

Inspection of Christ The King Catholic Primary School

Durdells Avenue, Kinson, Bournemouth, Dorset BH11 9EH

Inspection dates: 4–5 December 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this school?

Staff have high expectations and want every pupil to achieve well, and they do. Pupils find the activities available to them exciting. These include well-chosen trips and interesting visitors. These additional opportunities deepen pupils' knowledge and understanding further. Pupils are motivated, behave well and are attentive in lessons. They are keen to express their thoughts and feelings in different situations.

Pupils feel valued in this happy and safe school. They told us that bullying is rare. If it does happen, staff deal with it quickly. The school is calm and orderly. There are opportunities for all pupils to find some extra peace and quiet. For example, pupils appreciate the lunchtime 'nurture' club which helps them to feel calm and relaxed. Parents value this aspect of the school's work. One parent was typical of many when they said, 'My children are very happy at this school and staff have a genuine care for the welfare, well-being and educational development of my children.'

What does the school do well and what does it need to do better?

Reading is at the heart of everything the school does. Leaders have brought about impressive improvements in reading. They have raised expectations of all pupils, including those with special educational needs and/or disabilities (SEND) and those who are disadvantaged. Pupils read regularly and understand the importance of reading. Pupils say that reading lessons are fun. Inspirational talks from visiting authors promote further the love of reading. As a result, pupils are keen to read. One pupil was typical of many in telling us, 'When you read you get smarter and smarter and your mind gets filled with adventures!'

Leaders have put a clear phonics programme in place. This begins in Nursery and continues up to Year 2. Teachers frequently check the letters and sounds that pupils know. Teachers know the different sounds that each pupil knows. This helps teachers to match pupils' work and the books they are reading closely to pupils' needs. However, some pupils who have fallen behind are not catching up as quickly as they should. This is because the programme for those who need to catch up does not set clear enough expectations, particularly time scales, to support pupils well enough.

Leaders think hard about what they want pupils to know and how the curriculum is organised for them to learn effectively. This means that pupils develop deep knowledge in a range of subjects. For example, pupils have a strong understanding of physical geography. They can explain what causes earthquakes, linking this to their work in science.

Teachers have high expectations of pupils. In music, for example, pupils in Year 3 can read musical notation. Pupils know how to adjust tone, tempo and pitch to make musical phrases. However, leaders are aware that history and design and technology (DT) are not yet as well developed. New leaders have been assigned to get these up to the same high quality seen in other subjects. Furthermore, despite

pupils doing well in mathematics, there are times when teachers do not take enough account of the smaller units of knowledge that pupils need to learn. This holds some pupils back from achieving their very best.

The school's values of forgiveness and integrity are central to building pupils' character and attitudes. These help pupils to be kind and reflective. For example, older pupils have great awareness of the problems caused around the world by deforestation. Their concerns are expressed through thought-provoking posters and prayers. Pupils show respect for others and the school's rules. They understand how rules make the school a better place. They say that these are fair. By the time they leave, pupils are confident and well equipped for the next stage of their education, and to be positive citizens.

Children get off to strong start in the early years. Leaders have a clear understanding of what they want children to learn. They focus well on children's language development. This is to help children learn to communicate well. For example, adults read stories such as 'Owl Babies' and sing nursery rhymes with the children. This is built on further in Reception, as children quickly gain a firm understanding of phonics for reading and writing. Staff work busily alongside happy and motivated children. As a result, children are fully prepared for the challenges that await them in Year 1.

Safeguarding

The arrangements for safeguarding are effective.

Leaders are uncompromising in keeping pupils safe. Staff, volunteers and governors are appropriately checked before they work with pupils. Staff are fully aware of what to do if they have any concerns about a child. Leaders quickly take the right action to look after pupils.

Staff are keenly aware of pupils' mental health and well-being. A strong pastoral team works closely with pupils, families and other staff to get pupils the early help that some need. This is a strength of the school's work.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The mathematics curriculum provides a secure platform for pupils to acquire and deepen their mathematical knowledge. However, there are times when teachers do not plan the next steps of component knowledge precisely enough. This holds some pupils back. Leaders need to ensure that the building blocks of learning are identified, in order to help pupils achieve more in mathematics.
- There is a coherent phonics programme in place. However, teachers do not set clear expectations for how quickly they expect pupils to learn their next set of sounds. This means some pupils take too long to catch up. Leaders need to

ensure that the phonics programme is ambitious enough to help the lowest-achieving pupils to catch up.

- Leaders have designed a rich and exciting curriculum. This is well organised and sequenced so that pupils deepen their knowledge across a range of subjects. However, history and DT are not as strong. This reduces the quality of education pupils receive in these subjects. Leaders need to ensure that pupils gain strong knowledge across the curriculum.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	140705
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10111481
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	362
Appropriate authority	Board of trustees
Chair of trust	Rt Hon Lord Burnett
Headteacher	Clare Tickel
Website	www.ctkcps.com
Date of previous inspection	13–14 June 2017

Information about this school

- The school is part of Plymouth CAST multi-academy trust.
- The school is part of the diocese of Plymouth. The school's last section 48 inspection was in December 2016, when it received an overall 'good' judgement.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- We worked with several leaders during the course of the inspection. These included: the headteacher, the deputy headteacher and special educational needs coordinator and the curriculum leaders for English, mathematics, science, history, modern foreign languages, geography and music.
- We met with trustees, governors (including the chair of the local governing body), and the education standards manager for the trust. We also spoke with the chief executive officer of the trust.
- We scrutinised the school's safeguarding records, including the single central record, and evaluated the effectiveness of the school's safeguarding procedures. This involved talking to staff and pupils about their understanding of

safeguarding, bullying and health and safety.

- We did deep dives in: reading and phonics, mathematics, history and science. This involved visiting lessons, talking to pupils, looking at pupils' work and talking to teachers and curriculum leaders. We also looked at geography, modern foreign languages and music.
- We also checked Parent View, Ofsted's online survey, and met with some parents to consider their views. There were 93 responses to Parent View.
- The school was judged to require improvement at its previous inspection on the 13–14 June 2017.

Inspection team

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Her Majesty's Inspector

Adam Matthews

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