

Inspection of a good school: Christ The King Roman Catholic Primary School, A Voluntary Catholic Academy

Tedder Avenue, Thornaby, Stockton-on-Tees TS17 9JP

Inspection dates:

16 and 17 November 2023

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might be outstanding if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

The executive headteacher of this school is Mark Ryan. This school is part of Nicholas Postgate Catholic Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Hugh Hegarty, and overseen by a board of trustees, chaired by Joseph Hughes.

What is it like to attend this school?

Pupils thrive at this positive and welcoming school. This is a school where pupils feel happy and safe. Pupils are rightly proud of their achievements. They celebrate their new learning and how they are improving. A high-quality curriculum helps pupils develop their knowledge and skills effectively. This curriculum starts in early years and builds as pupils move through school.

The school has high expectations around all aspects of school life. Pupils rise to these expectations and do very well. Pupils are eager to learn. Behaviour and attitudes to learning are exceptional. Pupils take care of one another and their school community with pride. Strong and respectful relationships between pupils and staff contribute to the positive atmosphere in classrooms and around school.

Beyond classroom learning, leaders carefully plan a wide and rich range of extra-curricular activities. Pupil groups, such as sports leaders and eco-warriors, plan purposeful opportunities to help and enhance the whole school community. Pupils enjoy their leadership roles, which they take seriously. There are a wide range of clubs that pupils can attend, from sport to drama. Clubs run before, during and after school. This helps many pupils to benefit from this offer.

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

Leaders have developed an ambitious and well-connected curriculum. It carefully sets out what pupils need to know and remember over time. Well-chosen and purposeful learning activities bring the curriculum to life. Focused planning around language and vocabulary is also part of the whole school curriculum. This helps pupils deepen their knowledge and understanding. The curriculum starts in early years. Children build skills and knowledge to help them be ready for key stage 1 with confidence.

Pupils make a bright start to learning to read. Staff use well-structured phonics teaching to help pupils. Pupils apply the sounds they know with enthusiasm in lessons and when reading. Adults support pupils effectively when reading with them. Leaders have shaped the curriculum in early years around a love of books. This continues as pupils move through school. Older pupils recount the books they love enthusiastically. These books include those taught in previous year groups.

In mathematics, the curriculum is carefully adapted to meet pupils' needs. A strong understanding of number begins in early years. Staff across school use assessment with purpose to pick up any gaps in learning quickly. Well-sequenced learning helps to build pupils' knowledge. Pupils regularly solve problems and use reasoning in mathematics. Pupils link their new learning to skills they have learned before. They know how they are getting better at mathematics.

In history, leaders have carefully planned out different history topics. The school links these to skills and key language. Leaders make excellent use of local history links to further develop the curriculum. There are also clear connections between the different periods of time that pupils study. Pupils embed and deepen their knowledge because of this careful sequence of learning. For example, pupils recognise and connect the different challenges and inequality faced by suffragettes and later when they learn about the civil rights movement during the 1960s.

Pupils with special educational needs and/or disabilities (SEND) are well supported to work alongside their peers. Careful adaptations and resources help pupils with SEND learn in the classroom. The school makes sure that these pupils get additional support from other professionals when needed.

High expectations for behaviour start in early years. Routines are clear. Children access their learning with sustained focus in this part of the school. This continues for older pupils. Pupils in key stage 1 and 2 behave impeccably well. In classrooms, pupils talk purposefully about learning. Pupils are eager to share their knowledge and understanding. Rare incidents of poor behaviour are carefully monitored by leaders. The school takes prompt action when incidents occur. Breaktimes are calm and harmonious. Different activities, organised by pupils, help pupils be active. Older pupils act as buddies to younger pupils starting school.

Pupils are well prepared for their next stages in life, both academically and socially. The wider offer of the school gives pupils a broad range of opportunities. The school's residential visits allows pupils in different year groups to experience staying away from

home both locally, in North Yorkshire, and abroad, such as in The Netherlands. Other school visits are carefully chosen to enhance the academic curriculum. Pupils are well prepared to discuss a wide range of topics. They talk with maturity about puberty, fundamental British values and different faiths. There is a clear sense of equality across school.

Leaders and stakeholders ensure that training for staff is purposeful. Collaborative working between staff across schools with the same senior leadership team helps individuals to manage their workload. Stakeholders, including trust leaders, work effectively with leaders to maintain high expectations for the school and its pupils.

Safeguarding

The arrangements for safeguarding are effective.

Background

When we have judged good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the predecessor school, Christ The King RC Primary School, to be good in May 2015.

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.

Further information

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

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years,

looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

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| Unique reference number | 142279 |
| Local authority | Stockton-on-Tees |
| Inspection number | 10290299 |
| 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 | 374 |
| Appropriate authority | Board of trustees |
| Chair of trust | Joseph Hughes |
| Executive Headteacher | Mark Ryan |
| Website | https://ctking.npcat.org.uk |
| Date of previous inspection | 13 June 2018, under section 8 of the Education Act 2005 |

Information about this school

- The school is part of Nicholas Postgate Catholic Academy Trust.
- The school is a member of the Catholic Diocese of Middlesbrough and has a Christian character.
- Its most recent section 48 inspection was in July 2022. The school was judged outstanding. The school's next section 48 inspection is expected to be within five school years.
- The school does not use any alternative education providers.
- The executive headteacher leads two other schools, St Patrick's Roman Catholic Primary School and St Thérèse of Lisieux Catholic Primary School, as well as Christ The King.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- Prior to the inspection, the lead inspector reviewed documents on the school's website, as well as published information about the school's performance and previous Ofsted inspections.
- The inspector carried out deep dives in these subjects: early reading, mathematics, and history. The inspector discussed the curriculum with subject leaders, visited a sample of lessons and spoke to staff. They spoke to pupils about their learning and looked at samples of pupils' work. The inspector listened to pupils at the early stages of reading with a familiar adult. The inspector also looked at planning and met with leaders to discuss art and design.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector gathered views of parents informally in person and formally through responses to Ofsted's online survey, Ofsted Parent View, and free-text responses. The views of staff were considered through the staff survey and through meetings with them. Pupils' views were considered through pupil meetings.
- The inspector spoke with representatives from the board of trustees, the local governing body and the diocese.
- The inspector observed pupils' behaviour in classes, at breakfast club and during breaks and at lunchtime.

Inspection team

Emily Stevens, lead inspector

His Majesty's Inspector

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