



Catholic Schools Inspectorate inspection report for **Christ The King Catholic Primary School**

URN: 104629

Carried out on behalf of the Title. Most Rev. Malcolm McMahon, OP, Archbishop of Liverpool,;

Date: 30.11.23-01.12.23

Overall effectiveness The overall quality of Catholic education provided by the school.....	1
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.....	1
Collective worship (p.7) The quality and range of liturgy and prayer provided by the school.....	1
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 fully to the areas for improvement from the last inspection	Fully

Summary of key findings

What the school does well

- The school values are tangible and embodied within its whole community that continues to build upon a rich heritage of leadership, especially from the former headteacher.
- The headteacher, religious education lead, and all senior leadership, have the passion and drive to ensure that Christ and his teachings, are at the heart of this school.
- The pupils' behaviour, attitude and pride in the school is exceptional.
- There is a thriving partnership with the parish that supports the school community.
- The school provides the pupils with many opportunities to live out their mission through faith in action by supporting a wide range of charities.

What the school needs to improve:

- Use evidence to underpin the school's range of processes for recording in religious education.
- Strengthen further the prayer life of the school with ongoing continued professional development linked to the Prayer and Liturgy Directory.

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

1

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



Everyone at Christ the King knows and fully lives out the mission statement. It is at the heart of everything they do. The pupils know they are well loved, unique and truly valued. Pupils can explain confidently how they can 'love, aspire and serve' and how they learn to look up to significant people of peace, such as Oscar Romero and St. Teresa of Calcutta. As one of the young members of the Society of St Vincent De Paul said, 'We aspire to be better people and serve others by doing good deeds.' The teachings and values of Jesus are central to the life of the school and can be clearly articulated at every level. Behaviour throughout the school is outstanding. In all classes observed, the pupils were engaged, happy and respectful. The pupils strive to support those in need and their insightful comments demonstrate an understanding of what motivates them to do so. This results in the pupils taking responsibility to support so many worthy causes. Displays outside each classroom celebrate the pupils' uniqueness; each one has a central profound quote linked to the equality act and God's unconditional love for us. There is a mutual appreciation between the parish priest and the school, and as such, a strong partnership exists.

The example of Christ is at the heart of this school and His teachings guide the community in their daily practice. Relationships are extremely positive and there is a strong culture of welcome which stems from senior leadership and radiates from all. Pupils talked about enjoying being part of a diverse community, 'We love everyone, no matter what, and we treat everyone the same'. The staff are excellent role models for the children and there is a calm and supportive atmosphere in the school. The staff has a vocational call to serve the community. The pupils expressed how they feel fully supported by the staff and that they are always understanding of their needs. This is

demonstrated by the 'Be Me' programme supporting anxious pupils with their mental health. The school environment, both inside and out, is alive with signs that this is a Catholic school, especially in the shared areas. The well themed displays celebrate the value and dignity of the pupils and are thought-provoking. As one of the parish volunteers said, "Even visitors can learn about our faith, as they (the school) reach out to everyone.' Relationships, sex and health education is very carefully planned and woven into every aspect of school life and is fully linked to the teachings of the church.

Leaders and governors exemplify the school's mission and are passionate about ensuring that Christ is always at the centre of their decision making. The school is led by an inspirational team who were described by many of the stakeholders interviewed as genuine people of faith. Leaders and governors recognise that they live out the mission statement in the service they offer to the community. The school has a thriving partnership with the parish, and as such, governors and parishioners are duly proud of the home, school, parish links and could talk confidently about the many successful joint activities. The recent parish Mass for Christ the King was a wonderful example of how the community came together to celebrate. Leaders and governors are committed to Catholic social teaching and support the children in their fundraising activities. Staff spoke passionately about how they feel fully supported, encouraged and valued by the leaders and governors, and this inspires them to wholeheartedly embrace the mission of the school. One member of staff talked about how she had grown so much as a teacher and a person because of the nurturing atmosphere of the school. Governors are highly ambitious for the school and were clear that this school is faith driven, which is tangible.

Religious education

The quality of curriculum religious education

Religious education key judgement grade:.....

1

Pupil outcomes

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

1

Provision

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

1

Leadership

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

1



Pupils display a high level of religious literacy and can make insightful links to scripture passages and learning from previous years. Pupils are articulate in how they can apply the messages from scripture to their own lives and for the greater good of their local and wider community. Progress is measured within each topic with the use of the 'Big Question'; pupils can confidently demonstrate that they are knowing and remembering more. The pupils ask deep, philosophical questions that demonstrate curiosity and a desire to enhance their own learning. Pupils of all ages are engaged and motivated in their lessons because of the exciting and creative starters. This was beautifully exemplified in the Early Years with the golden box revealing the characters and elements from The Shepherd's Story: there was a growing excitement as each item was revealed. In a key stage 2 lesson, the partial reveal of an artist's image was used to hold the pupils' attention and direct their focus on the meaning of waiting in hope for the Lord. The carefully planned activities promote excellent behaviour in all lessons. Pupils were able to confidently articulate how they know how well they are doing and how teachers use questions to move their learning on.

Teachers have a high level of confidence in the teaching of religious education due to quality professional development, resources and the expertise and support of the religious education lead. All staff have high expectations of themselves, which translates to what is expected from the children. Teachers skillfully ask questions that link to pupils' own experiences and as a result pupils give confident and thoughtful responses. In a year 4 class, when asked 'What is Love?', a pupil responded – 'Love is when Jesus died for us. He gave up his life so that we could live. He taught us everything about how to live in a good way, how to treat each other, about

peace, and when he died, he left us that knowledge for us to spread around the world.' Teachers celebrate pupils' achievements, and the learning environment is positive and nurturing. The spiritual and moral development of the pupils is a strength of the school. Pupils are given time to reflect and are frequently asked, "What does that mean to you?" They, in turn, link this to what they have learnt in the scriptures and their resultant action in helping those in need. The school has worked hard to improve how children engage and respond creatively, in ways such as roleplay, hot seating, vlogging, debates and more, although this could be evidenced further.

The school is an early adopter of the new Religious Education Directory, and as such, early years are confidently planning imaginative, engaging and creative lessons which captivate the children. The religious education lead has an inspiring vision for both her own school and the wider archdiocese. She is generous in sharing her expertise to all and this is recognised and appreciated by the staff of Christ the King and further afield. The lead is often asked to support other schools in the archdiocese and is highly valued by its advisors. The range of professional development on offer to all staff is high quality and tailored to their needs. Most staff volunteer to undertake the Catholic Certificate in Religious Studies and find it helpful in their delivery of religious education. The school looks to enhance the curriculum with a range of enrichment activities that captivate pupils' interests and leads them to put their faith into action. This is outstanding in this school. The school has excellent links with outside companies, involving drama and creative work to keep children engaged and enthused by religious education. Through rigorous monitoring and reflective practice, Leaders and governors demonstrate they know the school well, and can clearly identify clear actions for improvement.

Collective worship

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

Religious education key judgement grade:.....

1

Pupil outcomes

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

1

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

1

Times of prayer and liturgy are well planned and valued at Christ the King. Pupils of all ages participate reverently and are always keen to contribute through reading and prayers. The structure of liturgical prayer is fully embedded and this is reflected in the teachers' planning and the pupils' engagement and responses. Pupils gather knowing it is a special time, and they immediately respond when they are invited to be still in God's presence. Even in the youngest classes, pupils were able to greet the gospel using words and signs correctly. There is a wide variety of elements used, such as the use of scripture, symbol, silent reflection and carefully selected music to enhance the overall prayerful experience. Teachers support pupils to plan times of prayer in the Rejoice section of each topic, and pupils can confidently recall appropriate scripture passages. Pupils' participation in communal singing is uplifting and enables all assembled to joyfully praise God. Governors and parishioners spoke highly of the school's recent celebration of Mass for the Feast of Christ the King. In particular, they were full of praise for how well the pupils responded prayerfully; how they undertook liturgical ministries enthusiastically, and overall how they were a credit to the school.

Prayer is central to the life of Christ the King. It is carefully planned, and all staff are supported to lead worship. The headteacher and religious education lead provide all staff with a clear structure of themes and celebrations throughout the year. As a result staff feel confident to lead worship in their own classes and when it is their turn to lead the whole school Friday gatherings. This was exemplified by an early career teacher, who had recently received training and said she was able to successfully deliver whole school prayer and worship. She was visibly proud of her achievement but recognised this was only possible because of the support of

senior leadership. Daily prayer patterns are fully embedded and are helped by the prayer progression booklets available for each phase. Classes use their class saint as a theme and source of inspiration when planning prayer and worship. All times of prayer use appropriate scripture from the source of the word, and this is reverently displayed to show its importance and centrality to the worship. Pupils are proud to participate and do so with respect. There is strong use of artistic images, and high quality and appropriate music to enhance the overall experience. It was a privilege to be part of such inclusive prayer times.

The school revolves around its prayer life. The policy and informative termly prayer and liturgy planner support staff in their preparation. This includes explaining monthly themes linked to the times of the Church year, such as October for the month of the Holy Rosary and providing staff with ideas for formal prayers and hymns. The school fully supports the parish in the sacramental programmes, and this is appreciated by the parish priest and the catechists. The parish priest commented that the school was led from the front by the headteacher, 'A true man of faith'. Leaders have a thorough understanding of ways of praying in the Catholic tradition and use this in school times of prayer. Staff are fully supported in receiving all available professional development opportunities from the archdiocese, as well as using the highly skilled leaders within the school as models of strong practice. Governors are fully aware of all the developments within prayer and liturgy and value times they are invited to join the school community for prayer. Times of prayer are evaluated as part of the overall school's cycle of self-evaluation and are resourced generously, resulting in high quality prayer focuses and displays.

Information about the school

Full name of school	Christ the King Catholic Primary School
School unique reference number (URN)	104629
Full postal address of the school	Meadway, Wavertree, Liverpool, L15 7LZ
School phone number	0151 722 3462
Name of head teacher or principal	David Delaney
Chair of governing board	Robert Howell
School Website	www.christthekingcatholicprimary.co.uk/
Multi-academy trust or company (if applicable)	Not applicable
Type of school	Primary
School category	Voluntary aided
Age-range of pupils	4-11
Trustees	Archdiocese of Liverpool
Gender of pupils	Mixed
Date of last denominational inspection	May 2016
Previous denominational inspection grade	Outstanding

The inspection team

Deborah Albon	Lead inspector
Julie Littler-Shire	Team inspector
Name of inspector	Lead/team
Name of inspector	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