



Christ the King Catholic Primary School

URN: 140705

Catholic Schools Inspectorate report on behalf of the Diocesan Administrator of Plymouth

19–20 March 2025

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

3

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

2

Religious education (p.5)

The quality of curriculum religious education

3

Collective worship (p.7)

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

2

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

What the school does well

- There is a strong sense of community which ensures pupils feel supported and valued.
- The school has a commitment to supporting the most vulnerable children and being as inclusive as possible
- Pupils are proud of their school and enthusiastic about taking part in activities which support the Catholic life of the school.
- Pupils have a very positive attitude towards Religious Education and are eager to learn.
- The commitment of senior leaders to developing the Catholic life and ensuring that prayer is at the heart of school life.

What the school needs to improve

- Ensure that all teachers have sufficient subject knowledge within religious education to enable them to be more effective at making links between different aspects of the curriculum leading to improved outcomes for pupils.
- Develop strategies to ensure all pupils understand how well they are achieving in religious education and what they need to do to improve.
- Ensure that monitoring and evaluation processes across all areas relating to Catholic life are rigorous and their impact clearly shown.

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

2

Provision

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

2

Leadership

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

2

2

Pupils understand the mission statement of the school and are able to reflect on the meaning of the values of Faith, Hope and Love expressed by the statement. They feel valued and cared for, saying that staff help them do their best and that 'everyone is kind'. This engenders a strong sense of community and inclusiveness, as a consequence the behaviour of pupils is excellent. Pupils feel safe in the school and are confident in expressing their views. They understand that some children need more support than others and are respectful of difference. Pupils are given opportunities to take on leadership roles within the school through for example the Mini Vinnies, the school council, as house leaders and through the eco club. They are eager to talk about their work and what they have achieved. One year three pupil, for example, proud of the box they had made to collect class views on any issues they felt needed raising with the school council. Catholic social teaching is implicitly understood, with pupils speaking of the need to care for the environment and look after others who need help. One recent project undertaken by pupils resulted in more effective recycling within the school. Pupils undertake a variety of charity work and house leaders were confident in making links between their house saint and the charity their house focused on, for example the children in Mother Teresa house were able to link her care for the poor with their work for Cafod. Although chaplaincy exists within the school this aspect needs further development.

The mission statement of the school is prominently displayed and understood by all. Staff feel a strong sense of belonging to the school community and that their own welfare is cared for. They cite the 'open door' approach and believe they can express their concerns and receive support. Their care for pupils includes for example; running a Rainbows room for those pupils who might be facing bereavement and leading meditation session to help pupils feel calmer. Within the

classroom staff develop strong positive relationships with pupils. Staff are committed to the development of Catholic social teaching recently attending a training day to further develop their understanding. The physical environment of the school is reflective of the Catholic ethos, each classroom for example has a focal point reflective of the liturgical year and there are various displays reflective of Catholic life however more could be done to enhance this. Relationship education is reflective of the Catholic nature of the school.

Leaders and governors are fully committed to developing the Catholic life of the school and see this as a core responsibility. Because of this there is a strong culture of welcome for all who come to the school. They work with the diocese to implement diocesan policies and have a close relationship with the parish, at present the closure of the church prevents the school from visiting the church but it has systems in place to compensate for this. Senior leaders take seriously their responsibility to care for the most vulnerable. Besides the work of Rainbows, they have provision for young carers and those experiencing difficulties at home. In conjunction with parents the school provides opportunities for parents to purchase uniforms at a very reduce cost or for free if necessary. Parents are kept informed about the Catholic life of the school through newsletters, online information and the school's website. There are plans to further develop this area. Pupils are included in the evaluation of Catholic life through pupil voice activities and the work of the school council, governors take part in learning walks and discussion with pupils however self-evaluation is lacking in systematic rigor and at present the links between the self-evaluation process and its impact on the life of the school are not sufficiently clear.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

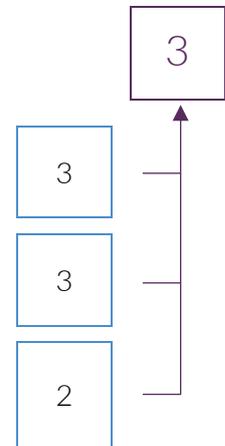
How well pupils achieve and enjoy their learning in religious education

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 religious education and value the opportunity to learn more about faith. They like listening to stories from the Bible. Pupils spoke of how they value opportunities to be creative in religious education and valued opportunities to take part in drama or art work. As a consequence, their behaviour is good and they demonstrate the capacity to work independently and reflectively. The majority of staff take care to praise pupils as a result pupils are eager to succeed. Some pupils are becoming religiously literate with the youngest of pupils able to speak, for example about the use of the colour purple in Lent. However, the development of religious literacy is not consistent across all year groups. Pupils' ability to talk about their work and to express a full understanding of key concepts and beliefs is limited and their knowledge is insufficient in certain areas. In particular their ability to make links between different areas of study is lacking. Not all pupils are making sufficient progress. They have a limited understanding of how well they are doing and therefore are uncertain of what they need to do to improve. Pupils are uncertain in their understanding of other faiths or world views though they appreciate that it is important to learn about different viewpoints.

Teachers are committed to delivering religious education and have attended training sessions for the new *Religious Education Directory*; however, most teachers have insufficient subject knowledge and this limits their ability to deepen pupils understanding. Teachers have positive relationships with pupils and build in opportunities for pupils to ask questions but at times their answers do not fully respond to pupils' questions. Although teachers appreciate the value of religious education in contributing to pupils' spiritual and moral development the link between beliefs and life is often lost. There is some excellent practice in offering creative approaches to religious education, but this is not consistent throughout the school. At times some teachers seem uncertain of the outcomes they are trying to achieve. Feedback to pupils has limited value

and although some teachers use questions to promote further thought this is not always followed through and whilst teachers do assess pupil work the impact of this cannot yet be seen in planning for improvement. Teachers take seriously the need to support all pupils and are developing strategies to support those pupils with special needs.

The school's curriculum for religious education is a faithful expression of the *Religious Education Directory*. Leaders ensure that professional development opportunities for staff are available and that religious education is seen as a core subject within the school. More training opportunities have been provided to support the development of the new religious education curriculum. The subject leader has a clear vision for the subject, is committed to its development and has correctly identified areas for improvement. There is an action plan in place. Staff feel supported by the coordinator and able to discuss their concerns. Self-evaluation is taking place through a process of lesson observations, looking at books, pupil voice and moderation of work. What is less clear at present is the impact of these activities. Whilst the governing body is fully committed to developing religious education, recent changes within the governing body have affected their ability to be able to effectively challenge. Leaders and governors need to ensure that their monitoring and evaluation systems are robust and systematic enough to analyse information and ensure the development of religious education.

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

Pupils respond positively to the experiences of prayer provided by the school. They participate in a variety of ways; through dance, through signing, one key stage 1 class for example able to sign the Hail Mary, and through writing their own prayers. Even the youngest pupils are able to spend time reflecting quietly. The focal areas in class remind pupils of the liturgical year and they are able to participate in liturgical events appropriate to the season. Pupils undertake liturgical ministries by for example acting as altar servers and reading at mass. They value these opportunities and are keen to take on more responsibility. They join with staff to help prepare liturgies and some pupils are now taking the lead in planning the liturgies themselves with a framework to help them. They are able to take part in evaluating the prayer of the school through pupil voice activities. They understand that prayer can be a way of showing care and concern for others. Pupils are able to join in the prayers appropriate to their age group and in the responses to the liturgy.

Prayer is central to the life of the school with formal opportunities planned in for three times a day. All pupils know their daily classroom prayers. The school's website has a booklet containing these prayers so that parents can help their children pray at home. One parent saying that: "My child loves prayer time and can express this at school with the prayers he says at the beginning, end of day". There is a well-planned calendar enabling the school community to celebrate the Church's year and the traditional practices of the Church. This includes Ash Wednesday celebrations, Advent services, and celebrating various special events in the life of the church for example the feast of St Joseph. One member of staff commented that, "regular prayer, meditation and liturgies provide meaningful opportunities to grow in faith". Staff encourage pupils to participate in the prayer life of the school but at present the school lacks a formal strategy to promote the ability of pupils to take responsibility for prayer and worship. Scripture

is used appropriately throughout the year though occasional a lack of knowledge means the depth of meaning in scripture is not being fully brought out. The school uses different spaces at different types of the year including using the outdoor space. Families are invited to attend services where possible but the closure of the local parish church means this work is limited due to lack of space. The newsletter home focuses on scripture and suggests prayer activities for families to take part in.

The school has implemented the trust's policy on collective worship. The parish deacon, together with other local clergy, offers support to the school and takes part in various services. The school ensures pupils and staff have the opportunity to celebrate Holy Days and other liturgical events including feast of Christ the King. Staff feel supported in developing different types of activities for prayer and have recently taken part in refresher training on Prayer Mediation. Although leaders appreciate and understand the different levels and skills of participation that are reflective of the age and capacity of pupils there is at present no formal strategy in place to develop the necessary skills of pupils. Resources are provided so that classrooms have appropriate focal areas. Governors monitor the prayer life of the school and attend events however their monitoring needs to be more structured.

Information about the school

Full name of school	Christ the King Catholic Primary School
School unique reference number (URN)	140705
School DfE Number (LAESTAB)	8393686
Full postal address of the school	Christ the King Catholic Primary School, Durdells Avenue, Kinson, Bournemouth, BH11 9EH
School phone number	01202574277
Headteacher	Brian Morton
Chair of Local Governing Body	Diaine Jee
School Website	www.ctkcps.com
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	Plymouth Cast
Phase	Primary
Type of school	Academy
Admissions policy	N/A
Age-range of pupils	3-11
Gender of pupils	Mixed
Date of last denominational inspection	December 2016
Previous denominational inspection grade	2

The inspection team

Ann Fowler - Lead

Paul Cotter - 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