



# Christ The King Catholic Primary School

URN: 401655

Catholic Schools Inspectorate report on behalf of the Archbishop of Cardiff-Menevia

12–13 March 2025

## Summary of key findings

### Overall effectiveness

The overall quality of Catholic education provided by the school

2

#### 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 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

## Compliance statement

- This school fully complies with the general norms for religious education laid down by the Bishops' Conference.
- This school is fully compliant with the additional requirements of His Grace.
- This school has fully addressed all previous areas for improvement.

## What the school does well

- A very strong and vibrant Catholic community has been developed. Pupils are active participants in the Catholic life and mission of the school, which is excellent.
- The behaviour of pupils is exemplary, and they are fully engaged in their lessons.
- The commitment of leaders to their vocation is admirable. It has had a particularly impressive impact on the Catholic life and mission of the school.
- Pupils take part in prayer and liturgy with reverence and high levels of spirituality. Collective worship is excellent, and it has a direct impact on pupils' everyday lives.

## What the school needs to improve

- Further develop teaching practice to create opportunities for pupils to work independently and to take the initiative in their learning.
- Increase the rigour of leaders' monitoring work, particularly in religious education to develop in-depth analysis of empirical evidence and data gathered as a result of direct observation of teaching and learning. This should lead to the identification of clear and measurable targets for improvement to further raise standards for learners.

## 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

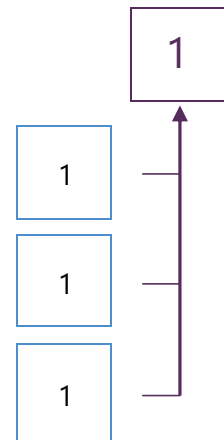
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

#### 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



Pupils fully embrace the Catholic ethos of the school, and they enthusiastically play an active role in it. They are happy, confident and secure within the environment that has been created for them. Pupils across the school are articulate and they can express, with clarity, the way they are cared for and the challenges presented to them as young followers of Christ. They are keen to live out the virtues promoted by the school, such as being attentive and discerning, for example. They are developing their knowledge of the key elements involved in Catholic social teaching, such as solidarity with the most vulnerable. Pupils have an excellent range of opportunities to support people in need. They played a significant role resulting in gaining the School of Sanctuary Award and Cafod's Live Simply Award in 2024. Christ the King is the first school in Wales to receive the latter. Activities involved include visiting care homes, environmental work related to the Eco-Schools Platinum Award, an innovative Birth Partner Project to support new parents in need, raising funds for Cafod, and supporting the Fairtrade movement. Consequently, pupils have an excellent understanding of the demands and challenges presented by Christian life. Particularly impressive is the depth of pupils' understanding of the vulnerability of refugees and asylum seekers. Pupils show high levels of respect for one another, staff, and visitors; their behaviour is exemplary.

The school's Mission Statement is a clear expression of its Catholic ethos, which is lived out very impressively within a very strong and welcoming community. The quality of relationships throughout the school is excellent. Staff are strong role models for pupils, and they care deeply about them. A firmly embedded culture of welcome and respect is in place for all. Other cultures and religions are respected. Provision in this area, particularly in relation to School of Sanctuary work, has greatly benefitted pupils' understanding about the most vulnerable members of society. Good use of the internal and external environment has been made to ensure that it is authentically Catholic in nature. It provides effective witness to the school's identity and character. The school works very well with its parishes, and the work of the clergy has a very positive impact on its life and mission. This is very much appreciated by pupils. Provision for relationships and sex education fully adheres to the expectations of the Archdiocese.

Leaders and governors are passionate about their roles as the guardians of the school's Catholic life and mission. Christ is clearly at the centre of their work. The head teacher sees her work as a vocation, and she is deeply committed to ensuring that the distinctive Catholic culture of the school is always protected and developed as a priority. She works very well in partnership with leaders and staff with this aim in mind. Leaders and governors have embraced the notion that the school is at the service of the local church. Strong partnerships with its parishes have been developed. During the inspection, inspectors spoke with one of the parish priests, who was very knowledgeable and appreciative about the school's work. Leaders are very strong witnesses to the Gospel and to Catholic social teaching. Their innovative approach, for example, in leading work to achieve the awards referenced above is laudable. Leaders show high levels of respect for the dignity of all workers. The self-evaluation work conducted in this area allows leaders to have an accurate understanding of the school's work. A strong culture of professional development is in place and staff who are new to the school report that they very quickly feel that they are fully a part of the Catholic community.

## Religious education

The quality of curriculum religious education

### Religious education key judgement grade

#### Pupil outcomes

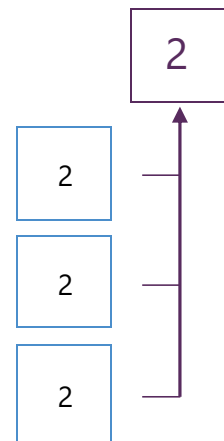
How well pupils achieve and enjoy their learning in religious education

#### 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



Learners develop secure age-appropriate knowledge, understanding, and skills that reflect expectations of the *Religious Education Directory*. They make good progress in religious education (RE) and display good levels of religious literacy. They are articulate and can reflect spiritually and ethically. Pupils spoke in a mature manner with inspectors about, for example, the plight of refugees and of people locally in vulnerable positions in life. Pupils are able to speak with confidence about their learning, using good levels of subject-specific vocabulary. They are able to raise interesting questions in relation to their learning. However, current practice does not allow them sufficient opportunities to do this and then to work independently and to take the initiative in their learning in a creative manner. Nearly all pupils concentrate well and their behaviour during lessons is very conducive to effective learning. Pupils consistently produce work of a good standard, and it is well presented. Examples include Reception children reflecting on Lent as being a ‘time to grow in love’, Year 3 exhibiting mature ideas about the institution of the Eucharist at the Last Supper, and Year 6 learners focussing on the role of women in the Church. Pupils enjoy their RE lessons, and they are appropriately engaged. They report that end of unit quizzes allow them to have a good understanding of how well they are doing. Pupils’ attainment in RE is at least on a par with that in other core curriculum areas.

Most teachers display good levels of subject knowledge, and all staff are committed to the value of RE. Good planning is in place following fruitful collaboration work with a number of cluster and partner schools. Assessment outcomes do not consistently impact upon this planning, however. The quality of questioning across the school is variable; in the best practice observed, teachers asked multiple, searching questions to check for understanding. However, in some cases, questioning was shallow and therefore opportunities to enhance learning were lost. Overall, the quality of teaching is good. The best teaching observed during the inspection included particularly high-quality teacher-pupil relationships, questioning in depth, strong pace to lessons and a determination to achieve high standards. Teachers provide opportunities for pupils to present their learning in a variety of forms. For example, good use is made of art in relation to the subject, along with good use of information technology. Teachers recognise the impact of the subject on pupils’ moral and spiritual development, which is strong.

Leaders and governors ensure that the curriculum is faithful to the requirements of the Directory, and they have worked successfully with partner schools to ensure that good planning is in place to secure its delivery. They ensure that RE benefits from investment that is on a par with that other core subjects and their high level of commitment to the subject is clear. Good opportunities for the professional development of staff are provided and leaders make good use of training provided by the Archdiocese. The subject leader is committed to her role, and she supports staff well. She has, for example, liaised with external colleagues successfully regarding the implementation of the new curriculum structure and consequently spent time with staff to share key information. The curriculum ensures that pupils' learning progresses sequentially. Leaders have completed some good monitoring work. However, a more rigorous system is needed to allow the subject leader to engage in a thorough process, involving regular observation of teaching and scrutiny of learning evidence, with the aim of raising the overall standard of teaching and learning. Self-evaluation in this area tends to be descriptive in nature. It lacks strong analysis of the good data available, which would allow for accurate measures of progress to be made and for clear, evidence-based targets to be identified for future improvement.

## Collective worship

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

### Collective worship key judgement grade

#### Pupil outcomes

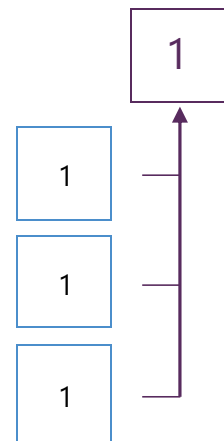
How well pupils participate in and respond to the school's collective worship

#### Provision

The quality of collective worship provided by the school

#### Leadership

How well leaders and governors promote, monitor and evaluate the provision for collective worship



Pupils are highly engaged in the wide and impressive range of acts of prayer and liturgy that are fully embedded and a central part of the life of the school. The manner in which they are prayerful, respectful, and attentive is excellent. The way in which pupils are able to engage in prayerful silence, in both whole-school prayer and liturgy and in daily meditation in class, is particularly impressive. Pupils have a sound, age-appropriate understanding of a range of prayers in the Catholic tradition, and they are very articulate when explaining their understanding of how the pattern of prayer reflects the Liturgical Year. Some pupils, for example, studied the Magnificat in depth during Advent, and during the inspection their prayer focussed impressively on self-reflection to become closer to God as they move through the Lenten season. Pupils work collaboratively with others in a mature way to prepare and lead high quality acts of collective worship for their peers; in an excellent example observed, Year 5 children took the theme of the temptations of Christ in the desert. They encouraged the class to reflect silently on their own times of temptation to do wrong. They ensured that the Gospel was at the heart of this time of prayer and impressive and mature spontaneous prayer responses followed. Pupils can clearly articulate the thinking behind the way they plan for collective worship with reference to Church norms.

Prayer and liturgy are central to the daily life of the school. Prayer is skilfully interwoven into each day and the school is faithful to diocesan expectations regarding daily Christian meditation and regular use of the Examen, to encourage a sense of gratitude in pupils and an opportunity for them to reflect on the school day that they have just had. Adult-led collective worship offers pupils a wide range of high quality and engaging experiences which help them to develop an understanding of the richness of the Catholic tradition. They are very well and thoughtfully planned, and the Gospel is at the centre of them. A very impressive culture of respect and reverence has been developed; it is firmly embedded. During the inspection, prayer and liturgy was firmly focussed on the season of Lent and the quality of the reflective and prayerful atmosphere created was excellent. An excellent example observed was provided for the Foundation Phase on the theme of 'working for the good of others' during Lent. It was centred on scripture and very skilful reference to Catholic social teaching and to the Year of Jubilee was made. The school environment has been creatively developed to provide an

engaging Catholic environment. Each class has appropriate areas in correct liturgical colours that invite prayerful reflection.

Leaders and governors are highly committed to overseeing a high quality of prayer and liturgy for the school. Their very impressive work ensures that pupils benefit from a wide range of opportunities to grow in their faith. They plan effectively to allow pupils to participate in excellent experiences throughout the liturgical year. Mass features strongly in the life of the school; Holy days are all celebrated and children receive the Sacrament of Reconciliation during Advent and Lent. Leaders have developed some innovative ideas, such as the opportunity for staff and parents to take part in prayer on the First Friday of each month. Parents very much value the work of leaders and 97% of those who completed the questionnaire, as a part of the inspection process, did so with wholly positive comment. Leaders provide a highly effective model for colleagues. They have developed excellent partnerships with the parishes linked to the school and with their clergy, who make highly impactful contributions to collective worship experiences for pupils. Good self-evaluation work enables leaders to have an accurate understanding of the quality of the school's collective worship.

## Information about the school

Full name of school	Christ The King Catholic Primary School
School unique reference number (URN)	401655
School DfE Number (LAESTAB)	6813351
Full postal address of the school	Christ The King Catholic Primary School, Everest Avenue, Llanishen, Cardiff, CF14 5AS
School phone number	02920754787
Headteacher	Susan Miles
Chair of governors	Anna Buckland
School Website	<a href="http://www.christthekingcathprm.co.uk">www.christthekingcathprm.co.uk</a>
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	N/A
Phase	Primary
Type of school	Voluntary Aided School
Admissions policy	Non-selective
Age-range of pupils	3-11
Gender of pupils	Mixed
Date of last denominational inspection	3 – 5 June 2015
Previous denominational inspection grade	AA

## The inspection team

Lyndon Watkins  
Diana Pearce

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