



DIOCESE OF  
**SHREWSBURY**

DENOMINATIONAL INSPECTION REPORT:

**THE CATHOLIC LIFE OF THE SCHOOL  
AND RELIGIOUS EDUCATION**

School:	Christ the King Catholic Primary School
Address:	Allport Road Bromborough Wirral CH62 6AE
Tel No:	0151 334 4345
URN:	105081
Headteacher:	Mrs J Procter
Chair of Governors:	Mr B O'Connell
Date of Inspection:	5 April 2022
Inspectors:	Mr K Toms Mrs J Walker Mrs L Kelly

## **TREAT OTHERS HOW YOU WOULD LIKE TO BE TREATED YOURSELF**

At Christ the King Catholic Primary School we value every member of our school community and we provide a learning environment where our pupils can grow. Our Mission Statement is fundamental in ensuring that every child will be fully equipped to be successful in life.

### **Our Vision:**

***“Treat others the way you would like to be treated yourself.”***

**(Inspired by Matthew 7:12)**

### **Mission Statement:**

At Christ the King, as a Catholic school, our aim is to develop a community which is based on the teachings of Jesus Christ and guided by the Holy Spirit.

We recognise that all of our pupils are unique and precious. As an inclusive community, the individual gifts of each person are celebrated. We welcome diversity and encourage respect and tolerance towards others, allowing each child to feel safe, valued and nurtured.

Our school creates a climate of excellence, enabling all children to grow and foster a love of learning. This encourages each individual to achieve their full potential - academically, spiritually and morally. Through quality teaching, set in a loving and caring environment, children develop resilience and a sense of responsibility.

We maintain strong and positive relationships with all members of our school, parish and wider community. Together, we live by our Mission Statement:

***“Treat others the way you would like to be treated yourself.”***

**SCHOOL: Christ the King Catholic Primary School, Bromborough**

**DATE OF LAST INSPECTION: 11<sup>th</sup> June 2015**

**JUDGEMENT FROM PREVIOUS INSPECTION: Good**

**AREAS FOR DEVELOPMENT FROM PREVIOUS INSPECTION**

- Develop a whole school policy for Monitoring and Assessment of Religious Education, in order to develop consistency of assessment throughout the school in a coherent format, which will inform planning, especially for the more able pupils.
- Develop the use of "I Can" statements to enable pupils' involvement in the assessment and development process.
- Further develop the use of Liturgical Prayer boxes to encourage more thoughtful and informed selection and the use of the resources and artefacts.

**PROGRESS MADE WITH AREAS FOR DEVELOPMENT FROM THE PREVIOUS INSPECTION**

All areas have been addressed and are now embedded in the school.

**OVERALL EFFECTIVENESS:** how effective is the school in providing Catholic Education.

1

**This is an outstanding Catholic school.**

*The above judgement on overall effectiveness is based on all the available evidence following the evaluation of:*

**CATHOLIC LIFE**

1

**RELIGIOUS EDUCATION**

1

**COLLECTIVE WORSHIP**

1

- Christ the King Catholic Primary School is outstanding in promoting the Catholic life of the school in which the Mission Statement *Treat others the way you would like to be treated yourself* is truly lived out through the whole community. Pupils clearly benefit from belonging to this vibrant community of faith where they feel safe and happy and know that their voice is an integral part of the life of the school
- All leaders, staff, governors, and parish clergy work hard in a very effective partnership totally focused on continually evaluating, developing and strengthening the Catholic life of the school for the benefit of all
- Provision at the school is outstanding, with monitoring and evaluation used very effectively to identify gaps and set targets for improvement. Pupils, all staff, governors, clergy, and the parent voice are an integral feature in this process
- Prayer is clearly at the heart of all they do and the thread that runs through the life of the school. It is also outstanding.

**Summary of key findings:**

**What the school needs to do to improve further**

- Strengthen the leadership skills of the pupils in line with the new guidelines set out in the Prayer and Liturgy Directory
- Continue to raise the standard of children's written responses and presentation following the recent impact of the pandemic
- Continue to share the outstanding practice in Religious Education within the school.

## **Information about the Inspection**

The Inspection of Christ the King Catholic Primary School was carried out under the requirements of the Education Act 2005, and in accordance with the Shrewsbury Diocesan Framework and Schedule for Denominational Inspections approved by the Bishop of Shrewsbury. The inspection reviews and evaluates how effective the school is in providing Catholic education. This process begins with the school's own self-evaluation and the inspection schedule follows the criteria set by the National Board of Religious Inspectors and Advisers (NBRIA 2017).

The inspector reviewed in detail the following aspects:

- The extent to which pupils contribute to and benefit from the Catholic Life of the school
- The quality of provision for the Catholic Life of the school
- How well pupils achieve and enjoy their learning in Religious Education
- The quality of teaching, learning and assessment in Religious Education
- How well pupils respond to and participate in the school's Collective Worship
- The quality of Collective Worship provided by the school
- How well leaders and governors promote, monitor, and evaluate the provision for Religious Education, Collective Worship and the Catholic Life of the school

The inspection was carried out by three inspectors over one day :

- 9 lessons were observed
- 1 Whole school Liturgical Prayer and 2 separate Liturgical Prayer services in Foundation Stage were observed
- Interviews were held with the Religious Education Lead and the Senior Leadership Team
- Ongoing discussions with the Headteacher and other senior leaders were held through the day
- Interviews were held separately with the Parish Priest and Deacon
- Interviews were held with pupils taken from the School Council, UNICEF Group, Faith Leaders, and Minnie Vinnies
- All documents and pupil workbooks, Prayer and Liturgy Books and questionnaires were scrutinised.

## **Information about this school**

- Christ the King is a two-form entry Catholic Primary School serving the Parishes of Christ the King, Bromborough; St. Luke's, Spital; St John's, Bebington
- There are 422 pupils on roll of which 314 are baptised Catholic, 52 from other Christian faith backgrounds and 1 from other faith background
- The current Headteacher has been in post since September 2017; a non-class-based Deputy Headteacher was appointed in 2018; a Business Manager in 2018 and Assistant Headteacher appointed in 2020
- The Religious Education Lead was appointed in September 2018.

## Full report – inspection judgments

### CATHOLIC LIFE

The Catholic Life of the school is outstanding

1

The extent to which pupils contribute to and benefit from the Catholic Life of the school	1
The quality of provision for the Catholic Life of the school	1
How well leaders and governors promote, monitor and evaluate the provision of the Catholic Life of the school	1

- *Treat others the way you would like to be treated yourself.* This guiding Mission Statement is at the heart of all the pupils think and do, ensuring that almost all children truly do appreciate, value and are active participants in the Catholic Life and mission of the school
- The pupil voice is at the core of the school's ethos and is reflected in the children's own questionnaires used to evaluate their involvement and effectiveness in contributing and shaping the Catholic Life at Christ the King School and Parish community
- Almost all children contribute through various groups such as The Schools Council, Mini Vinnies, Faith Leadership, and the UNICEF Council. The pupils display great leadership skills and are proud to be involved. They know that their voice makes a difference to all within and beyond their community
- That sense of belonging and contributing is powerfully marked by the way pupils begin their journey in the school community by adding their own pebble to the school's entrance hall display, being given back to them as they complete their faith journey in Year 6
- Behaviour throughout the school is exemplary and encapsulated in *Be Kind, Work Hard, Never Give Up* which guides all the pupils to set their own high standards. As a result, they are extremely respectful, sensitive, and responsive to the needs of others
- In a number of lessons, the children were exploring the nature of forgiveness and how showing how you are sorry is important. This truly reflected how enthusiastically they responded to the Mission Statement
- The pupils value and respect the support they are given at Christ the King and their responses in interviews and questionnaires are a testament to how they are confident, secure, and happy in their own physical, emotional, and spiritual growth
- The well-established PSHE and RSE programmes and the use of resources such as *Life to the Full* is making a significant impact on how the pupils benefit from the support they receive in all aspects of the Catholic Life of the School. Mini Vinnies' retreats are effectively used to consolidate this sense of belonging and the support they receive in the community and helps them to fully appreciate the Catholic traditions to which they belong
- The Mission Statement is lived out at all levels within the school community. Governors and staff are fully committed to its guiding ethos and are exemplary role models. There is a palpable vibrancy and commitment to the school's Mission Statement
- All the staff and governors are clearly committed to ensuring this Mission Statement is reflected in the policies. Catholic and social teaching is also central to the ethos of the school

- Pastoral care is a strength of the school. All children and staff feel well supported and this has been particularly so during the period of the pandemic. Pupils feel safe and appreciate the help they get from their teachers and support staff. Their mental health and wellbeing is a priority of the school
- Staff also speak of how well they are supported, and this is reflected in the very good provision made for Continuing Professional Development
- Leaders and governors are totally focused on the School's Mission Statement and the Catholic Life of the School with the care and progress of all at the heart of all they do
- The Religious Education Lead is a pivotal driving force and is ably supported by a very effective Senior Leadership Team and led by the visionary Headteacher
- Governors and the Parish Priest are integral to the success of providing outstanding provision for the Catholic Life of the school. They are enthusiastic about their role and ensure that they are a very effective partnership of Home, School, and Parish
- Pupils play an active role in school and parish and reflect the strong bond in this community
- The Parish *Outreach* initiative works very effectively with the school to reach out to all in need in this community
- Parents speak of the support they receive from the school and how well they have been supported in recent difficult times.

## RELIGIOUS EDUCATION

**Religious Education is outstanding**

**1**

How well pupils achieve and enjoy their learning in Religious Education	1
The quality of teaching, learning and assessment in Religious Education	1
How well leaders and governors promote, monitor and evaluate the provision for Religious Education	1

- Almost all pupils are making good and some, outstanding progress, from their varied starting points and through each key stage. They enjoy their Religious Education lessons and approach them with great enthusiasm. Children with Special Educational Needs are well supported by a very effective support staff, ensuring that they also made good progress
- Themes relating to Holy Week and Forgiveness were being explored and pupils very effectively recalled prior learning. They could, for example, refer to Old Testament stories, when exploring sin and forgiveness. Pupils showed very effective recall skills of the stories of Holy Week. Another class showed how well they could sequence the order of the Mass. Excellent links were made to the story of Passover
- Appropriate Religious literacy skills were employed through each topic and new key words introduced appropriate to the unfolding stories
- The pupils reflected well on each theme, exploring what true forgiveness meant and how this can apply to our daily lives
- Excellent use was made of Scripture throughout these lessons
- Almost all children were enthusiastically engaged throughout the lessons, responding to good questioning techniques to further develop their understanding. They were rarely off task
- Pupils' responses showed the good and outstanding progress they are making
- Written responses were good, and the school is aware of the need to further develop this following the difficulties of lockdown during the pandemic
- Teaching is highly effective, and this is due to the very effective monitoring and evaluation procedures in place to identify gaps and target future learning
- Teachers have a good subject knowledge and are well supported by the highly effective Religious Education Lead and the guidance she gives. Her support is valued by everyone
- A good range of teaching skills is employed, and the staff are actively developing Kagan responses to enhance and support learning techniques. This inspires children in their learning
- Creative approaches to Religious Education teaching are embedded and good links are made to other curriculum areas
- Pupils made reference to *I can* statements, and skillful questioning techniques enhanced and challenged pupils thinking
- A well-developed network of Special Education Needs and pastoral support ensures that all children, supported by very effective teaching assistants, continue to make good progress



- Leaders and governors know their school well and they are energised in their roles to continue to strive for excellence at Christ the King Primary school. They ensure that provision for Religious Education is at the heart of all they do and that all Diocesan guidelines are followed
- Religious Education has full parity with other core subjects and professional development in Religious Education has equal status
- Governors are fully involved in monitoring and evaluating the progress of provision in Religious Education. A number combine their role with catechesis in the parish community
- The Parish Priest and Deacon are a very supportive presence in the school and form a very effective partnership with school and this is appreciated by the pupils and parents
- The very effective leadership skills of the Religious Education Lead, visionary leadership of the Headteacher and Senior Management Team ensure that provision for Religious Education is outstanding.

## COLLECTIVE WORSHIP

Collective Worship is outstanding.

1

How well pupils respond to and participate in the school's Collective Worship	1
The quality of provision for Collective Worship	1
How well leaders and governors promote, monitor and evaluate the provision for Collective Worship	1

- Prayer and Liturgy are central to the life of the school. They are approached with great reverence by the pupils who are fully engaged in a prayerful calmness
- The Headteacher led the whole of key stage one and two in the weekly *ethos worship* in which the theme for the week was explored with the pupils: *Showing* you are sorry as opposed to *saying* you were sorry. The pupils' response was heartfelt. They recognised how living their Mission statement connected with the weekly theme. They enthusiastically joined in with the singing of *Shine Jesus Shine*. Through the day they were still responding to the theme for the week
- Similarly, Foundation Stage children were enthusiastic in their responses to their own Liturgical Prayer as they listened to the story of Zacchaeus. They made positive responses throughout
- All staff place prayer and liturgy at the centre of their classroom, with appropriate focus areas, displays and resources used to advantage. The whole school environment from the entrance hall, quiet spaces and corridors reflects the prayer life of the school and the emphasis placed on the Mission Statement as a living prayer running through the school community
- Prayer is also strengthened through the use of Travelling Rosary and Advent Bags, engaging parents more fully in developing the prayer life of the pupils in the home too
- *Mark 10 Mission* is very effectively used to support prayer in the school
- The pupils have an excellent understanding of the Church's liturgical year and are developing their own leaderships skills. They show an impressive ability to choose appropriate readings, prayers, and resources to support their own Liturgical Prayer
- Faith leaders are actively involved in school worship and contributed to online liturgical prayer during lockdown
- The excellent website is an evident strength of the school too, guiding parents in their role via *Seesaw* and engaging them in the prayer life of the school
- Almost all pupils value the opportunities they have to come together in prayer. They are confident and show a deep respect and spiritual approach to these gatherings
- During discussions, the pupils articulated very clearly how there was a deep respect for each other's traditions and all pupils felt included, whatever their faith background. Respect and understanding for people of other faiths is an integral feature of the Religious Education provision
- Senior Leaders and Governors make Prayer and Liturgy a priority of the school and ensure that it is at the heart of all community celebrations

- The partnership between school, home and parish is a commendable feature of the school and a recent reconciliation service for the first Holy Communion pupils exemplified this partnership
- Parent questionnaires clearly indicated how much parents appreciated this partnership
- The Religious Education Lead, the visionary leadership of the Headteacher, ably supported by the governors and senior leadership team, ensure that Prayer and Liturgy remains at the heart of the community. They are well placed to respond to the new guidelines now being discussed and will continue to provide outstanding opportunities for Prayer and Liturgy in the school.