

Christ The King Catholic Primary School, A Voluntary Academy

Address: Kings Approach, Bramley, Leeds, West Yorkshire, LS13 2DX

Unique reference number (URN): 144824

Inspection report: 6 January 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.

Strong standard ●

Attendance and behaviour

Strong standard ●

Since the last inspection, leaders have worked tirelessly to improve attendance and reduce persistent absence. Their efforts have led to notable and sustained improvements, particularly for key groups of pupils, such as those with special educational needs and/or disabilities. Expectations of pupils' attendance are high. As attendance rises, leaders raise whole school targets accordingly. Leaders approach attendance systematically. There is a clear understanding that it is everyone's responsibility. Pupils understand the importance of being in school and can explain how much learning time is lost through different periods of absence. The school builds highly positive relationships with families, swiftly identifying and removing barriers to attendance, often with the support of external agencies.

Pupils behave consistently well because all staff use the same positive and proactive approaches to managing each pupils' behaviour. Pupils have a mature understanding of their emotions and recognise when they may need help to regulate them. They receive timely support, which helps to maintain a calm and orderly environment throughout the school. Behaviour incidents are rare. The school promotes a strong culture of respect in which bullying and discrimination are not tolerated. Pupils show positive attitudes to learning and are eager to succeed. This enthusiasm for learning is reflected in their high participation in booster sessions and reading clubs.

Early years

Strong standard ●

The early years curriculum is meticulously designed to reflect children's prior experiences and starting points. There is a sharp emphasis on supporting children's speech and language development. All children's communication and language is checked when they first start at the school. Those who need additional support receive it swiftly, including from external specialists where appropriate. Interactions between adults and children are consistently high quality. Well-trained staff skilfully develop children's language. For example, staff skilfully help children to use accurate enunciation and a correct mouth shape when speaking.

Children begin phonics early in the Reception Year and the teaching they receive is highly effective. This is reflected in the high proportion of pupils who go on to pass the Year 1 phonics screening check. Children in Reception enjoy reading. Staff are adept at choosing stories that will engage children and support their learning well. The focus on securing basic skills ensures that children are well prepared for the demands of Year 1.

Transitions into Reception and then into Year 1 are smooth due to clear, well-thought-out arrangements. Staff prioritise building supportive relationships with parents and carers. Systems are in place for families to track their child's progress through the curriculum. Staff identify children with potential special educational needs and/or disabilities quickly. They put targeted support in place to ensure that these children access learning alongside their peers.

Inclusion

Strong standard 

Leaders have established effective systems to identify pupils' additional needs and any barriers to their attendance or learning. Leaders and staff ensure that all pupils are fully included in school life. Pupils benefit from a wide range of academic and pastoral support. Leaders review this support carefully to ensure it has the intended impact on pupils.

Leaders' well-thought-out provision for pupils with more complex special educational needs and/or disabilities (SEND) supports pupils well. Highly trained staff help pupils to develop independence and social skills as well as supporting them academically. Pupils with SEND who do not need to access this provision benefit from effective adaptations to teaching by staff in lessons. Pupils with SEND work towards targets that support their progress well through the curriculum. The school values pupils' views and this is reflected in individual support plans.

Leaders have strong links with external agencies, which helps the school to provide support for families and pupils where needed. Pupils appreciate this help. They recognise how it enables them to manage their emotions and engage more effectively in learning.

Pupil premium funding is used thoughtfully to improve outcomes for disadvantaged pupils. These pupils achieve highly, particularly in English and mathematics.

Personal development and wellbeing

Strong standard 

Pupils consistently live out the school's values and virtues, which is testament to the strength of its personal development offer. Pupils show high levels of respect and tolerance for others and are unwavering in their belief that everyone should be treated equally. For example, pupils spoke about the discrimination faced by Rosa Parks, describing feelings of sadness and anger. They are determined that no person in their school will be treated unfairly. The school's diverse community is celebrated through events, where pupils and their families share cultural traditions. Visitors, such as a local rabbi, and visits to places of worship deepen pupils' understanding of different faiths. They recall this learning with confidence.

The curriculum for personal, social and health education addresses wider risks, such as knife crime and gang culture. Pupils speak confidently about their learning, particularly around online safety. They can explain how they have applied their knowledge in real-life situations. The curriculum equips them well to lead safe, healthy lives.

Pupils have a secure understanding of fundamental British values and why they matter. School council members visit parliament and all pupils take part in democratic elections for leadership roles, such as to become 'eco-warriors'. Pupils recognise that rules and laws are essential for keeping people safe.

Leaders are determined to provide pupils, including disadvantaged pupils, with a rich range of experiences, visitors and events. These broaden pupils' horizons and nurture their talents and interests. For example, the school's 'pop-up' swimming pool enables pupils, including those who access the nurture suite, to access swimming lessons during the spring term. This is also used for an after-school water polo club, which pupils speak about with

excitement. Pupils feel empowered to make suggestions about improving the school and the wider community. Leaders take their views seriously. For example, the 'regulation room' was created in direct response to pupils' requests.

Expected standard

Achievement

Expected standard 

Pupils, including those who are disadvantaged and those with special educational needs and/or disabilities, make very positive progress through the curriculum. This is especially evident in English and mathematics, where pupils gain essential knowledge and their attainment in national tests at the end of key stage 2 have been consistently above average in recent years. As a result, pupils are well prepared in these subjects for the next stage of their education.

Most pupils meet the expected standard in the phonics screening check in Year 1, reflecting the strength of the school's phonics and reading curriculums. This also demonstrates that the early years curriculum prepares children effectively for the demands of key stage 1.

Typically, pupils achieve well across the wider curriculum. However, in some of these subjects there is variation in the quality of pupils' work because expectations are not always high enough. As a result, sometimes pupils' learning is less secure.

Curriculum and teaching

Expected standard 

Leaders have developed a broad curriculum, underpinned by the school's values and enriched by a wide range of experiences. They understand the school's context and pupils' starting points well. This insight has shaped the design of the curriculum. Staff receive regular, purposeful training to support them to teach the curriculum effectively. They teach the core subjects of English, mathematics and science consistently well, making thoughtful adaptations for pupils with special educational needs and/or disabilities. Carefully ordered learning in these subjects enables pupils to become confident, fluent readers, writers and mathematicians. Those at risk of falling behind receive swift, targeted support from staff to help them catch up. Reading is a particular strength of the school and rightly takes precedence in the curriculum.

In some wider curriculum subjects, curriculum content is not delivered as planned. For instance, at times pupils complete tasks that do not align closely with the knowledge and skills set out in the curriculum. As a result, pupils can find it difficult to recall some of their learning in these subjects.

Leadership and governance

Expected standard 

Leaders make decisions in the best interests of pupils. They understand the school's strengths and actively seek ways to improve, drawing on external expertise when needed. Their actions have led to notable achievements, including improved attendance and

sustained above average outcomes in key stage 2 national tests and the Year 1 phonics screening check. Staff engage in a wide range of training, such as national professional qualifications, which supports them to teach the curriculum effectively. They value opportunities to collaborate with colleagues from across the trust.

In some foundation subjects leaders, do not identify the most appropriate priorities for improvement. As a result, the quality of teaching in these subjects is more variable. Although pupils typically progress well, they do not yet achieve the consistently high standards attained in English and mathematics.

The leadership team is well supported by the trust and a committed local academy council. Trustees and governors understand their roles and provide an effective balance of support and challenge. They are mindful of staff workload and regularly check on staff wellbeing. Consequently, staff are happy at the school. This is reflected in the very positive staff survey responses. The trust maintains a constructive relationship with its local academy council, with clear lines of communication and accountability in place.

The school places emphasis on building relationships with families. Parents and carers value the support they receive. One parent echoed the views of many when they described the school as a 'hidden gem'.

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

Pupils learn in a calm, inclusive environment, where staff have established clear routines and maintain high expectations. Pupils rise to meet these expectations. Many achieve highly by the time they leave Year 6, particularly in English and mathematics. Combined with the school's comprehensive personal development offer, this ensures pupils are well prepared for the next stage of their education.

The school has developed effective arrangements for identifying barriers to pupils' attendance and learning. Staff work tirelessly to remove these barriers so that all pupils can participate fully in school life and achieve their best. Pupils enjoy school. This is reflected in their attendance, which has improved considerably over recent years. Pupils describe the school as welcoming and friendly.

Pupils' behaviour is consistently positive. Pupils conduct themselves well in lessons and during social times. They are respectful, courteous and show genuine empathy towards their peers. They understand the importance of treating everyone equally. Staff have warm, trusting relationships with pupils. Pupils feel safe. They are confident that adults will listen to them and help resolve any concerns.

The school fosters strong relationships with families. Parents and carers value this highly. Pupils benefit from a wide range of opportunities and enriching experiences. Older pupils talk enthusiastically about developing teamwork and trust during a residential visit. Other pupils recall visiting art galleries and places of worship. Pupils consider how they can contribute to the wellbeing of the local community through, for example, visiting elderly residents or helping to reduce litter in the locality. They develop their talents and interests through a broad range of extra-curricular clubs, such as water polo and chess. These

experiences broaden pupils' understanding of the wider world and help prepare them to be active, responsible citizens.

Next steps

- Leaders should ensure that the curriculums in the foundation subjects are taught to an equally high standard as those of the core subjects and that pupils develop detailed knowledge and skills and produce high-quality work.
 - Leaders should ensure that through their leadership of subjects they accurately identify, monitor and act on priorities for improvement.
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About this inspection

This school is part of The St Gregory the Great Catholic 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), Peter Hughes, and overseen by a board of trustees, chaired by Shaun Vickers.

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 (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher and other members of the senior leadership team during the inspection. They also spoke with the CEO of the trust, the chair of the trust board, the director of education from the Diocese of Leeds and representatives from the local academy council.

The inspectors confirmed the following information about the school:

This school is registered as having a Roman Catholic religious character. The last section 48 inspection of the school's religious character took place in December 2021. The school does not use any alternative provision.

Headteacher: Anne-Marie Waide

Lead inspector:

Philippa Kermotschuk, His Majesty's Inspector

Team inspectors:

Tracy Duffy, His Majesty's Inspector

Donna Barker, 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 6 January 2026

School and pupil context

Total pupils

168

Below 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

210

Below 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)

35.71%

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

0.60%

Well below 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

25.00%

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

Close to 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)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (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	80%	61%	Above
2024/25 (revised)	85%	62%	Above
2023/24 (final)	80%	61%	Above
2022/23 (final)	77%	60%	Above

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	92%	74%	Above
2024/25 (revised)	88%	75%	Above
2023/24 (final)	100%	74%	Above
2022/23 (final)	87%	73%	Above

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	81%	72%	Above
2024/25 (revised)	85%	72%	Above
2023/24 (final)	80%	72%	Above
2022/23 (final)	80%	71%	Above

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
Latest 3 year average	93%	73%	Above
2024/25 (revised)	92%	74%	Above
2023/24 (final)	93%	73%	Above
2022/23 (final)	93%	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
Latest 3 year average	69%	46%	Above
2024/25 (revised)	83%	47%	Above
2023/24 (final)	55%	46%	Close to average
2022/23 (final)	67%	44%	Above

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
Latest 3 year average	88%	62%	Above
2024/25 (revised)	83%	63%	Above
2023/24 (final)	100%	62%	Above
2022/23 (final)	78%	60%	Above

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	69%	59%	Above
2024/25 (revised)	83%	59%	Above
2023/24 (final)	55%	58%	Close to average
2022/23 (final)	67%	58%	Close to average

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	84%	60%	Above
2024/25 (revised)	92%	61%	Above
2023/24 (final)	82%	59%	Above
2022/23 (final)	78%	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	69%	68%	1 pp
2024/25 (revised)	83%	69%	14 pp
2023/24 (final)	55%	67%	-13 pp
2022/23 (final)	67%	66%	0 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	88%	80%	8 pp
2024/25 (revised)	83%	81%	3 pp
2023/24 (final)	100%	80%	20 pp
2022/23 (final)	78%	78%	-1 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	69%	78%	-9 pp
2024/25 (revised)	83%	78%	5 pp
2023/24 (final)	55%	78%	-23 pp
2022/23 (final)	67%	77%	-11 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	84%	80%	5 pp
2024/25 (revised)	92%	81%	11 pp
2023/24 (final)	82%	79%	2 pp
2022/23 (final)	78%	79%	-1 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 (2 term)	4.9%	5.2%	Close to average
2023/24 (3 term)	5.8%	5.5%	Close to average
2022/23 (3 term)	6.9%	5.9%	Above

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 (2 term)	14.4%	13.3%	Close to average
2023/24 (3 term)	16.2%	14.6%	Close to average
2022/23 (3 term)	24.7%	16.2%	Above

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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