



Christ The King Catholic Primary School

URN: 149672

Catholic Schools Inspectorate report on behalf of the Bishop of Clifton

04 June 2026 – 05 June 2026

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

Religious education (p.5)

The quality of curriculum religious education RE

Collective worship (p.7)

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

The school is fully compliant with the general norms for religious education laid down by the Bishops' Conference

The school is fully compliant with any additional requirements of the diocesan bishop

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

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Yes

Yes

Fully

What the school does well

- This is a strong, inclusive, welcoming family community with provision for those with needs a priority for all.
- The school is led by a strong, passionate head who is well supported by good governance, the Trust, and the committed staff team who seek to improve their own practice continually.
- Pupils know the school values well and how they live them out on a daily basis, as a result behaviour in religious education (RE) lessons is exemplary.
- From the youngest age worship is highly valued and the sacredness of prayer time is held throughout each prayer and liturgy opportunity.
- Religious education floor books are beautifully presented; pupils' responses are captured and the wide range of tasks offered to pupils is clear.

What the school needs to improve

- Ensure the areas for improvement identified in the Catholic Self Evaluation Document (CSED) are prioritised in an action plan to drive the focus of monitoring activities and ensure the continuous improvement in Catholic life and Mission, religious education and Collective Worship.
- Ensure that marking in religious education books enables pupils to understand how well they have done and what they need to do next to improve their work.
- Implement a whole school strategy to enable pupils to build up their skills in planning, leading and evaluating prayer and liturgy at an age appropriate level.

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

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Pupils demonstrate a strong understanding of the school's values and can clearly articulate how these shape their daily lives; for example, one pupil explained that 'resilience means keeping going even when things get tricky.' Class made posters illustrating how each value is lived out show a deep and consistent level of understanding across the school. Pupils are happy, feel safe, and know they are listened to, due to the strong relationships that underpin the school community. From an early age, pupils show emerging moral awareness in their learning, such as recognising that the Holy Spirit helps them make good choices. They understand Pope Francis' call in *Laudato Si'* to care for our common home and can describe practical ways they contribute, including carol singing at the local care home and collecting items for the foodbank. Behaviour is consistently good due to the embedding of the school values. Pupils appreciate the importance of learning about and respecting other faiths and express a desire to deepen this knowledge. Chaplaincy provision is developing, with a parish volunteer leading the new group. Pupils have written bidding prayers for Mass and delivered a whole-school assembly on Pentecost, which they greatly enjoyed. A formal chaplaincy plan is not yet in place.

The school's inherited mission statement is complemented by a set of lived values that clearly drive daily life and practice. These values have a visible impact across the community, with one parent noting that 'the children are encouraged to live out the Gospel values every day.' Staff are highly committed to the Catholic life of the school; they work collaboratively, support one another, and consistently prioritise the welfare of pupils. Their conduct provides exemplary role modelling, fostering a culture of respect and dignity. A strong sense of family

permeates the school, where all are welcomed and the most vulnerable are actively supported, ensuring a deeply inclusive environment. Pastoral care is a significant strength. Staff and leaders prioritise the wellbeing of pupils and families through initiatives such as the Thrive programme and dedicated spaces where pupils can feel safe and take time when needed. The school environment reflects its Catholic identity through prominent statues of Christ the King and displays celebrating the school values. Relationships education meets diocesan expectations, is thoughtfully planned by the Trust, and is adapted effectively to meet the needs of all pupils and the unique context of the school.

Leaders and governors are clear about the Church's mission in education, and its development is a priority. They ensure that policies and procedures reflect the school's Catholic identity, echoed by a parent who commented that 'Christ is truly at the heart of school life_._' Leaders actively promote the bishop's vision through membership of the Dunstan Catholic Educational Trust (DCET) and value the support of both the Trust and the diocese. The headteacher has strengthened previously limited parish links, with parishioners now serving as governors and as a chaplaincy team volunteer. A member of staff also contributes to the parish pastoral council. Strategies to engage parents are effective, including invitations to assemblies and collaborative work on relationships education to ensure provision meets the needs of all pupils. The principles of Catholic social teaching (CST) are lived through the school values, fostering dignity, respect, and support for those in need. Staff feel valued and appreciate being part of a strong, well-led team supported by the Trust and diocese. Catholic social teaching is beginning to be highlighted across the wider curriculum. Governors are ambitious and work closely with the Trust to prioritise Catholic life and mission**. They are well informed and involved in monitoring, though evaluation of CLM, RE, and Collective Worship lacks sufficient rigour to ensure CSED priorities are fully addressed. Pupils are not yet involved in self-evaluation. Leaders make good use of diocesan and Trust training, and induction for new staff is thorough and valued.

Religious education

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

Religious education key judgement grade

Pupil outcomes

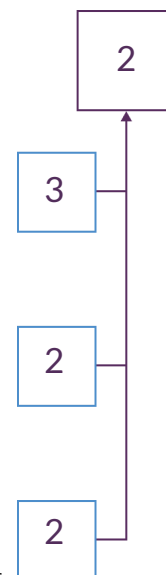
How well pupils achieve and enjoy their learning in religious education

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 engage well with religious education lessons, and this contributes to consistently good behaviour. Younger pupils enjoy religious education and often make valuable contributions to class discussions, although this level of engagement is not yet consistent across all year groups. Despite overall achievement being low, outcomes are broadly in line with or better than writing, and pupils, including those with SEND, make progress from their individual starting points. Younger pupils are highly motivated, eager to learn, and encouraged to ask questions and reflect on their learning. They can retell Bible stories with detail and growing confidence. Older pupils are able to talk about their learning but do so in a limited way and are not yet confident in using religious vocabulary. Across the school, pupils concentrate well and are beginning to demonstrate increasing independence in their work. Presentation in religious education books is generally good and often matches or exceeds the standard seen in English books. However, pupils are not yet clear about what they have done well or how to improve their work. Their understanding of their own progress remains limited, and they are unsure about the next steps needed to deepen their knowledge and improve outcomes.

Teachers value religious education and are committed to communicating it meaningfully to pupils. They recognise the need to continually strengthen their subject knowledge so that pupils make better progress. Learning journeys have been introduced to ensure pupils have access to key vocabulary and clear learning objectives for each unit. The Trust's adapted 'I can' statements support teachers in assessing pupils with SEND effectively. In some classes, questioning enables pupils to demonstrate their knowledge and understanding, with deeper

probing used to extend thinking. Across all lessons, pupils receive praise, encouragement, and guidance from teachers and teaching assistants. Staff understand the importance of religious education in pupils' moral development and draw on strong role models, such as St Carlo Acutis and St Thérèse of Lisieux. Pupils are offered a wide range of ways to present their learning, including painting, acting, small-world activities, Godly Play, playdough prayers, use of the Oratory, and research tasks enjoyed by older pupils. This variety ensures all pupils can access religious education meaningfully. Teaching assistants provide high-quality, sensitive support, particularly for pupils with additional needs, contributing significantly to their engagement and progress.

The religious education lead has ensured that the *Religious Education Directory (RED)* is taught consistently across the school, with resources, tasks, and planning adapted so all pupils can access the learning objectives. The headteacher has successfully integrated the two resource base classes alongside the mainstream provision, enabling joint planning and allowing pupils to attend different classes for religious education. This has strengthened pupils' sense of belonging, raised self-esteem, and reinforced a culture where all are valued and cared for. Religious education is regarded as the core subject and enjoys parity with English and maths in timetabling and training. Training and resources provided by the diocese and the headteacher offer a strong structure that has increased teachers' confidence in their subject knowledge. Staff appreciate this ongoing support. The religious education lead is passionate and has a clear vision for teaching and learning; she provides guidance through professional development meetings and a weekly bulletin offering timely, comprehensive support, which staff value highly. Monitoring identifies key areas for improvement. Enrichment for religious education is developing well, including a governor supporting a lesson on Samuel, pupils winning a public speaking competition where they spoke on Catholic social teaching, visits to places of worship, and class assemblies sharing religious education learning with parents and making links to the wider curriculum.

Collective worship

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

Collective worship key judgement grade

Pupil outcomes

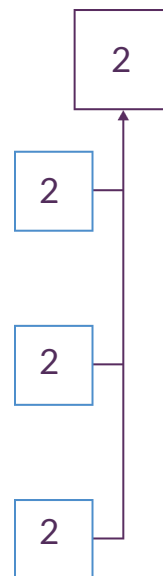
How well pupils participate in and respond to the school's collective worship

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



The whole-school approach of leaving the classroom and re-entering in prayerful silence ensures that prayer and liturgy are always experienced as sacred and distinct from other learning activities. Even the youngest pupils respond respectfully, listening carefully, reflecting thoughtfully, and joining in with prayers, signs, and appropriate responses. The parish priest recognises that pupils are well prepared for Mass and that their behaviour is consistently good. Pupils are aware of a range of ways to pray, including traditional prayers, silent reflection, and writing their own prayers. They can describe key parts of the liturgical year and identify the colours associated with each season. Although pupils have had limited opportunities to plan and lead prayer and liturgy, leaders have worked hard to establish strong foundations that will enable this to develop. All liturgies conclude with a mission linked to the theme, and teachers ensure these missions are followed up in class, helping pupils understand how prayer leads to action and influences their daily lives. This approach supports pupils in recognising the relevance of prayer and liturgy to their own experiences and encourages them to live out the values they encounter in worship.

Prayer is central to the life of the school, with whole-school and class-based worship celebrated daily, and Masses and services planned across the liturgical year in partnership with the parish priest. Lunchtime prayer is sung and signed together in the dining hall, and all pupils join in enthusiastically. Throughout the year, pupils experience a range of traditional Catholic forms of prayer, including the Stations of the Cross led by older pupils, praying the Rosary in October, and participating in the Crowning of Mary. Well-chosen, age-appropriate scripture underpins all prayer and liturgy, ensuring full participation. Staff are developing

confidence and skill in leading whole-school worship, supported by regular professional development. Prayer tables in every classroom are well maintained and are used to provide meaningful focal points for worship. The Oratory, created in a dedicated space off the hall, includes an altar, a tabernacle-style focus, a cross, a Bible, and artwork; it is well used as an extension of classroom learning and a quiet place for prayer. The school joins the parish Mass regularly, and parishioners and families are welcomed to Masses and services in school, strengthening the relationship between school, parish, and home.

The school has adapted the Trust policy to reflect current practice, providing staff with a useful framework for preparing prayer and liturgy. There is not yet a clear strategy to ensure pupils progressively develop the skills needed to plan, lead and evaluate class and whole school worship. Opportunities to celebrate the Eucharist and other services are planned across the liturgical year, including feast days such as St Dunstan, Ash Wednesday and the Carol Service, alongside penitential services in Lent and Advent. Staff benefit from regular training provided by the Trust and the headteacher, which they value and which supports their confidence in leading worship. The headteacher models high quality whole school liturgy, enabling staff to deliver prayer that is accessible and relevant. The Oratory and class prayer tables contain high-quality artefacts, demonstrating leaders' commitment to providing meaningful and engaging prayer experiences. Governors are actively involved in the monitoring of collective worship, ensuring it remains a priority within the school's Catholic life. This structured approach, combined with strong leadership and well-maintained sacred spaces, supports a reverent and reflective culture.

Information about the school

Full name of school	Christ The King Catholic Primary School
School unique reference number (URN)	149672
School DfE Number (LAESTAB)	8652061
Full postal address of the school	Earls Court Road, AMESBURY, SALISBURY, SP4 7LX
School phone number	01980 622039
Headteacher or Head of School	Mrs Sophie Short
Chair of Governors	Mrs Kim Downer
School Website	www.christtheking.wilts.sch.uk
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	Dunstan Catholic Educational Trust
Phase	Primary
Type of school	Academy
Admissions policy	Non Selective
Age-range of pupils	4 - 11
Gender of pupils	Mixed
Date of last denominational inspection	28 September 2022
Previous denominational inspection grade	Requires Improvement

The Inspection Team

Dawn Theresa Summers-Breeze

Lead

Anne Barrett

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