

Inspection of Christ the King Catholic Primary School, Thornbury

Easton Hill Road, Thornbury, Bristol BS35 1AW

Inspection dates: 4 and 5 May 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Everyone is valued at Christ the King and the school community is a happy family. The school's mission statement, based on 'making a difference', is woven through the life of the school.

Teachers and leaders have high expectations for all pupils' learning and behaviour, including those with special educational needs and/or disabilities (SEND). Most pupils respond well to these expectations and are successful in their learning. A small number of pupils give up too easily when learning is challenging. Pupils know that adults want the best for them and, as a result, almost all behave well.

Breakfast club provides pupils with a calm and settled start to the day, so they are ready to learn. Pupils say they enjoy coming to school and they feel safe because adults look after them very well. Pupils say bullying rarely happens and when it does teachers sort out issues quickly. The playground is a harmonious space where all pupils play well together.

Pupils understand how their lessons, experiences and the school values develop their character. For example, pupils have enjoyed fundraising by 'running' from school to Ukraine. School clubs enhance pupils' self-esteem and confidence and help to develop their interests.

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

Leaders have designed a broad and balanced curriculum which is ambitious for all pupils. This means pupils are well prepared for the next stage of learning.

For each subject, leaders have decided what pupils need to know and how they will learn it. Teachers make accurate checks to find out how well pupils understand what they are learning. Teachers adapt the curriculum for pupils who need more help or challenge. Activities focus on giving pupils the important knowledge they need to be successful. For example, pupils use scientific vocabulary well in their written work.

Reading is a key priority. From the moment they start school, children learn and practise their phonics every day. In the early years, children's speaking and listening skills develop well. This is because adults hold lots of conversations with children and teach them new words. Phonics is taught consistently because staff are well trained. Pupils read books which are matched to the sounds they have learned in class. Pupils who need to catch up read regularly with knowledgeable adults. This means they are becoming confident, fluent readers. Pupils enjoy hearing adults read stories to them.

The mathematics curriculum has recently been redesigned and the knowledge pupils need to learn is mapped out well. Teachers have strong mathematical knowledge and have high expectations of pupils. As a result, most pupils know more and

remember more in mathematics. However, some pupils do not have a secure understanding of mathematical words because the vocabulary is not taught in enough depth. In the early years, leaders do not provide enough opportunities for pupils to practise their mathematics.

Across the school there is high ambition for all pupils, including those with SEND who access the same curriculum as their peers. Teachers select or create resources which help pupils to learn. In many subjects, pupils are encouraged to rehearse what they have learned. For example, in physical education (PE) pupils practise bowling and catching a cricket ball until they can do it well.

Pupils behave well in lessons and around school. All staff follow the school's positive approach to managing behaviour, and relationships between staff and pupils are very respectful. Nurturing support from adults benefits the few pupils who need help to manage their behaviour.

Pupils are active, tolerant, respectful citizens because the personal development curriculum is well considered. This is further enhanced by the school values which stem from 'love'. For example, pupils thought deeply about how to alter a piece of Banksy artwork to make it welcoming towards migrants. A small number of pupils lack resilience, which causes them to give up too easily and not persevere when their work is difficult.

Governors have a good understanding of their roles. They challenge and support leaders capably. Teachers feel valued because leaders consider their workload and well-being. Staff appreciate the high-quality training provided for them.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is high priority in the school and leaders have established a culture which ensures the safety of pupils. Leaders have a secure understanding of the many challenges that pupils and their families might face, and they work hard to ensure support is suitable and timely.

All staff receive regular safeguarding training and concerns are quickly identified and acted on. Leaders follow safer recruitment procedures and governors have the knowledge to check safeguarding systems are working well.

Pupils say they feel safe at school. Lessons provide many opportunities to learn how to keep safe, including online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In most subjects, pupils know more and remember more. However, in a minority of subjects, including mathematics, pupils' vocabulary is not developed effectively enough. As a result, some pupils have not acquired the vocabulary required to deepen their understanding of some important concepts. Leaders need to further develop the curriculum to ensure pupils can understand and confidently use vocabulary in all subjects.
- A minority of pupils lack the resilience needed to persevere when they find their work difficult. This means that pupils give up easily and do not learn as much as they could. Leaders need to ensure the curriculum supports pupils to become more resilient and confident in their ability to succeed.

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 information from Ofsted Parent View 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 are the school and you are 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	109267
Local authority	South Gloucestershire
Inspection number	10227962
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	188
Appropriate authority	The governing body
Chair of governing body	Mary Baskerville and Gill Brooks (Co-chairs)
Headteacher	Mary Mainwaring
Website	www.christthekingprimary.co.uk
Date of previous inspection	6 December 2016, under section 8 of the Education Act 2005

Information about this school

- This is a voluntary-aided Catholic primary school. The school had its most recent section 48 inspection in March 2017.
- The school uses one registered alternative provider.

Information about this inspection

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

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, deputy headteacher, special educational needs coordinator, staff, pupils and seven governors, which included the two co-

chairs and the vice chair. They also spoke with representatives from the local authority and the Diocese of Clifton.

- The inspectors carried out deep dives in these subjects: reading, mathematics, art and design, and PE. For each deep dive, inspectors discussed the curriculum with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- An inspector also spoke to leaders about history and looked at some pupils' work in history and science.
- The lead inspector listened to pupils from Years 1, 2 and 3 read to a known adult.
- Inspectors reviewed the school's safeguarding documentation, including the single central record. Inspectors considered how well the designated safeguarding leads act on concerns about pupils' welfare. Inspectors spoke to staff, pupils and governors about safe working practices.
- Inspectors observed pupils' behaviour during lessons, at playtimes and lunchtimes. Pupils talked to inspectors to share their views of the school.
- Inspectors considered the 49 responses to the Ofsted online survey, Ofsted Parent View, including 35 free-text responses and spoke to parents on site. They also took account of 62 responses to the online pupil survey and 24 responses to the staff survey.

Inspection team

Faye Heming, lead inspector

Ofsted Inspector

Sandra Woodman

Ofsted Inspector

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