



Christ the King Catholic Primary School

URN: 109267

Catholic Schools Inspectorate report on behalf of the Bishop of Clifton

18–19 October 2023

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

1

The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference

Yes

The school is fully compliant with all requirements of the diocesan bishop

Yes

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

Fully

2

What the school does well

- The pupils demonstrate a clear sense of belonging to this welcoming and inclusive community. Their behaviour is exemplary and they appreciate and value being part of this community
- The school's mission statement and gospel values underpin all areas of school life, are understood by all and the pupils are constantly making connections between these values and how they should act.
- Leaders and governors are extremely committed to the development of the Catholic life of the school.
- The chaplaincy team and older pupils are encouraged to lead prayer and worship within the school

- Leaders and governors are committed to delivering high quality religious education

What the school needs to improve

- Ensure assessment in religious education is accurate and data used effectively in order to analyse the progress of different groups with the school and thus plan improvements for learning.
- Develop strategies to ensure all pupils understand how well they are achieving in religious education and what they need to do to improve.
- Develop strategies to enable pupils to access tasks that lead to greater depth work.

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

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

1

Pupils talk confidently about the school's mission statement and values. They are able to relate these to everyday life and as a consequence are aware of the need to help and support others especially the most vulnerable. One parent commented, "I like the morals and kindness being clearly instilled in them and I think my children have become better people since being there." Pupils describe the school as a family, they believe that all the staff are concerned about their welfare and help them to learn and to make good decisions. One pupil saying: "We have really kind teachers, and you get to know how to be like Jesus" Pupils understand the principles of Catholic social teaching and this has led them to develop a growing concern for the environment and to take responsibility for planning, organising and encouraging others to take part in a wide range of activities to support different charities. This includes planning an 'Earth Day' working for Cafod, McMillans nurses and local food banks. Pupils' behaviour is excellent and they demonstrate a deep respect for themselves and others recognising that they are all made in the image of God. Chaplaincy is central to the life of the school and pupils are eager to join the team and take on specific responsibilities

The mission statement is a clear expression of the mission of the Church and lived out in all aspects of school life. As a result, the school is a welcoming and inclusive community that goes the extra mile to support its members. The need to include all begins with the school's website which translates into many languages and is adaptable to specific needs. Makaton is used to support pupils and for parents whose first language is not English, there is a coffee morning with language support to further inclusion in school life. Pupils with complex needs are supported and encouraged to take part in all aspects of school life, including leadership roles. Relationships throughout the school encourage pupils to treat each other with respect. One parent

commented, “Our child is in reception and after only a few weeks in school is already confidently and passionately talking about God, creation, and being respectful.” The school’s environment reflects the Catholic character of the school and includes, prayer spaces, a chapel and a prayer garden. Personal, social and relationship education is well planned and in keeping with the teaching of the Church. The impact of this is that children speak knowledgably about the need to stay safe and what this means and how important it is to be responsible. . One year two pupil commenting, “We are leaders of ourselves, you have to do what is right, you shouldn’t just follow others”.

Leaders and governors are passionate and committed to developing, supporting and evaluating the Catholic Life of the school. Governors are frequent visitors to the school and involve pupils, staff and parents in monitoring and evaluating the Catholic Life. The school’s development plan reflects the result of this monitoring, with clear targets for improvement set each year. Leaders and governors are committed to supporting staff welfare and their work life balance by, for example, providing a paid well being day for staff. All leaders are highly committed to the further development of staff and provide opportunities for staff to attend diocesan courses to enhance their understanding. There are strong links between school and parish and the parish priest is a frequent visitor to the school and well known by pupils. The school is about to undertake a joint parish school project for Cafod. Governors need to ensure their minutes include the impact of actions taken.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

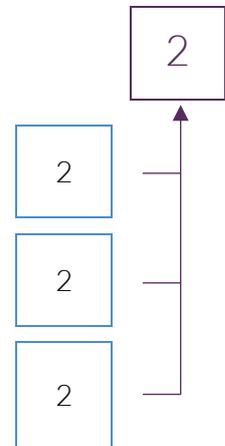
How well pupils achieve and enjoy their learning in religious education

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' behaviour during lessons is exemplary because they enjoy religious education and are able to relate their learning to life, frequently linking scripture stories to the mission statement or the school values. They are engaged in lessons and seek to know more. Pupils make progress in their learning with older pupils demonstrating a greater understanding of specific areas than younger pupils. There are occasional gaps in their knowledge, partly due to work missed during Covid. Pupils are using subject specific language to ask relevant questions and so improve their understanding. Whilst pupils are able to select work they feel they have done well their judgements at this stage are often superficial and not actually related to content. They are not yet secure in their understanding of the progress they are making.

Teachers value religious education and have high expectations of themselves and others. They have a good understanding of how pupils learn. For example, in an observed year 1 lesson when teaching pupils about the liturgical year, the teacher made excellent use of artefacts, colours and imagery. As a result pupils were able to understand the topic. One pupil commented 'that's like the colour on our prayer table, that's why they are like that.' Systems put in place by the school are helping to ensure that when teachers plan work task support outcome and questioning is used to guide pupils to deeper learning and to recall past knowledge. Teachers used a variety of learning techniques including drama, discussion and art and the use of floor books is helping to record these activities. Other adults in the classroom are used effectively and in partnership with teachers to ensure support for more vulnerable children is well planned and supports their learning, enabling them to make progress. The school has a strategy in place for increasing the opportunities of pupils to work at greater depth but at present the results of this are not fully manifested. Feedback is provided to pupils on their work but this often lacks detail which means pupils struggle to improve their work.

Leaders have a clear vision for the subject and its development. They support staff to grow in confidence and as a result teaching is good. Staff value this support and feel confident in seeking advice. The pupils' books however sometimes fail to fully capture the outcomes of the lessons. The curriculum meets all the requirements of the current Religious Education Directory and the school has plans in place to implement the requirements of the new directory. Leaders and governors ensure that staff receive regular training in implementing the religious education curriculum and see this as an ongoing priority for the school. Systems of assessment used elsewhere in the school are now being used in religious education though, at present this data is not being used as effectively as it could be. Governors monitor and evaluate work and progress in religious education and involve pupils in the self-evaluation. This self-evaluation results in strategic action being implemented by the school to improve progress.

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

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

1

Pupils respond respectfully and engage fully in the opportunities for prayer provided by the school. Even the youngest of pupils know the school prayer. They sing enthusiastically and use Makaton to sign with confidence. One parent commented “Both boys love singing the children’s hymns that they learn at school.” Another parent of a reception child commented “she really enjoys reciting the values and practicing all the prayers she has learnt. She enjoyed the harvest mass”. Pupils have an excellent understanding of the Church’s year which is reinforced by displays around the school. They understand that the gospel read on Monday in school reflects the reading in church of the previous Sunday. Pupils value the opportunities to engage in prayer and older pupils are confident in leading prayer and worship for younger pupils. Members of the chaplaincy team organise, plan and lead the Wednesday worship and make use of scripture, symbols, music and artifacts to plan creative experiences. Pupils are fully involved in monitoring and evaluating both prayer spaces and prayer activities and have a clear understanding of how to do this. They are able to articulate the connections between prayer and the way you live your life.

Prayer is central to the life of the school. The school day resonates to the rhythm of prayer from very early in the morning with the breakfast club to prayers at the end of the day. The focus on the liturgical year offers opportunities for a wide variety of creative experiences including the crowning of Our Lady, a celebration of Holy Week, rosary and stations of the cross. With the help and support of the parish priest the celebration of the Eucharist is planned in such a way that it engages all pupils and further develops their understanding. Senior leaders model good practice to more inexperienced staff and provide guidance and support. As a result, all staff are able to model good practice to pupils. The school environment reflects the focus on prayer with pupils taking responsibility for looking after some of these areas and contributing to them. The chapel

is at the heart of the school and well used by pupils. Parents and parishioners are encouraged to attend services within the school and there is a strong partnership with the parish. Those children who make their first communion for example are supported by the school and given gifts in school.

The school has a clear policy on prayer and liturgy and a comprehensive strategy for encouraging pupils to be leaders of prayer. All prayer in classrooms follows the pattern of 'Gather, Word, Respond, Mission' and both pupils and staff use this to plan effectively. Younger pupils are encouraged to select items for the focal area, select a hymn or reading and say why they have chosen these things. One year one pupil for example said 'they had chosen hearts because God loves everyone'. Older pupils take responsibility for leading and planning the class prayer time. Leaders plan the school calendar to ensure that opportunities to celebrate the Eucharist occur on a regular basis, including holy days when the school also becomes the centre for the parish mass. The governing body is actively committed to supporting the prayer life of the school, they regularly attend events and ensure professional development opportunities are available for staff. Staff, governors and pupils are involved in monitoring evaluating the prayer life of the school. In order to ensure this further enhances the prayer life of the school there needs to be clear impact statements about the actions taken as a result of the monitoring and evaluation.

Information about the school

Full name of school	Christ the King Catholic Primary School
School unique reference number (URN)	109267
School DfE Number (LAESTAB)	8033436
Full postal address of the school	Christ the King Catholic Primary School, Easton Hill Road, Thornbury, Bristol, BS35 1AW
School phone number	01454866680
Headteacher	Mary Mainwaring
Chair of Governors/Trustees	Mrs G Brooks
School Website	www.christthekingprimary.co.uk
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	N/A
Phase	Primary
Type of school	Voluntary Aided School
Admissions policy	N/A
Age-range of pupils	4-11
Gender of pupils	Mixed
Date of last denominational inspection	March 2017
Previous denominational inspection grade	2

The inspection team

Mrs Ann Fowler

Mrs Tracey Sessions

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