

# Inspection of Christ the King Catholic Voluntary Academy

Glenfield Road, Leicester, Leicestershire LE3 6DF

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Inspection dates:	26 and 27 November 2024
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Early years provision	<b>Outstanding</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Annie Carter. This school is part of the Thomas Aquinas Catholic Multi-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 (CEO), Neil Lockyer, and overseen by a board of trustees, chaired by Sarah Noon.

Ofsted has not previously inspected Christ the King Catholic Voluntary Academy under section 5 of the Education Act 2005. However, Ofsted previously judged Christ the King Catholic Primary School to be outstanding for overall effectiveness, before it opened as Christ the King Catholic Voluntary Academy as a result of conversion to academy status. Since September 2024, schools have not been awarded an overall effectiveness grade.

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

Christ the King Catholic Voluntary Academy is a vibrant and nurturing school where pupils thrive. It shows its core values in all aspects of its work, building a culture of kindness and respect. Pupils feel valued and supported and have a strong sense of belonging. They are proud of their school and support the 'CTK Way'.

Pupils are enthusiastic about their learning. They are encouraged to think critically and explore 'Big Questions' that teach them about the wider world. For example, pupils debate the ethical implications of historical events during history lessons. The school has high expectations for pupils' achievement and ensures they are met.

Behaviour is exemplary across the school. Pupils understand the importance of treating others well. Incidents of bullying are rare and dealt with quickly. Pupils take on leadership roles with enthusiasm. This helps them to develop a culture of mutual respect and responsibility.

Parents and carers speak highly of the school. As one parent commented, reflecting the views of many, the school has 'an extremely dedicated team of staff who go above and beyond to ensure that every child fulfils their potential'.

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

The school's curriculum is ambitious and well designed. It builds knowledge systematically from the early years to Year 6. The school has thought carefully about the order topics should be covered. Pupils, including those with special educational needs and/or disabilities (SEND) and from disadvantaged backgrounds, study the full curriculum and achieve well. The school accurately identifies and meets the needs of all pupils. This is reflected in the excellent outcomes pupils achieve in external tests and in the work they produce in school.

Children in the early years make an excellent start to their school life. The curriculum emphasises language development, with expert staff modelling ambitious vocabulary. Activities are well sequenced and engaging, ensuring children move swiftly through the curriculum. Children demonstrate high levels of concentration and independence. They learn how to treat others with consideration and respect. They are well prepared for key stage 1.

The development of pupils' reading is exceptional. The phonics programme is implemented consistently, with books closely matched to pupils' reading knowledge. The small number of pupils who fall behind benefit from skilled support to help them catch up. Pupils read fluently by the time they leave school. They develop a love of reading because they have excellent opportunities to read engaging texts. Pupils use their reading skills to help them learn effectively in all subjects.

Pupils develop excellent mathematical knowledge. They show strong reasoning and problem-solving skills. They can recall number facts and use them appropriately in their

work.

Teachers have strong subject knowledge and use effective teaching strategies to deepen pupils' learning across the curriculum. They frequently check pupils' understanding in lessons and act quickly to resolve any misconceptions. Pupils with SEND receive tailored support, ensuring that they progress in line with their peers.

Pupils show high levels of respect and engagement in lessons and during breaktimes. They are enthusiastic about their learning and want to succeed. The school's clear behaviour policies are understood by pupils and applied consistently by staff. Anti-bullying ambassadors contribute to a safe and positive school culture. Attendance is high, with effective systems used by the school to reduce persistent absence.

The school offers a rich diet of extra-curricular activities, including leadership opportunities, trips and clubs. Almost all pupils take part, including pupils with SEND and disadvantaged pupils. The personal development programme helps pupils develop their resilience and become responsible. They have a mature understanding of diversity and equality. They are taught how to keep themselves safe. Pupils follow a careers education programme that helps them to think about life beyond school. The school prioritises pupils' mental health and well-being through curriculum activities and individual support.

Leaders and staff have a clear vision about how the school can keep improving. Their work has a very positive impact on this school, and they also provide support to other schools. Staff feel valued, supported and well trained. Governors and trustees have a deep understanding of the school's strengths and areas for development.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **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>	146158
<b>Local authority</b>	Leicester
<b>Inspection number</b>	10347678
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	630
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Sarah Noon
<b>CEO of the trust</b>	Neil Lockyer
<b>Headteacher</b>	Annie Carter
<b>Website</b>	<a href="http://www.ckleicester.co.uk">www.ckleicester.co.uk</a>
<b>Date of previous inspection</b>	Not previously inspected under section 5 of the Education Act 2005.

## Information about this school

- The school is part of the St Thomas Aquinas Catholic Multi-Academy Trust.
- The school is part of the Diocese of Nottingham. Its last section 48 inspection of the school's religious character took place in November 2021. The next section 48 inspection will take place within 5 years since the date of the previous inspection.
- The school does not use of any alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education

provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The lead inspector met with the CEO and other trust leaders. He also met with trustees and governors.
- Inspectors met with senior leaders of the school and considered a range of documents.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, history and science. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- An inspector listened as pupils read to a familiar adult. Inspectors also considered evidence about some other curriculum subjects.
- To evaluate the effectiveness of safeguarding, the inspectors 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.
- Inspectors observed pupils' behaviour in lessons and around the school site.
- Inspectors spoke with groups of pupils and staff. Inspectors considered the responses to Ofsted Parent View, Ofsted's online survey for parents, as well as Ofsted's survey for staff.

### **Inspection team**

Paul Heery, lead inspector	Ofsted Inspector
Ceri Hathaway	Ofsted Inspector
Luella Dhoore	Ofsted Inspector
Christopher Wheatley	Ofsted Inspector

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