

Christ The King Catholic Primary School

URN: 104629 | Inspected: 25 November 2025

Safeguarding

standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

Achievement Needs attention

Pupils produce interesting writing for different purposes and for a variety of audiences. However, pupils' work is often let down by weaknesses in their knowledge of grammar and, at times, spelling. Some pupils do not develop legible handwriting styles. This is because these fundamental skills are not developed fully by the end of key stage 1. Pupils read well. They attain well in the phonics screening check and can use their phonics knowledge to read new words. The proportion of pupils who meet the standard in this check is broadly in line with the national average. Most pupils are confident readers by the time that they reach key stage 2. By the end of Year 6, most pupils attain very well in national tests and assessments. Disadvantaged pupils generally achieve better in this school compared to disadvantaged pupils nationally. Pupils also build their knowledge securely in other subjects. For example, pupils understand and use advanced vocabulary in subjects such as history and geography.

What it's like to be a pupil at this school

Pupils are proud ambassadors of their school. Children in early years make an assured and happy start to school. They blossom in terms of their social and emotional development. Pupils of all ages display a maturity that belies their years. They gain a keen understanding of the world around them, including the differences that exist between themselves and others in society. By the time that they leave this school at the end of Year 6, pupils are confident and well-rounded individuals. They are well prepared for the

next steps

in their lives. Leaders are adept at identifying barriers to learning that pupils may face. Staff identify the needs of pupils with special educational needs and/or disabilities quickly. The school supports them well to learn alongside their classmates. Pupils benefit from a broad, ambitious and well-ordered curriculum. Most pupils build knowledge securely and achieve well. Pupils demonstrate fluency in reading and apply their phonics knowledge effectively to decode unfamiliar words. Some pupils experience less success in developing aspects of their written work. As a result, these pupils lack fluency and precision when writing. Pupils attend school regularly. They enjoy learning and spending time with each other. Pupils treat each other and staff with kindness and respect. Pupils know that staff deal with incidents of unkind behaviour, including bullying, quickly and well. Pupils are invested in the school rules because they know that they keep everyone safe and secure. Pupils give their time eagerly to support their school, for example by acting as buddies or members of the eco council. In doing so, pupils gain confidence in their own abilities and they develop a keen sense of responsibility. Pupils relish taking part in a wide range of clubs and educational visits. These help to broaden their experiences and harness their interests

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and talents.

Next steps

- Leaders should ensure that teachers fully support pupils at the early stages of learning to write to secure their foundational knowledge and that high standards of written work are sustained across the school.

Curriculum and teaching

Expected standard

Leaders have put in place a rich and relevant curriculum that captures pupils' interest. Leaders use research and advice from experts, such as the mathematics hub, to make sure that teachers have the knowledge that they need to deliver the curriculum effectively. Overall, teachers ensure that pupils have the background knowledge that they need to learn new information readily. Leaders use a range of activities to check what is working well and what improvements are needed. In the main, leaders are swift to address any weaker areas, such as improving speaking skills in science. Leaders focus on building strong basics. From early years, the curriculum helps children to develop language and vocabulary. Reading and mathematics are taught well. On occasion, some staff do not check what pupils already know before they introduce new learning. This means that some disadvantaged pupils have gaps in their knowledge, particularly in writing where some pupils struggle to write fluently and legibly. Leaders are working to fix this. However, it is too early to see how successful leaders' recent actions to address this issue have been. Teachers understand pupils' needs and adjust lessons when needed, including for disadvantaged pupils and those with special educational needs and/or disabilities (SEND). Where needed, extra support helps pupils to catch up quickly. However, at times, pupils who find learning harder, including some pupils with SEND, spend too much time on simple tasks and miss out on important learning.

Early years

Expected standard

Children get off to a positive start to their early education. Staff focus on building secure relationships with children and their parents and carers. As soon as children join the school, they settle quickly into well-established routines. For example, children arrive with smiles on their faces and put their belongings away happily, before joining in with a range of exciting morning activities. Leaders have designed a well-thought-out curriculum. Children develop their knowledge and skills across all areas of learning well. Staff have high expectations for what children can achieve. They inspire children through rich experiences, such as seeing a 'dinosaur egg' hatch. Staff foster children's independence and self-care skills effectively. Children enjoy learning with their classmates. They are set up well for the move into Year 1.

Communication, language and reading have a high priority. Children listen and join in with plentiful stories and songs. Staff choose books to reflect the diversity of modern Britain. They focus successfully on providing a language-rich environment. Children relish learning and using new words, such as 'palaeontologist'. A

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well-ordered phonics programme helps children to develop into fluent readers. Children practise their reading with books that include the sounds that they already know.

Inclusion

Expected standard

Leaders show an unwavering determination to ensure that pupils belong at this school. Leaders' work to identify and overcome obstacles to learning is often highly successful. For example, pupils benefit from a range of effective provision that promotes their emotional well-being so that they are ready to learn. Leaders are attuned to pupils' individual needs, including their special educational needs and/or disabilities (SEND). They work closely with families and outside professionals to make sure that pupils with SEND get the right support. For example, parents make meaningful contributions that help shape their children's individual education plans. Leaders ensure that staff are well trained and know how to make helpful adaptations to the way that they deliver the curriculum. This helps pupils with SEND to access the curriculum with increasing independence. Some funding for disadvantaged pupils is used to ensure that these pupils can take part in all that the school has to offer. Governors are less clear about how school leaders check the impact of pupil premium spending on the academic achievement of eligible pupils. Leaders continue to refine how they measure the impact of this support.

Leadership and governance

Expected standard

Leaders know the school's strengths. They are right to acknowledge the school's effective culture of safeguarding and to celebrate their success in fostering pupils' personal development and well-being. Leaders ensure that, alongside pupils, staff also thrive. Staff have the time and resources to succeed. They appreciate leaders' care for their well-being. Leaders provide staff with high-quality professional development that is underpinned by clear thinking. Leaders act on advice from external professionals. This includes support from the mathematics hub that has led to sustained improvement in pupils' reasoning skills. Leaders remain focused on improving provision. For example, since the school was last inspected, leaders have strengthened staff's expertise in supporting pupils with special educational needs and/or disabilities. Leaders also recognise the need for renewed effort to close gaps in pupils' basic writing skills. Governors are invested in the school's success. They take pride in their roles and fulfil their statutory duties effectively, including in relation to safeguarding and financial accountability. Governors monitor whole-school curriculum priorities intently, such as improving pupils' knowledge of times tables. Governors also check closely on how well disadvantaged pupils participate in school life and how regularly they attend school. Leaders build positive working relationships with parents and carers. Staff hold events like early years workshops and 'we love learning' sessions that help families to support their children's learning at home. Ofsted Parent View survey responses are overwhelmingly positive. Needs attention

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Attendance and behaviour

Expected standard

Leaders give high priority to pupils' attendance and punctuality. Leaders check attendance each day and follow up any concerns. They identify pupils who miss school too often and learn the reasons for this. Staff give practical support to remove barriers and help families to build effective daily routines. This encourages pupils to come to school more often and to arrive on time. Most pupils attend school regularly. Leaders' work to support those disadvantaged pupils who have large gaps in their attendance has been effective. Leaders continue to review their actions to keep this progress on track.

Leaders have created a calm environment where incidents of bullying are infrequent and dealt with decisively. Staff greet pupils warmly each morning, ensuring that there is a positive start to learning. Pupils know that they are expected to be safe, responsible and respectful. Those pupils who find it more challenging to manage their own behaviour are supported gently and sensitively. Lessons run smoothly because staff use clear and consistent routines that help pupils to focus and feel secure. Pupils are eager to learn, take pride in their work and work well with others. Pupils trust adults to care for them. This helps them feel safe and supported throughout the day.

For detailed performance data including disadvantage gap analysis, historical trends, and comparison tables, visit the school's profile on WhatSchool:

<https://whatschool.ai/en/school/christ-the-king-catholic-primary-school-liverpool>