

Inspection of Christ The King Catholic Primary School

55 Tollington Park, London N4 3QW

Inspection dates:	29 and 30 January 2025
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Early years provision	Outstanding
Previous inspection grade	Good

What is it like to attend this school?

Christ the King is a school where pupils are at the heart of everything. Warm greetings from staff create a positive and welcoming start to the day. The exceptional early years provision builds a strong foundation for learning, ensuring that children feel supported and inspired from the start. This is an inclusive school, where everyone feels valued and welcomed.

The school has high expectations for both behaviour and achievement. Children in early years demonstrate exceptional kindness and respect towards others. Older pupils are polite and welcoming. The school's rules of 'ready, respectful and safe' can be seen in the behaviour of both pupils and adults. As a result of the school's high expectations, pupils achieve well.

Relationships between staff and pupils are positive and supportive. Pupils know that if they have a worry, they can speak to an adult in school who will help them. Pupils feel happy and safe.

The school's wider offer is exceptional. Pupils are supported to thrive through the broad and rich range of experiences. They benefit from a wealth of opportunities to develop their talents and interests. For instance, pupils enjoy singing in the school choir, which helps them to build confidence and a sense of togetherness.

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

The school is ambitious for every pupil to succeed. It clearly sets out the essential knowledge pupils need to learn. In the early years, the curriculum is securely embedded, with adults expertly supporting children in developing strong foundations of knowledge across all areas of learning. For example, in Reception, children confidently group numbers in various ways, articulating their reasoning with clarity. The mathematics curriculum builds on this foundation, enabling older pupils to tackle more complex problems involving number.

Pupils achieve well in the subjects that they study. Teaching typically helps them to understand the concepts and ideas outlined in the curriculum. However, in Years 1 to 6, the curriculum in a few subjects is not currently fully embedded. As a result, there are times when pupils do not make strong connections between their prior learning and new knowledge and skills in order to build up their understanding.

Reading is a priority in the school. Daily reading opportunities foster a love of reading. The reading journey is particularly strong in the early years, where children develop their understanding of sounds and vocabulary with expert support. This strong foundation ensures early success in reading. Those requiring additional help are promptly identified and appropriate support is swiftly provided. Improved consistency in delivery of the early reading curriculum is now positively impacting pupils' reading fluency, as reflected in the published outcomes.

Pupils with special educational needs and/or disabilities (SEND) are extremely well supported throughout the school. Their needs are identified early. Precise strategies are put in place so that staff know how to help them. Pupils with SEND are fully included in lessons and receive the support that they need to succeed.

Behaviour throughout the school is calm and orderly. Staff actively support pupils who need help to focus and regulate their behaviour. In the early years, staff establish strong routines and promote independence from the start. For example, children select their own resources to write a letter before posting it in the indoor post box.

The school has strengthened attendance through robust policies and procedures, providing targeted support for pupils and their families. This approach has had a positive impact on pupils attending school regularly and on time.

The school provides exceptional opportunities for pupils' personal development. These opportunities are planned with the aim of shaping pupils into well-rounded individuals who demonstrate integrity. Pupils take pride in their responsibilities, such as serving on the school council, knowing that their opinions matter and are valued. For example, the addition of flowers and benches in the outdoor area resulted directly from one of their initiatives.

The school carefully develops pupils' cultural capital by embedding it within the curriculum. Thoughtfully planned trips and enriching experiences enhance their learning. From Nursery to Year 6, pupils enjoy visits to places, such as museums, parks and the theatre. They also take part in engaging events that explore future careers and their roles as citizens. Visitors from various professions deliver talks and lead interactive workshops, inspiring pupils from the early years onward. Pupils actively raise money for charities, developing a strong sense of responsibility. They explained that helping others 'would make them feel happy,' demonstrating their empathy and commitment to making a difference.

The leadership team, together with governors, drive improvements decisively. Staff appreciate the consideration given to their workload and well-being. They describe the school as being like a 'family'. The school actively engages with parents and the local community to strengthen its work and build positive relationships.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few subjects, the curriculum design in Years 1 to 6 has been recently reviewed. Some of the school's intended changes are not fully established. Where this is the case,

it can sometimes affect how well pupils connect their prior learning with new knowledge and skills and, in turn, build up knowledge incrementally. The school should ensure that the curricular changes are fully embedded, so that pupils can achieve consistently well across all subjects.

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

Unique reference number	100450
Local authority	Islington
Inspection number	10345650
Type of school	Primary
School category	Voluntary aided
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	253
Appropriate authority	The governing body
Chair of governing body	James Potts
Headteacher	John Lane (Executive headteacher)
Website	www.ctks.co.uk
Date of previous inspection	13 February 2019, under section 8 of the Education Act 2005

Information about this school

- Christ The King Catholic Primary school is a Catholic school within the Diocese of Westminster.
- The most recent section 48 inspection, which is an inspection of the school's religious character, took place in June 2022.
- The school runs its own breakfast club and after-school club.
- The school does not use 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. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors met with senior leaders, a number of teaching staff, governors, representatives from the local authority and the diocese.
- The inspectors carried out deep dives in these subjects: early reading, mathematics, science and music. 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.
- Inspectors also discussed the curriculum in some other subjects.
- The inspectors scrutinised a range of documents, including leaders’ evaluation of the school and priorities for school improvement.
- 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.
- The inspectors took account of the views of pupils, parents and staff, as gathered through discussions and Ofsted’s surveys.

Inspection team

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Ofsted Inspector

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