

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

Holly Avenue, Worsley, Manchester M28 3DW

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Inspection dates:

28–29 January 2020

## **Outcome**

Christ The King RC Primary School continues to be a good school.

## **What is it like to attend this school?**

Many pupils told me how much they enjoy school. Some parents said that the school is like a warm and generous family. All of the pupils I met said that they feel safe and happy. Pupils assured me that they do not worry about bullying. It happens rarely and teachers quickly sort it out. Pupils said that behaviour in lessons is usually good so that everyone can get on and enjoy their learning.

Pupils have many chances to take part in really interesting activities. They said that they enjoy the role play that many teachers use to inspire them. They love becoming experts in different subjects by carrying out their own investigations. The 'vow to wow' pledge ensures that every pupil has the chance to learn outdoor skills. These include building a den, going to theatres and galleries, visiting London, conducting experiments and taking part in sports.

Leaders, governors and staff hold the belief that everyone matters, and everyone has a right to a good education. Pupils who have special educational needs and/or disabilities (SEND) learn alongside their friends and have all the same opportunities. The school is at the heart of its local community.

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

Christ The King RC Primary School continues to provide a good quality of education. Leaders have reorganised the curriculum to make it easier for pupils to remember and apply their learning. Pupils achieve well. The majority reach or exceed the expected standards in reading, writing and mathematics by the end of Year 6.

Leaders work hard to make sure that children learn to read as soon as possible. Leaders know that language and communication skills are weaker for some children when they begin school. They support them by using a speech therapist. The youngest children begin phonics lessons as soon as they settle. Teachers and teaching assistants all have good skills to deliver the phonics curriculum. Although the proportion of pupils who meet

the expected standard in the Year 1 phonics screening check is steadily rising, too many pupils need to take the screening check again at the end of Year 2.

The focus on reading and language continues through to Year 6. Pupils gain a wide vocabulary through their reading, learning the 'word of the day' and the frequent use of dictionaries. Pupils hear good-quality reading by staff nearly every day. Younger pupils read books that match the sounds they have learned. Older pupils read many different books, which are chosen to spark their interest and to give them plenty of practice. They become fluent themselves and appreciate developing such an important skill. They told me that being able to read aloud confidently helps with their nerves when they present assemblies or speak in church. A love of reading is fostered across the school. For example, during the inspection, Year 3 ended a winter's day listening to a reading of 'The Lion, the Witch and the Wardrobe'. As the sky darkened, and the teacher played a video of a roaring log fire, pupils were entranced.

The science curriculum is well planned. This ensures that pupils' learning builds on what they already know. Pupils undertake investigations and learn how to solve problems in this subject. They are introduced to work in science in the Nursery and Reception classes. Pupils know and remember what they have learned previously. This is the case in mathematics as well as science. By Year 6, they have a very firm grasp of scientific and engineering principles and a secure basis for learning science in secondary school.

Leaders have also thought carefully about the history curriculum. It has been designed so that pupils revisit prior learning as they move through the school. This means that pupils can use their previous learning, for example about invasions, in their current work. Pupils build up a body of knowledge about important aspects of British and world history. Often role play is used to make the curriculum come alive. For example, pupils were acting as the jury in a Tudor court and as archaeologists exploring Egyptian tombs. Over key stage 2, pupils gain an understanding about which sources are the most reliable for historians. They also learn about the chronology of ancient and modern history.

Teachers and teaching assistants know the pupils well. The plans to help pupils with SEND are very precise and are reviewed regularly. This means that they catch up quickly.

The early years is a hive of activity. Trusting relationships make sure that children are safe and happy. There is a smooth transition into key stage 1 because children are well prepared and achieve well.

## **Safeguarding**

The arrangements for safeguarding are effective.

The leadership team, governors and staff ensure that safeguarding arrangements are secure. Policies are regularly reviewed and governors carry out an annual audit. The head teacher has fostered a culture of safeguarding across the school. The school has also focused on ensuring pupils' good mental and physical health. Leaders have made sure that there are good systems for reporting any concerns and dealing with any matters

quickly. Training for all staff is up to date. The school has excellent links with many outside agencies to secure the safety of children.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- There has been a rise in the number of pupils meeting the expected standard in the Year 1 phonics screening check. However, currently 20% of pupils do not reach the expected standard. This means that they start Year 2 without being confident readers. Leaders should ensure that successful initiatives already implemented become firmly embedded to allow more pupils to catch up quickly.

## **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 a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged Christ The King RC Primary School to be good on 9–10 March 2016.

## **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 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

<b>Unique reference number</b>	105950
<b>Local authority</b>	Salford
<b>Inspection number</b>	10122067
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	237
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Catherine Greaves
<b>Headteacher</b>	Nichola Potts
<b>Website</b>	<a href="http://www.christthekingschool.co.uk">www.christthekingschool.co.uk</a>
<b>Date of previous inspection</b>	9–10 March 2016

## Information about this school

- This is a voluntary aided Roman Catholic primary school. The previous section 48 inspection was in May 2017 when the school was judged to be good.

## Information about this inspection

- I had discussions with the headteacher, other senior leaders, the special educational needs leader, several curriculum leaders and other members of staff. I met with seven governors, including the chair of the governing body. I had a telephone discussion with a representative from the local authority.
- The subjects I looked at in detail were reading, science and history. I also considered pupils' work in early mathematics. This entailed discussions with subject leaders; visits to lessons; looking at examples of children's work; discussions with teachers; discussions with children and listening to children read.
- I spoke to many pupils during breaks and lunchtimes and reviewed the 57 pupil responses on the online questionnaire.
- I looked at some of the school's documentation, including the arrangements for safeguarding.

- I looked at the 66 responses to Parent View (Ofsted’s online questionnaire), including 39 free-text comments. I also looked at the school’s own questionnaire responses from 127 parents, completed last November, and spoke to many parents as they brought their children to school. I took account of one letter from a parent and spoke to another parent on the telephone.
- I reviewed the 24 responses to Ofsted’s online questionnaire for staff.

### **Inspection team**

Judith Straw, lead inspector

Ofsted Inspector

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