

# Inspection of a good school: Christ The King Catholic Academy

Rodwell Walk, Grange Park, Blackpool, Lancashire FY3 7FG

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Inspection dates:

6 and 7 December 2022

## **Outcome**

Christ The King Catholic Academy continues to be a good school.

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

Pupils arrive at school happy and enjoy attending Christ The King. They say that everyone is welcome in their school. Many pupils use British sign language so that everyone can communicate with each other. Leaders have strong positive relationships with parents and carers, who speak highly of the school and are appreciative of the support given to families.

Children in early years are quick to settle and learn routines. Teachers have high expectations of what pupils, including those with special educational needs and/or disabilities (SEND), can achieve. Leaders have developed an ambitious curriculum that engages all pupils. Pupils achieve well.

Pupils are kind, caring and considerate. They rise to leaders' high expectations of them to behave well in lessons and around school. Pupils feel safe in school. Bullying is very rare. However, if it should occur, staff deal with incidents quickly and effectively.

There are many opportunities for pupils to participate in clubs and activities. For example, pupils attend football, judo and yoga clubs. They have performed in dance events and represented the school in team events. Pupils are proud of their school.

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

Leaders have prioritised reading, right from the start of Nursery. Reading sits at the heart of the curriculum. Leaders have provided training to enable staff to become experts in the teaching of early reading. Across the school there is a consistent approach to the teaching of phonics. Teachers ensure that books match the sounds that pupils know. Regular checks allow leaders to identify pupils who may be falling behind. These pupils are supported so that they can keep up with their peers. The focus on reading continues through school. Older pupils have a good knowledge of different authors and genres.

Leaders have developed an ambitious curriculum for all pupils, including those in early years. In most subjects, they have thought carefully about what they want pupils to learn and in what order. The key knowledge that staff must teach is set out in these subjects, and pupils achieve well. However, the curriculum is under constant review and evaluation. In a very small number of subjects, leaders have not decided exactly what pupils must learn and by when. As a result, in this small number of subjects, it is not always clear how well pupils are achieving.

Teachers use assessment strategies well to establish what pupils know and can do. They address pupils' misconceptions quickly. Teachers use assessment information well to inform the next steps in pupils' learning. For example, they question pupils effectively to check for gaps in pupils' knowledge and understanding.

Leaders are very skilled in identifying pupils with SEND. They work with staff to make careful adaptations so that pupils with SEND can learn the curriculum alongside their classmates.

Pupils behave well in lessons. They are focused and keen to learn. This expectation is established in early years when children learn to take turns and listen to each other. Pupils told inspectors that if anyone is silly in lessons, adults deal with this effectively. Leaders have developed a behaviour policy that allows pupils to discuss their worries and reflect on their behaviour. This means pupils can concentrate in lessons and their learning is rarely disrupted.

Leaders have provided many opportunities for pupils to learn beyond the academic curriculum. Pupils value the opportunities they have to be on the school council or perform head pupil duties. They enjoy a number of visits, including to an outdoor centre and the local theatre. Pupils are respectful of diversity and of treating everyone equally. They learn about other faiths and cultures and visit various places of worship.

The school is well led and managed. Staff feel appreciated and there is a keen sense of teamwork. Teachers value the steps leaders have taken to prioritise their well-being and workload.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders ensure a strong culture of safeguarding. Staff are trained regularly so that they can identify pupils who may be at risk of harm. Leaders ensure that everyone quickly reports concerns or worries about a pupil. Leaders work closely with several agencies to ensure families get the help and support they need in a timely manner.

Pupils are taught about how to keep themselves safe, including when online. For example, they are taught about road safety and stranger danger.

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

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

- In a small number of subjects, there is a lack of clarity about the specific knowledge pupils need to acquire as they study each topic. This makes it difficult to check what pupils know and remember. Leaders should refine curriculum design in these subjects so that teachers and pupils are clear about the most valuable information leaders want pupils to remember and when.

## 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 predecessor school, Christ the King Catholic Primary School to be good in October 2013.

## 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](#)' 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>	141288
<b>Local authority</b>	Blackpool
<b>Inspection number</b>	10240120
<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>Number of pupils on the school roll</b>	235
<b>Appropriate authority</b>	Board of trustees
<b>Chair</b>	Julie McLeod
<b>Principal</b>	Sarah Smith
<b>Website</b>	<a href="http://ctkacademy.co.uk">ctkacademy.co.uk</a>
<b>Date of previous inspection</b>	30 May 2017

## Information about this school

- The headteacher is an executive headteacher with responsibility for two schools.
- A number of senior and middle leaders work across both schools.
- The school has a religious character. The last section 48 inspection was in 2019.
- The school does not use an alternative provider.
- The school operates breakfast club and after-school club provision.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in her evaluation of the school.
- The inspector conducted deep dives in early reading, mathematics and physical education. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The inspector listened to pupils read.

- The inspector met with the headteacher and senior leaders. The inspector also met with subject leaders and a group of teachers.
- The inspector met with governors and a representative from the trust. The inspector also met with the chief executive officer.
- The inspector spoke with some pupils about their wider development and about school life.
- The inspector considered responses to Ofsted Parent View and Ofsted's online surveys for staff and pupils.
- The inspector reviewed a range of documentation about safeguarding. She spoke with staff to understand how they keep pupils safe. The inspector reviewed leaders' records of checks undertaken on newly appointed staff.

### **Inspection team**

Emma Jackson, lead inspector

Ofsted Inspector

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