

# Inspection of a good school: Christ The King Catholic Primary School

Scots Lane, Coundon, Coventry, West Midlands CV6 2DJ

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Inspection dates:

5 and 6 March 2024

## 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 headteacher of this school is Jennifer Riach. This school is part of Holy Cross Catholic Multi-Academy Company (MAC), which means other people in the trust also have responsibility for running the school. The trust is overseen by the board of directors, chaired by John Teahan. There is also a Catholic senior executive leader, Marina Kelly, who is responsible for this school and six others.

## What is it like to attend this school?

Pupils thrive at this highly inclusive, vibrant school. The school motto, 'learning, growing and praying together', threads through every aspect of school life. This helps to build a strong sense of community. Pupils enjoy coming to school. They know that they are part of the 'Christ the King family'. They feel safe and secure.

The school is ambitious for all pupils to do well regardless of background or starting points. These ambitions are realised. Pupils achieve highly, including those with special educational needs and/or disabilities (SEND). Pupils with SEND are fully involved in lessons and in the wider life of the school.

Pupils know that they are expected to behave in ways that support the school values: compassion, love, respect. They do so. They show a love of learning. This starts with the exciting, ambitious early years curriculum. An exceptionally positive learning atmosphere threads through the school.

The provision for pupils' wider development is exemplary. Special features include the fields and forest school, where pupils extend their learning. Pupils enjoy hearing from a range of external visitors. The 'Art Lady' is a firm favourite. They benefit from leadership roles, such as the chaplaincy team. This helps pupils to become responsible, caring citizens.

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

The school's commitment to continual improvement is a key strength. Leaders work closely with the trust and national subject associations to provide focused and highly effective professional development. Staff engage fully with this.

A particularly successful aspect of the school's curriculum is the way that pupils build up and deepen their subject knowledge. Children in the early years deepen their understanding of the world around them through playful experiences. This paves the way for Years 1 to 6 when they learn about the history of Coventry and world history. Pupils use historical sources, such as photos and newspapers, to support their understanding of significant events, such as the Second World War and the Kindertransport. They are well prepared for future learning.

Pupils produce high-quality work across a range of different subjects. In art, pupils talk confidently about different artistic styles, such as the drawings and sculptures of Henry Moore and Alberto Giacometti. Pupils are taught to check their own and each other's work. This helps them to make strong progress.

The curriculum in the early years prioritises children's language and communication skills. Staff skilfully encourage children to use new vocabulary. Children join in with stories, songs and rhymes. They share their favourite books. They explore number patterns and shapes. They use mathematical terms to describe 3-D shapes, such as cuboids. They are well prepared for Year 1.

Staff are well trained in teaching phonics. They are confident and consistent in their delivery and assessment of the school's reading programme. The school is quick to spot any pupils who need extra help with reading. Almost all pupils achieve very well in phonics and soon become fluent readers.

Class reading books are selected to ensure increasing challenge and diversity. This furthers the school's commitment to inclusion and supports pupils' comprehension skills. Pupils demonstrate a love of reading and achieve highly.

Pupils with SEND are quickly identified. Leaders work closely with a range of agencies to assess pupils' needs. High-quality individual plans are in place to ensure that these pupils succeed in their learning. Pupils with more complex needs receive tailored care and support from skilled adults. Leaders, staff, and parents and carers work together to ensure that these pupils are well supported.

The school's provision for pupils' wider personal development is exemplary. Pupils enjoy residential trips and school visits to the theatre. They take part in national sports competitions with great success. The school's provision for after-school clubs is extensive, including sewing, cooking and chess. Leaders check pupils' participation in these activities and ensure that all pupils are able to access them.

The school's spiritual and moral teaching supports the high standards of behaviour. Pupils attend school regularly and are punctual. Through the curriculum, they deepen their

knowledge and understanding of world religions. They talk maturely about global issues, such as the current war in Ukraine. Pupils make a positive contribution to the life of the school and the parish. They are well prepared for life in modern Britain.

Staff are overwhelmingly positive about all that school leaders do. Staff feel their workload is well managed. Knowledgeable governors and directors are committed to their roles. They help to make the school the thriving place that it is.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **Background**

When we have judged a school to be 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 first ungraded inspection since we judged the predecessor school, Christ the King Catholic Primary School, to be good in March 2019.

## **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

<b>Unique reference number</b>	147437
<b>Local authority</b>	Coventry
<b>Inspection number</b>	10294677
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in sixth-form provision</b>	Mixed
<b>Number of pupils on the school roll</b>	458
<b>Appropriate authority</b>	The Board of trustees
<b>Chair of trust</b>	John Teahan
<b>Headteacher</b>	Jennifer Riach
<b>Website</b>	<a href="http://www.ckk.hccmac.co.uk">www.ckk.hccmac.co.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- Christ the King Catholic Primary School joined the Holy Cross Catholic MAC in September 2019. When its predecessor school, also called Christ the King Catholic Primary School, was last inspected by Ofsted in March 2019, it was judged to be good overall.
- The current headteacher was appointed in September 2022.
- The school is a Roman Catholic school in the Diocese of Birmingham. It was last inspected under section 48 of the Education Act 2005 in June 2018. The next inspection is due by 2026.
- The school manages before- and after-school provision.
- The school does not use any alternative provision.

## Information about this inspection

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

- This was the first inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in her evaluation of the school.
- The inspector met with the headteacher and other senior leaders. Meetings were also held with members of the multi-academy company, including the Catholic senior executive leader.
- The inspector carried out deep dives in these subjects: reading, mathematics and history. For each deep dive, the inspector met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers and pupils, and looked at samples of pupils' work.
- The inspector looked at samples of pupils' work in other subjects, including science, art, and relationships and health education.
- The inspector observed a selection of pupils reading to members of staff. Other pupils were heard read their own work during lessons.
- To evaluate the effectiveness of safeguarding, the inspector: checked the school's single central record; spoke to senior leaders about safeguarding procedures; took account of the views of 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 met with groups of pupils to talk about their learning and life in school. The inspector also met with parents at the end of the school day.
- The inspector considered a range of documents, including leaders' self-evaluation and plans for improvement. The inspector checked records of attendance and behaviour. The inspector also observed pupils' behaviour at playtime and lunchtime and talked to them about behaviour, bullying and welfare.
- The inspector reviewed responses to Ofsted Parent View and the pupil and staff surveys. The inspector also gathered the views of pupils and staff on site through discussion with these groups and from their online questionnaire responses.

## **Inspection team**

Marilyn Mottram, lead inspector

Ofsted Inspector

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