

St Kentigern's Catholic Primary School, Blackpool

URN: 149262

Catholic Schools Inspectorate report on behalf of the Bishop of Lancaster

15–16 October 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

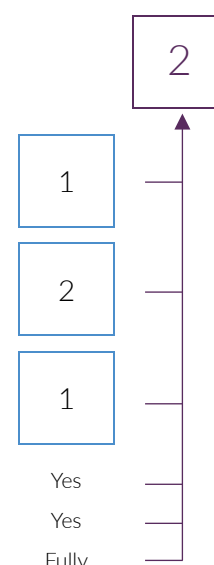
Collective worship (p.7)

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

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

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

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



What the school does well

- Everyone at St Kentigern's knows and loves the school family they serve, as shown by the direct example of senior leaders and governors.
- The pupils at St Kentigern's experience and live active Catholic Social Teaching throughout.
- The school environment, with every area of the school utilised, truly celebrates and reflects St Kentigern's strong Catholic community.
- The overwhelming sense of belonging and camaraderie as a 'faith family' reaches out to the wider community.

What the school needs to improve

- Continue to fully embed the *Religious Education Directory* where planning provides opportunities to demonstrate the children's growing depth of understanding.
- Further develop assessment so it is used effectively to identify pupils' needs, ensuring all groups of learners receive appropriate challenge and support and make strong progress.
- To celebrate the school's outstanding witness to Catholic Social Teaching, showing how it makes a difference with parishes, families, and the wider community, and inspire others to serve.

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

Catholic life and mission is a true strength of St Kentigern's, permeating the daily experiences of pupils, staff and governors. The school's distinctive Catholic identity is evident in the relationships, attitudes and actions of the whole community. Its motto, "Treat others as you would like to be treated", is not simply an aspiration but a lived reality, reflected in the genuine kindness, respect and inclusion experienced throughout the school.

Gospel values are at the heart of everything the school does. Senior leaders and teachers work hard to ensure that these values shape daily routines, decisions and relationships, and they use them as a constant prompt for Catholic Social Teaching. Pupils articulate this well. They clearly explain how Jesus' teachings guide how they treat one another and how they are expected to live as members of a Catholic school.

Pupils make clear connections between Laudato Si', stewardship of creation, human dignity and their personal responsibility to others. Their responses go beyond recalling principles; they recognise how their faith influences their decisions and actions. The confidence and authenticity with which they express these connections show how thoroughly Catholic Social Teaching is embedded in the school's culture. For example, Year 5 pupils link the weekly Catholic Social Teaching focus to the scripture they choose for worship, showing a mature understanding of how the Word of God shapes how we live.

Pupils provide many examples of their commitment to social justice through Fairtrade, Mary's Meals, and CAFOD globally. They connect these initiatives to their responsibility to respond to

others' needs, rather than seeing them as fundraising activities. Closer to home, 'Luke's Locker and The Pantry' offers practical support to the school's 'school family', reflecting the pastoral heart of the school. The Oscar Romero Award, rightly celebrated by leaders and staff, recognises this sustained commitment and shows that its principles are part of everyday school life and that pupils understand and live them.

Relationships with families are strong. Senior leaders and teachers work hard to nurture links between home and school, and families feel known, valued and welcome. Parents recognise the impact of this partnership. One commented, "My children's knowledge of their faith and their enthusiasm to share their faith has been nurtured." Staff and governors also show a strong commitment to sustaining relationships with the parish and nurturing pupils' sense of belonging to the wider Church.

Pupils describe St Kentigern's as a "fun and interesting place to be", while recognising the importance of faith in shaping their school experience. Everyone consistently demonstrates an exceptional sense of belonging. Governors articulate a clear understanding of the school's inclusive Catholic mission, explaining that pupils know they are "united in Christ", irrespective of their individual faith backgrounds. This shared understanding allows the school to celebrate its diversity.

Pupils with particular responsibilities, including the Faith Ambassadors, Prayer Leaders, Creation Carer, and School Council, speak passionately about serving their peers and see their roles as a call to service rather than a position of status. Pupils' articulation of the school's mission and their examples of faith in action align closely, revealing the effectiveness of leaders and governors in establishing a Catholic culture that is understood, shared and sustained. Pupils do not merely participate in the school's Catholic life; they understand their role within it and confidently embrace their responsibility to make a difference. Their joyful, authentic witness, together with the deeply embedded culture of Catholic Social Teaching and the inclusive nature of the school community, is to be applauded.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

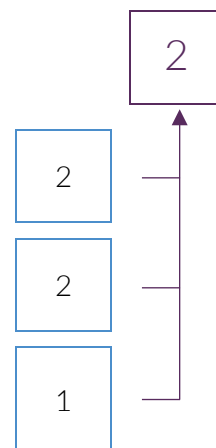
How well pupils achieve and enjoy their learning in religious education

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 follow a well-planned and sequenced curriculum based on the *Religious Education Curriculum Directory*. Knowledge Organisers help pupils connect prior and new learning, enabling them to build securely on their knowledge over time. All pupils, including disadvantaged children and children with special educational needs, achieve well and make consistent progress.

Pupils talk confidently about their learning and use an increasingly rich religious vocabulary. In Key Stage 1, pupils explained the significance of the Sacrament of Baptism. In contrast, Key Stage 2 pupils reflected thoughtfully on covenant relationships through scripture, demonstrating their developing understanding and ability to apply their learning. Pupils work independently, ask questions and engage positively.

Pupils demonstrate a genuine enthusiasm for religious education and value the opportunities it provides for discussion and reflection. Behaviour for learning is exemplary across the school. In the Early Years Foundation Stage, children engage eagerly in activities linked to caring for God's creation. Relationships are strong, and pupils share ideas confidently, knowing that they will be listened to and respected. Pupils recognise how religious education helps them understand the importance of supporting one another and living out their Gospel values in everyday life. One child said that "God shows us examples of how to live".

Pupils present their work in their books to a high standard; the feedback policy is applied consistently, and pupils can identify what they are doing well. They are proud of their work and respond positively to it being celebrated. The school celebrates pupils' work through displays in the classroom and throughout the learning environment.

Staff have good subject knowledge and are committed to strengthening it through professional development opportunities. This has allowed them to become confident in supporting pupils'

learning experiences. They are committed to the value of religious education. Planning is thorough and linked to staff assessment so pupils learn well. Staff use thoughtful questioning in lessons to develop pupils' knowledge and skills, and they make clear adaptations for some pupils.

Pupils' attainment in religious education is in line with other subjects, and tracking shows disadvantaged children are making good progress against national averages.

Staff are committed to ensuring that pupils can use what they learn in religious education to support their moral and spiritual development. Pupils can connect religious education to their lives, saying, "God shows us, he is an example."

Leaders and governors ensure religious education is a high priority in the curriculum. They recognise the importance of resourcing and staffing this area in line with other core subjects and are committed to providing staff with training opportunities. They meet regularly with school leaders to discuss attainment and provision in religious education.

The subject leader has a clear vision for teaching and learning and ensures that the school curriculum meets the requirements of the Directory. A robust monitoring system is in place, allowing leaders to acknowledge strengths and provide support where needed. As staff embed the curriculum and gain confidence in its delivery, leaders recognise that more creative opportunities will arise to develop pupils' individuality. Pupils will begin to develop more creative responses. Good-quality resources are used effectively to optimise children's learning.

Staff have access to professional development opportunities. This includes the sharing of practice within the school as well as training provided by the diocese. The school has forged links with other schools in the trust, supporting others.

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

Prayer and liturgy sit at the very heart of this school's life, and the impact on pupils is profound. Pupils lead prayers across the school with growing expertise and confidence, as seen in every year group. The quality of their leadership reflects a school where prayer is not an add-on but the foundation of daily life. Pupils speak about prayer with understanding and conviction, and they respond thoughtfully and reflectively whenever they are invited to pray.

Year 5 and 6 pupils demonstrate particular skill in planning and leading liturgy. They select scripture that is not only liturgically appropriate but also reflects the weekly focus linked to Catholic Social Teaching. This shows a mature grasp of how the Word of God connects to our lives and how our faith calls us to respond to others' needs. Younger pupils benefit from these strong role models and are keen to take on similar responsibilities as they move through the school. As a result, leadership in prayer passes naturally from one generation of pupils to the next.

Throughout the school, pupils intuitively demonstrate a strong understanding of prayer. They know prayer is a conversation with God, and they approach prayer and liturgy with reverence, stillness, and sincerity. During the inspection, pupils responded consistently with thought and reflection, whether gathering to pray as a school, praying in class, or speaking informally. Their prayer is personal, heartfelt, and genuine, and they have clearly been well taught to value time with God.

Pupils in specific roles, including Faith Ambassadors, Prayer Leaders, and Ministers of the Word, spoke with passion about their responsibilities and how they serve the school community. They see these roles as a privilege and a call to service, not a status. They proudly described how they prepare for prayer and liturgy, support their peers, and help others deepen their relationship

with God. Their enthusiasm is infectious and contributes significantly to the school's prayerful, welcoming atmosphere.

This area of the school's life is exceptionally well resourced. Leaders ensure that pupils have access to high-quality materials, appropriate liturgical spaces and the support they need to participate or lead with confidence. Staff look for every opportunity to keep prayer and liturgy at the heart of everything the school does, and the whole community shares this commitment. It is carefully planned, thoughtfully delivered, and meaningful for everyone who takes part.

Parents recognise and value this commitment. One parent reflected, "My children's knowledge of their faith and their enthusiasm to share their faith has been nurtured." This view was echoed in wider comments from the school community, showing that the impact of the school's prayer life extends well beyond the school gates and into family life.

Pupils have warmly welcomed the recent addition of a chapel space. The Faith Ambassadors described it as a place where everyone can spend "quiet time with God." They explained that it offers a calm, reflective environment for any pupil, at any time, who wishes to pray or be still and captures the depth of faith and understanding found among pupils throughout the school. The chapel is already an important part of school life and a visible sign of the school's commitment to nurturing every child's spiritual development.

This is a wonderful, faith-filled community that actively witnesses to the Catholic faith through its prayer life and actions. Pupils live out what they pray, and their faith shows in the care they show for one another and the wider world. In this way, pupils celebrate the school's diversity and truly support one another. The school's prayer and liturgical life is a source of joy, unity, and strength for all, and it fully merits an outstanding judgement.

Information about the school

Full name of school	St Kentigern's Catholic Primary School
School unique reference number (URN)	149262
School DfE Number (LAESTAB)	8903626
Full postal address of the school	St Kentigern's Catholic Primary School, Newton Drive, Blackpool, FY3 8BT
School phone number	01253393302
Headteacher	Christine Murray
Chair of Local Governing Body	Maura Leyland
School Website	www.st-kentigern.blackpool.sch.uk/
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	The Blessed Edward Bamber Catholic Multi Academy Trust
Phase	Primary
Type of school	Academy
Admissions policy	N/A
Age-range of pupils	4-11
Gender of pupils	Mixed
Date of last denominational inspection	November 2021
Previous denominational inspection grade	1 - Outstanding

The inspection team

Anne Charnley
Liz Kendall

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