

# Christ The King Catholic Primary School

**Address:** Lulworth Road, Reading, Berkshire, RG2 8LX

**Unique reference number (URN):** 110005

## Inspection report: 2 June 2026

|                    |                                                                                    |
|--------------------|------------------------------------------------------------------------------------|
| Exceptional        |                                                                                    |
| Strong standard    |                                                                                    |
| Expected standard  |                                                                                    |
| Needs attention    |  |
| Urgent improvement |                                                                                    |

### **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.

### **How we evaluate safeguarding**

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

## Needs attention

### Achievement

Needs attention 

Not all pupils achieve well enough. This means that some pupils are not as well prepared as they should be for the next stage in their education. This is especially true for children currently at the end of Reception.

The proportion of Year 1 pupils meeting the expected standard in the phonics screening check remains below the national average. Where phonics teaching is inconsistent, pupils make less secure progress.

In some parts of the school, gaps in some pupils' reading, writing and mathematics are not identified and closed quickly enough. Some staff do not focus well enough on securing basic skills and knowledge. Some pupils with special educational needs and/or disabilities (SEND) achieve well from their starting points. This is especially true for those pupils who attend the specially resource provision. Yet, this is not the case for all pupils with SEND.

Last year, pupils' achievement improved to be close to national averages, including for disadvantaged pupils. Overtime, disadvantaged pupils' achievement has been in line with disadvantaged pupils nationally.

### Attendance and behaviour

Needs attention 

Too many pupils do not attend school often enough. Disadvantaged pupils continue to miss school too regularly. Leaders prioritise attendance well. Staff work closely with families and understand pupils' unique barriers to attendance. Leaders have robust systems and inventive strategies in place. There have been successes in improving the attendance of some pupils. However, despite leaders' best efforts, pupils' attendance that is not improving quickly enough.

The school's approach to promoting positive behaviour is not applied consistently enough. There is some variability on how well staff implement the behaviour policy in the playgrounds and classrooms. In some classes, staff do not re-engage pupils off task quickly enough. This makes it harder for pupils to understand what is expected of them. Learning time is lost.

Generally, pupils are polite, respectful and eager to learn. Typically, they play well together at social times. Leaders do not accept bullying or any discriminatory behaviour. Staff address it swiftly when it happens.

Staff support pupils who need extra help in managing their emotions very well. As a result, these pupils are increasingly able to regulate their behaviour and engage more positively in school life.

## Curriculum and teaching

Needs attention 

Teaching does not routinely identify pupils' misconceptions, gaps in their learning and errors that pupils make. This means that some pupils continue to make the same mistakes over time. It is particularly noticeable in pupils' errors in handwriting and spelling. Recently, leaders have led training on the teaching of writing. However, any positive changes are in their infancy.

Leaders have designed a broad and ambitious curriculum. It sets out what pupils need to remember overtime. Despite this, teaching does not consistently ensure that all pupils learn the curriculum as intended, including in phonics. There is too much variability in teaching across classes. There are inconsistencies in how well teachers make adjustments for pupils who have barriers to their learning. This means there is an unevenness in how well pupils with special needs and/or disabilities learn in school.

Leaders are taking effective action to improve the teaching in the school. Staffing changes and absence have hindered leaders' ability to develop teaching as quickly as intended.

Pupils in Key Stage 1 currently spend less than the recommended 32.5 hours a week in school.

## Early years

Needs attention 

Children are not as well prepared for the Year 1 curriculum as they should be.

The early years curriculum is well developed. It ensures that it builds skills and knowledge over time. However, inconsistencies in practice means that children do not learn as well as they should. Some teaching is not planned closely enough on what children must learn next. This includes for children with special education needs and/or disabilities.

Children begin to learn the relationship between sounds and letters. However, some do not make the progress that they should. In writing, too many children do not master correct letter formation by the end of the Reception year. This inhibits the development of their writing over time.

Children get off to a flying start in Nursery. Staff understand children's starting points quickly. They plan learning activities with a clear purpose. This enables children to practise and embed key skills. Staff use high quality interactions to build children's use of vocabulary well. However, staff expertise varies throughout early years. Leaders recognise that staff need further training to ensure that all children benefit from high quality language development.

Staff work well with parents and carers. They ensure that they share important information.

## Inclusion

Needs attention 

Leaders have not given sufficient consideration to their strategy for disadvantaged pupils. It lacks clarity and is not monitored well enough. As a result, leaders do not know the

difference it is making to the large number of disadvantaged pupils in the school.

Leaders identify pupils with special educational needs and/or disabilities (SEND) swiftly. They have high expectations for what these pupils can achieve. However, these expectations are not realised for some pupils. In some classes, work is suitably adapted so that pupils with SEND learn the same curriculum as their classmates. Yet, in other classes, this is not the case. Pupils with SEND do not always receive the support they need.

The specialist resource provision is a strength of the school. Staff understand pupils' individual needs and provide tailored support to remove any barriers to learning. The environment is nurturing which enables pupils to feel safe and supported.

Leaders make effective use of alternative provision to support pupils' educational needs and engagement. They maintain secure oversight and monitor the impact effectively.

Leaders support children known (or previously known) to social care very well. Leaders work tenaciously with external agencies, including the virtual school and social care.

## **Leadership and governance**

**Needs attention** 

Leaders understand the schools' strengths. They know where further development and consistency is needed. The senior leadership team have worked diligently to stabilise the school despite significant staffing challenges. However, the pace of improvement has been inconsistent. Recurring staff changes have hindered their ability to sustain and build on developments.

Staff hold mixed views about the extent to which leaders support well-being and workload. Continual staff absence has had an impact on staff morale. Parents' views are also mixed. They are concerned about leadership and staff turnover and the impact it has had on their children.

Leaders align staff professional development to identified areas of inconsistency in teaching. However, this is not yet part of a sustained long-term strategy. This is due to the need to address immediate issues. The impact of this work has not yet had sufficient impact. Variability in curriculum delivery means that pupils, including those with special educational needs and/or disabilities, are not achieving as well as they should. Leaders are making good use of local authority advice during this period of staffing turbulence.

Governors are deeply committed to the school and want the very best for its pupils. They provide increasingly effective support and challenge to leaders. They understand the school's context and current challenges well. Governors fulfil their statutory responsibilities effectively. However, their oversight of the strategy for disadvantaged pupils is not sufficiently robust. This limits their ability to hold leaders to account for the impact of the funding.

## **Personal development and wellbeing**

**Needs attention** 

At times, the personal, social, health and economic education (PSHE) curriculum is not taught well enough. Leaders have developed a coherent PSHE programme that is designed

to build the depth of pupils' understanding over time. However, the quality of the implementation of the programme is too variable. This has resulted in pupils' knowledge in some areas being weaker than others. For example, pupils' understanding of British values is underdeveloped.

Pupils understand how to keep themselves safe online well. Older pupils are aware of age restrictions of apps. They are confident in reporting concerns and blocking any inappropriate content.

Pupils have some awareness of protected characteristics. Those who are more knowledgeable can discuss topics such as gender equality confidently. Pupils also understand that some of their classmates may need different support to help them succeed. Pupils learn about healthy relationships and understand consent in an age-appropriate way. For example, Year 6 pupils clearly state that they should not touch others without permission. Pupils understand personal boundaries.

Pupils who attend the special resource provision benefit from a PSHE curriculum that meets their needs. Staff ensure that the teaching about relationships, consent and boundaries is accessible, reinforced and consistently understood for these pupils. However, pupils with special needs and/or disabilities who are in mainstream classrooms receive a more variable programme of learning. This has resulted in some pupils not fully understanding possible risks.

Pastoral support meets pupils' needs well. For example, pupils with sensory needs benefit from the support of massage therapist. This helps them feel calm, focused and ready to learn.

Pupils enjoy representing the school in competitive sport, especially in athletics. Much to pupils' disappointment, these opportunities have declined this year, as a result of staffing changes.

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

Pupils are happy at this school. They know that staff listen to them if they have any worries. Pupils feel safe. Relationships, on the whole, are warm. Pupils are kind to each other and build strong friendships. When bullying happens, staff deal with it well.

Pupils' behaviour is typically calm and orderly. The majority of pupils are enthusiastic about learning new things. Pupils especially enjoy computing lessons where they learn how to code. However, there is a mixed picture of teaching and learning in across the school.

Staffing and leadership instability has meant that leaders' actions have not been rapid enough. There is variability between how well pupils learn in different classes. In some classes, pupils learn well and thrive. However, in others, work is not always well matched to pupils' starting points or not adapted well enough to help pupils overcome barriers. When this happens, these pupils become disengaged and do not learn as well as they should. The senior leadership team are ambitious for this to improve and have put appropriate improvement plans in place.

Overtime, disadvantaged pupils have achieved in line with disadvantaged pupils nationally. Currently, there is more of a mixed picture, due to variability in teaching.

This is particularly evident in early years, where children are not always as ready for Year 1 as they should be.

Despite leaders best efforts, attendance remains stubbornly low. Too many pupils still miss school.

Pupils benefit from some enrichment activities, including clubs such as yoga and chess. They enjoy taking on leadership responsibilities, for example as house captains or members of the eco-club. Pupils are proud of supporting their community and beyond through activities such as food collections and the Christmas shoebox appeal. Through these opportunities, pupils make a positive contribution to the lives of others.

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## Next steps

- Leaders should ensure that teaching across all year groups is effective, misconceptions are addressed, gaps are closed quickly and purposeful adaptations are in place, so that pupils, including those with special educational needs and/or disabilities, achieve more highly.
  - Leaders should ensure that there is greater focus on pupils securing foundational knowledge and skills, particularly in writing.
  - Leaders should ensure that all staff in the early years are supported to teach the curriculum well, including engaging in consistently high-quality interactions that develop children's language and vocabulary so that children are ready for the demands of Year 1.
  - Leaders should ensure that behaviour expectations and approaches to behaviour management are consistently applied by all staff so that pupils concentrate well .
  - Leaders should continue their work in supporting pupils and families, to improve pupils' levels of attendance over time, including the pupils who are persistently absent.
  - Governors and leaders should ensure that the pupil premium strategy is implemented and monitored effectively.
  - Leaders should improve the effectiveness of their personal development programme to ensure that pupils learn all that they should, in readiness for life in modern Britain.
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## About this inspection

The chair of the board of governors in this school is Vicky Hummell.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspection activities:

Inspectors spoke with the interim headteacher and other senior leaders during the inspection. They also met with members of the governing body and representatives of the local authority and the diocese.

Inspectors spoke with pupils, staff, parents and carers. They considered the responses to Ofsted's surveys.

This school is registered as having a Christian religious character. It is in the Catholic Diocese of Portsmouth. Its last section 48 inspection was June 2022.

The school includes a resourced provision for up to 18 pupils with autism spectrum disorder.

The inspectors confirmed the following information about the school:

The school also operates a nursery from the same premises for 3- and 4-year-olds.

The school currently makes use of 2 unregistered alternative provisions.

Since the last inspection, there have been significant changes in leadership.

Interim Headteacher: Vanessa Bingham

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### **Lead inspector:**

Lea Hannam, His Majesty's Inspector

### **Team inspectors:**

Natalie Broad, Ofsted Inspector

Trudi Sammons, Ofsted Inspector

## **Facts and figures used on inspection**

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 2 June 2026

## **School and pupil context**

### **Total pupils**

**315**

Close to average

### **What does this mean?**

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

### **School capacity**

**365**

Close to average

### **What does this mean?**

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

### **Pupils eligible for free school meals (FSM)**

**44.86%**

Well above average

### **What does this mean?**

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

### **Pupils with an education, health and care (EHC) plan**

**10.48%**

Well above average

### **What does this mean?**

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

### **Pupils with special educational needs (SEN) support**

**22.22%**

Well above average

**What does this mean?**

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

**Location deprivation**

**Well above average**

**What does this mean?**

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

**Resourced Provision or SEND Unit (if applicable)**

**Resourced provision**

**What does this mean?**

Whether school has Resourced Provision or SEND unit (if applicable).

**Type of specialist provision (if applicable)**

**ASD - Autistic Spectrum Disorder**

**What does this mean?**

The type of Special Educational Needs provision provided at the school (if applicable).

**All pupils' performance**

**Pupils reaching the expected standard in reading, writing and mathematics**

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

| Year                  | This school | National average | Compared with national average |
|-----------------------|-------------|------------------|--------------------------------|
| Latest 3 year average | 51%         | 61%              | Below                          |
| 2024/25 (final)       | 57%         | 62%              | Close to average               |

| Year            | This school | National average | Compared with national average |
|-----------------|-------------|------------------|--------------------------------|
| 2023/24 (final) | 47%         | 61%              | Below                          |
| 2022/23 (final) | 49%         | 60%              | Below                          |

### Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

| Year                  | This school | National average | Compared with national average |
|-----------------------|-------------|------------------|--------------------------------|
| Latest 3 year average | 66%         | 74%              | Below                          |
| 2024/25 (final)       | 77%         | 75%              | Close to average               |
| 2023/24 (final)       | 64%         | 74%              | Below                          |
| 2022/23 (final)       | 59%         | 73%              | Below                          |

### Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

| Year                  | This school | National average | Compared with national average |
|-----------------------|-------------|------------------|--------------------------------|
| Latest 3 year average | 60%         | 72%              | Below                          |
| 2024/25 (final)       | 66%         | 72%              | Close to average               |
| 2023/24 (final)       | 55%         | 72%              | Below                          |
| 2022/23 (final)       | 59%         | 71%              | Below                          |

### Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

| Year                         | This school | National average | Compared with national average |
|------------------------------|-------------|------------------|--------------------------------|
| <b>Latest 3 year average</b> | 73%         | 73%              | Close to average               |
| <b>2024/25 (final)</b>       | 70%         | 74%              | Close to average               |
| <b>2023/24 (final)</b>       | 64%         | 73%              | Below                          |
| <b>2022/23 (final)</b>       | 84%         | 73%              | Above                          |

## Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

### Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

| Year                         | This school | National average | Compared with national average |
|------------------------------|-------------|------------------|--------------------------------|
| <b>Latest 3 year average</b> | 40%         | 46%              | Close to average               |
| <b>2024/25 (final)</b>       | 42%         | 47%              | Close to average               |
| <b>2023/24 (final)</b>       | 35%         | 46%              | Close to average               |
| <b>2022/23 (final)</b>       | 44%         | 44%              | Close to average               |

### Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

| Year                         | This school | National average | Compared with national average |
|------------------------------|-------------|------------------|--------------------------------|
| <b>Latest 3 year average</b> | 62%         | 62%              | Close to average               |
| <b>2024/25 (final)</b>       | 63%         | 63%              | Close to average               |

| Year            | This school | National average | Compared with national average |
|-----------------|-------------|------------------|--------------------------------|
| 2023/24 (final) | 55%         | 62%              | Close to average               |
| 2022/23 (final) | 69%         | 60%              | Close to average               |

### Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

| Year                  | This school | National average | Compared with national average |
|-----------------------|-------------|------------------|--------------------------------|
| Latest 3 year average | 45%         | 59%              | Below                          |
| 2024/25 (final)       | 53%         | 59%              | Close to average               |
| 2023/24 (final)       | 40%         | 58%              | Below                          |
| 2022/23 (final)       | 44%         | 58%              | Below                          |

### Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

| Year                  | This school | National average | Compared with national average |
|-----------------------|-------------|------------------|--------------------------------|
| Latest 3 year average | 60%         | 60%              | Close to average               |
| 2024/25 (final)       | 63%         | 61%              | Close to average               |
| 2023/24 (final)       | 45%         | 59%              | Below                          |
| 2022/23 (final)       | 75%         | 59%              | Above                          |

### Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

**Disadvantaged pupils reaching the expected standard in reading, writing and mathematics**

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

| Year                  | This school | National non-disadvantaged score | School disadvantage gap |
|-----------------------|-------------|----------------------------------|-------------------------|
| Latest 3 year average | 40%         | 68%                              | -28 pp                  |
| 2024/25 (final)       | 42%         | 69%                              | -27 pp                  |
| 2023/24 (final)       | 35%         | 67%                              | -32 pp                  |
| 2022/23 (final)       | 44%         | 66%                              | -23 pp                  |

**Disadvantaged pupils reaching the expected standard in reading**

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

| Year                  | This school | National non-disadvantaged score | School disadvantage gap |
|-----------------------|-------------|----------------------------------|-------------------------|
| Latest 3 year average | 62%         | 80%                              | -18 pp                  |
| 2024/25 (final)       | 63%         | 81%                              | -18 pp                  |
| 2023/24 (final)       | 55%         | 80%                              | -25 pp                  |
| 2022/23 (final)       | 69%         | 78%                              | -10 pp                  |

**Disadvantaged pupils reaching the expected standard in teacher-assessed writing**

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

| Year                  | This school | National non-disadvantaged score | School disadvantage gap |
|-----------------------|-------------|----------------------------------|-------------------------|
| Latest 3 year average | 45%         | 78%                              | -32 pp                  |
| 2024/25 (final)       | 53%         | 78%                              | -26 pp                  |
| 2023/24 (final)       | 40%         | 78%                              | -38 pp                  |
| 2022/23 (final)       | 44%         | 77%                              | -34 pp                  |

### Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

| Year                  | This school | National non-disadvantaged score | School disadvantage gap |
|-----------------------|-------------|----------------------------------|-------------------------|
| Latest 3 year average | 60%         | 80%                              | -20 pp                  |
| 2024/25 (final)       | 63%         | 81%                              | -17 pp                  |
| 2023/24 (final)       | 45%         | 79%                              | -34 pp                  |
| 2022/23 (final)       | 75%         | 79%                              | -4 pp                   |

## Absence

### Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

| Year             | This school | National average | Compared with national average |
|------------------|-------------|------------------|--------------------------------|
| 2024/25 (3 term) | 6.5%        | 5.2%             | Above                          |
| 2023/24 (3 term) | 6.1%        | 5.5%             | Close to average               |
| 2022/23 (3 term) | 5.6%        | 5.9%             | Close to average               |

## Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

| Year             | This school | National average | Compared with national average |
|------------------|-------------|------------------|--------------------------------|
| 2024/25 (3 term) | 19.7%       | 13.0%            | Above                          |
| 2023/24 (3 term) | 18.2%       | 14.6%            | Above                          |
| 2022/23 (3 term) | 18.2%       | 16.2%            | Close to average               |

## Our grades explained

### Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

### Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

### Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

### Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

### Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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