

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

Meadway, Wavertree, Liverpool, Merseyside L15 7LZ

Inspection dates: 16 and 17 April 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.

What is it like to attend this school?

The school has high expectations for the education of all its pupils, including those with special educational needs and/or disabilities (SEND). This results in highly successful learning for pupils, from the start of the Reception Year, that staff steadily build on throughout the school. Pupils develop deep subject knowledge and achieve impressively well.

Pupils are happy and they enjoy attending school. Many commented to the inspector that they benefit greatly from their learning outdoors in Griffin Wood, the school's woodland area. In lessons and at other times during the school day, pupils behave consistently well. Even the sound of the key stage 2 trumpet lessons echoing around the building does not distract pupils from focused attention on their work.

Pupils are proud to be members of their classes. Pupils see their recent learning of subject curriculums celebrated by staff in high-quality wall displays.

At the end of the day's lessons, the school remains a hive of purposeful activity. This is because many pupils benefit from extra-curricular clubs. These include knitting, gymnastics and various sports, as well as the group who raise funds for charity. The sound of gentle singing of the immensely popular school choir fills the air.

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

Pupils, including those with SEND, achieve very well. They know and remember the curriculum that they have been taught. Pupils read, speak and write with accuracy, depth and understanding about their learning. For instance, they explain diverse topics such as the achievements of the Byzantine empire, global warming and Joan Miro's abstract paintings with confidence.

Pupils talk knowledgably about the works of different authors. Older pupils can also explain the types of words that authors use to make writing interesting or to make an argument. Pupils use ambitious vocabulary such as 'xenotransplantation' and 'excruciating' to accurately explain key concepts and ideas. Pupils at the school love words and are fascinated by their use and meanings.

The school provides pupils with many well-considered opportunities to extend their personal development. Pupils are respectful of different opinions, lives and appearance. They told the inspector, for instance, of the limited opportunities and expectations that gender stereotypes can cause. Pupils are very well prepared for their lives as citizens of modern Britain.

Staff in the Reception Year enthuse and inspire children about learning. Children build a secure foundation of knowledge, meaning that they are then ready for their learning in Year 1. In key stage 1, pupils continue to achieve impressively well. By the end of Year 6, pupils, including those with SEND, are extremely well prepared for secondary school. They gain extensive knowledge of key information in different subjects. Pupils aspire highly for themselves, such as to become authors, dentists, lawyers or marine biologists.

Pupils succeed because the school has established a very well-thought-out curriculum. The school gives staff the training opportunities and guidance that they need to deliver subject curriculums exceptionally well. Teachers make learning interesting and memorable for pupils, including through well-considered educational visits. Teachers assess carefully if pupils understand the curriculum, as well as to identify pupils with SEND. Staff take swift action to provide pupils with the extra support that they may need, including to address any gaps in pupils' understanding. Pupils develop a deep, confident knowledge in different subjects.

Pupils learn to act safely and to be respectful and responsible, because the school guides them on how to behave. This results in pupils' mature and considerate conduct in lessons and wider activities. Pupils do not want to miss school, so they attend often.

In the Reception Year, staff very successfully introduce children to the school's first-rate curriculum linked to fiction and non-fiction books. Daily life in each year group at the school is steeped in conversation, stories, rhymes and poetry. Pupils understand the benefits of reading for learning, living and pleasure. Pupils love reading.

The school learns from the advice it receives from national and local education experts. This approach has strengthened the school's work considerably, including the teaching of phonics. Staff know how to expertly deliver the school's chosen phonics programme, focusing very closely on the precise extra practice that weaker readers need. From the Reception Year onwards, pupils learn phonics very well. They quickly become fluent readers.

The school engages often with staff about their workload. Staff are trusted, respected and valued. This approach has resulted in a happy staff team that works together very well to

achieve the school's ambitious vision. Governors provide highly effective support and challenge to the school, while keeping their attention focused on its long-term priorities.

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 second ungraded inspection since we judged the school to be good in November 2014.

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

Unique reference number	104629
Local authority	Liverpool
Inspection number	10321245
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	415
Appropriate authority	The governing body
Chair of governing body	Robert Howell
Headteacher	David Delaney
Website	www.christthekingcatholicprimary.co.uk
Date of previous inspection	6 November 2018, under section 8 of the Education Act 2005

Information about this school

- The school is a Catholic school in the Archdiocese of Liverpool. The most recent section 48 inspection took place in December 2023. The next section 48 inspection is due by spring 2029.
- The school does not use alternative provision for its pupils.

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 the school and has taken that into account in his evaluation of the school.
- To review the work of the school, the inspector spoke with the headteacher and deputy headteacher, other leaders and representatives of the local authority and archdiocese.
- The inspector completed deep dives in these subjects: early reading, history and mathematics. For each deep dive, he held discussions about the curriculum, visited a

sample of lessons, spoke with staff and spoke with some pupils about their learning. He also reviewed a sample of pupils' work.

- The inspector discussed some other subjects with pupils.
- The inspector observed some pupils from Years 1 to 3 read to staff.
- The inspector discussed with the school its provision for pupils' personal development, behaviour and attendance and SEND.
- The inspector spoke with staff about their well-being, workload and training. He reviewed the responses from staff to Ofsted's online survey.
- The inspector met with groups of pupils, including the school council and the pupil leadership team, to ask them about their experiences of the school. There were no responses to Ofsted's pupil survey.
- The inspector reviewed the responses to Ofsted Parent View, including the free-text comments.
- The inspector met with members of the governing body, including the chair of governors.
- 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.

Inspection team

Tim Vaughan, lead inspector

His Majesty's Inspector

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