enrich learning in religious education.

Leaders and governors are committed to keeping 'Christ is at the heart of all we do', and religious education is an important part of this. Parents, staff, and governors believe religious education is significant in the development and education of the pupils at Christ the King. Resourcing, timetabling, and school policies demonstrate this. Leaders plan enrichment activities such as the Lent Cross for Christ and the Easter Garden which strengthen the home school partnership. Professional development is prioritised, with the leaders attending diocesan and Trust training, which is then delivered to the staff. However, greater consistency is needed throughout the school. The subject leader has recently taken over this role and has worked hard to establish a programme of monitoring and evaluating teaching and learning in religious education. This includes lesson visits, book looks, pupil voice and moderation with other leaders in the Romero Catholic Academy Trust. His work has had a positive impact on staff by developing their confidence when teaching religious education. Leaders and governors are now well placed to build on these foundations to promote independent learning, time for reflection and consistency of approach in all age groups by ensuring monitoring and evaluation of teaching and learning is more robust.

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

All pupils respond well to the opportunity for prayer and liturgy. They join in enthusiastically when praying in song, reflect in silence, and join in traditional prayers confidently. They are developing an understanding of the Church's liturgical year and speak about different types of worship during the year. Pupils can describe why these times for prayer are important to them. Older pupils know they 'are in the presence of God', saying, 'Jesus guides me during the day' and 'praying makes me feel calm'. Most class worship is teacher led, but pupils have some opportunities to plan and lead class prayer in upper Key Stage 2. Pupils in all age groups prepare the prayer focus, using appropriate colours and artefacts. Praying helps them understand why they support charities because 'that's what God wants us to do'. Chaplains take their responsibilities seriously and are keen to plan a variety of prayer experiences for pupils of all ages. The prayer trail they are planning for Lent includes praying with nature and the art of silence, which, they explain, 'help little ones on their journey of faith'. Parents, governors and parishioners comment on the behaviour and enthusiasm of the singing at Masses and assemblies. Parents also appreciate the prayer bags which often take pride of place at home.

Prayer is central to daily life at Christ the King. Parent visitors book records the 'lovely Mass, fantastic singing and participation. and brilliant alter servers'. Throughout the year, pupils and families experience the rich tradition of the Catholic church, including Advent, Lent, and the Marian traditions in October and May. There has been an emphasis on understanding the place of scripture in celebrations of the word, and the resources used closely follow the seasons of the liturgical year and special feasts. Staff are committed to providing times for pupils to pray in class and participate in the whole school celebrations of the Word. Times for spontaneous and child led prayer is limited, however leaders are aware of this. Staff use resources available to ensure pupils know the Church's formal responses and music is used creatively to enhance these. For

example, singing the alleluia before the Gospel acclamation. There is an outside prayer garden which enriches the opportunities for prayer as well as an indoor prayer room. Each class has a prayer focus and display, however there are no interactive spaces for pupils to use for reflection in their classrooms. Parents appreciate opportunities to pray with their children, which include invitations to school and parish Masses, weekly assemblies, and praying at home using prayer bag artefacts and travelling cribs.

The school Prayer and Liturgy policy is a useful document, which provides staff who join the school with a clear understanding of the place prayer has at Christ the King. However, it does not provide guidance about how to develop pupils' skills of planning and leading celebrations of the word. This means pupils do not have enough opportunities to plan and lead their own times for prayer in class or with larger groups in the school. Teachers have implemented the guidance and structures leaders have disseminated from the diocese, and this has given staff confidence. However further training is needed to provide more meaningful age appropriate and creative ways of praying in class. Leaders have identified this as an area for improvement. Supported by the parish priest and deacon, who regularly visit school, pupils and families have opportunities to attend liturgical celebrations. There is a well-planned preparation programme for the Sacraments of Holy Communion and Reconciliation. Parents appreciate the support offered to them by the staff, catechists and parish.

Information about the school

Full name of school	Christ the King Roman Catholic Primary School, a Voluntary Academy
School unique reference number (URN)	149124
School DfE Number (LAESTAB)	8883434
Full postal address of the school	Calderbrook Avenue, Burnley, BB11 4RB
School phone number	01282429108
Headteacher	Sarah Webster
Chair of local governing body	Stephanie Balko
School Website	www.king-pri.lancs.sch.uk/
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	Romero Catholic Academy Trust
Phase	Primary
Type of school	Academy
Admissions policy	Non-selective
Age-range of pupils	4-11
Gender of pupils	Mixed
Date of last denominational inspection	23 November 2016
Previous denominational inspection grade	Good

The inspection team

Sue Lyonette
Mylene McGuire

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