

Christ the King Catholic and Church of England Primary School

Inspection report

Unique Reference Number	135820
Local Authority	Cheshire East
Inspection number	360759
Inspection dates	21–22 June 2011
Reporting inspector	Michael Hewlett

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	167
Appropriate authority	The governing body
Chair	Mr Tom Neill
Headteacher	Mrs Clare Bates
Date of previous school inspection	Not previously inspected
School address	Fir Grove Macclesfield Cheshire SK11 7SF
Telephone number	01625 383272
Fax number	-
Email address	admin@christtheking.cheshire.sch.uk

Age group	3–11
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Royal Exchange Buildings
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M2 7LA

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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 14 lessons and observed 10 teachers. Inspectors held meetings with members of the governing body, staff, parents and carers, and talked with pupils. They observed the school's work and looked at the school's self-evaluation, improvement plans, policies, assessment and tracking systems, safeguarding procedures and pupils' work. Inspectors examined 35 questionnaires from parents and carers, as well as those from staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Whether recent initiatives have been effective in improving pupils' behaviour.
- Whether teaching consistently addresses the needs of all groups of pupils.
- Areas identified by the school as strengths such as the effectiveness of care, guidance and support.

Information about the school

This school is smaller than the average sized primary school. It opened in September 2009 as a joint church school, replacing two schools that closed: one Catholic and one Church of England. Christ the King Catholic and Church of England Primary School moved from temporary accommodation into its present building less than a month ago. Most pupils are White British. Few are from minority ethnic groups or speak English as an additional language. The proportion of pupils known to be eligible for free school meals is twice the national average. While the proportion of pupils identified as having special educational needs and/or disabilities are broadly average, the proportion with statements of special educational needs is four times the national figure. The school achieved Healthy School Status in 2010 and received the International Schools Award in 2011. There is a pre-school group on the school site which is the subject of a separate inspection.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Christ the King Primary is a good school. It is successful because the good leadership of the headteacher and other leaders has concentrated on the right priorities. They have focused on raising attainment by improving the quality of teaching and learning and encouraging pupils to attend more regularly. Parents and carers comment positively on how happy their children are in school because of the good levels of care and support they receive.

Most children begin school with skills which are low. They make good progress in the Early Years Foundation Stage because of the high priority adults give to improving children's literacy skills, as well as their personal and social development. By the end of Key Stage 2 pupils' attainment in English and mathematics is broadly average, which represents good progress from their starting points. Pupils' current work and the school's detailed tracking systems confirm this view. Those pupils with special educational needs and/or disabilities and those whose circumstances may make them vulnerable make similarly good rates of progress. However, pupils' limited applications of English and mathematical skills in other subjects confirm their attainment is still not high enough. A strong feature of the school's work is its good partnership work, especially within the local learning community of schools and with outside agencies. Pupils have positive attitudes to learning, their behaviour is good and they have a good understanding of the importance of leading a healthy lifestyle. They say they feel very safe and have an influential voice in the school and have many opportunities to share their views. For example, the regular meetings held between school council members and staff 'give us the chance to tell our teachers how we are feeling', was one pupil's comment. Good teaching and a stimulating curriculum allow pupils to develop their individual strengths. While most of the teaching is good, in some of the satisfactory lessons the pace of learning is too slow and opportunities for pupils to practise their basic skills are missed. As a result, they do not make as much progress as they should. Historically, pupils' attendance levels have been low and this has had a negative effect on attainment and progress. While attendance is now at an average level and improving it is adversely affected by some pupils who are persistently absent.

Key to the improvement in pupils' attainment and attendance is the school's self-evaluation which is accurate in its judgements. School leaders have recognised the weaknesses, introduced strategies to address them and can show how these are having an impact. This demonstrates the school's good capacity for sustained improvement. The supportive governing body is routinely involved in school life and helps set the strategic direction. It rigorously monitors the school's performance.

What does the school need to do to improve further?

- Raise attainment in English and mathematics by:

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- ensuring that the quality of teaching is good or better and that the pace of pupils' learning remains brisk
- providing pupils with more opportunities to use and apply their basic skills in other curriculum areas
- consistently providing feedback to pupils so that they understand what they need to do to improve.
- Raise pupils' levels of attendance by:
 - providing a greater range of incentives as rewards for more regular and improved attendance that appeal to parents, carers and pupils
 - increasing parents' and carers' understanding of the importance of regular attendance
 - focusing greater attention on those pupils who are persistently absent.

Outcomes for individuals and groups of pupils**2**

Pupils told inspectors how much they enjoy school and evidence from classrooms clearly shows their enjoyment of learning. Their achievement is good. 'I love this school and our new building makes it even better', was a comment that summed up pupils' views. In all lessons observed by inspectors behaviour was good. Pupils show good levels of concentration and consequently make good progress in their learning. Their progress in English and mathematics, often from a low starting point, has been particularly marked. However, improved attainment is still a priority in both of these subjects and pupils are less confident in applying their basic skills in other curriculum areas.

Support for the different groups of pupils represented in the school is effective and well organised, resulting in all groups of pupils, including those known to be eligible for free school meals, achieving well. They benefit from purposeful and often practical activities with the guidance of knowledgeable support staff and teachers. The school's focus on targeted intervention for the pupils with additional needs, including those with statements of special educational needs, is paying dividends because their attainment continues to rise.

Pupils have a good understanding of how to live healthily and participate enthusiastically in the many clubs and sporting activities that are available. They know how to keep safe and are confident that any concerns they raise will be taken seriously. Spiritual, moral, social and cultural development is good and pupils think about the needs of others, as well as themselves.

Pupils make a good contribution to the school and wider community. For example, they are keen to become involved in local issues and have been actively involved in improving their local park. The ability of pupils to apply the key skills of oracy, literacy, numeracy and information and communication technology across the curriculum in a range of different ways is satisfactory. Attendance is now average and the school has made good progress in this area, with attendance levels rising quickly over the last year. However, there are some pupils who are still persistently absent and this adversely affects the school's overall attendance levels.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Overall, teaching is good. In all lessons observed staff managed pupils' behaviour well. In the best lessons teachers set out clearly what they expect pupils to achieve and, through skilled questioning, assess pupils' progress well towards meeting these objectives. They also move pupils' learning on at a rapid pace. For example, during a very successful mathematics lesson with Year 6 pupils there was a real sense of urgency and challenge for each of the different groups represented in the class. Pupils produced spreadsheets which calculated the cost of tickets for their 'Summer Show'. As a result, they were able to apply their mathematical skills to resolve 'real life' problems. However, inconsistencies in approach and expectation remain in a few lessons, resulting in slower progress and fewer opportunities for some pupils to apply what they have learnt. In these less successful lessons teachers do not plan well enough to make sure that pupils are learning at a good pace throughout the lesson. For example, too much time is spent on the teacher's input, questioning does not check on pupils' understanding well enough and the marking fails to show how pupils can improve their work. Nevertheless, most lessons meet the needs of all the pupils.

The curriculum is well planned to match pupils' interests and abilities. Pupils make the most of the many opportunities they are given to join in sporting, social and artistic activities. Good cross-curricular links are made between subjects and information and communication technology is regularly used within the classroom as pupils research their

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topics. For example, a study of writing styles led a group of pupils to explore why an author chose to write in a particular way. This increased their understanding of the author's life and times and they were able to incorporate some of his writing strategies into their own work. Overall, however, pupils do not have enough opportunities to apply their English and mathematical skills in other curriculum areas. The numerous sporting sessions that are offered are especially popular and have a high take-up. They make a good contribution to pupils' adopting healthy lifestyles.

The vast majority of parents and carers say that the school is very caring and supervises pupils well to ensure their safety. Inspection findings confirm that care, guidance and support are good. Staff know pupils as individuals and provide impressive support that is tailored to their specific needs. There are strong partnerships with outside agencies and good transition arrangements with pre-school groups and the local high schools. These contribute to very smooth transfers. The school's commitment to encouraging good attendance is having a positive impact.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Good, determined leadership has been instrumental in providing clear direction and improvement based on accurate self-evaluation. This has resulted in rising levels of attainment and attendance of pupils as well as improvements in the quality of teaching. Importantly, there is a shared vision and no trace of complacency. School leaders have established rigorous monitoring of teaching and learning with the results shared with all staff, who feel their work is valued and supported. The positive ethos established in the school is one that successfully promotes equality for all and tackles any discrimination. This is apparent in the effective support for different groups of pupils, such as the additional interventions for those pupils with language or behavioural difficulties.

Although many of its members are new, the governing body exerts a strong influence in determining the strategic direction of the school and makes sure that all statutory requirements are met. Members of the governing body are supportive of, but also challenge, the school's work. The school's procedures for safeguarding are robust. It ensures that staff are suitably recruited and vetted and that the required policies and procedures are in place. The school's curriculum, through its topics and themes, provides valuable opportunities to remind children of their role in keeping themselves safe. Partnerships with others are strong, particularly in promoting pupils' well-being and their social and emotional development. The school's engagement with parents and carers is good. The vast majority of parents and carers say how delighted they are with the school.

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The school makes a good contribution to community cohesion. It is at the heart of its local community and pupils benefit from the school's close and productive partnerships with parents, carers and local churches. The school promotes amongst pupils a good tolerance and understanding of the needs of others and an awareness of the richness of the wider world.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding a ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children make good progress towards the early learning goals from a low starting point when they arrive in the Reception Class. They settle quickly into a safe, secure and welcoming environment. This is the result of good teaching and staff who provide children with exciting activities. When children move to Year 1 they are generally working at age-related skills in the areas of learning. They have made good strides in their language skills and in their personal and social development. This is because there is a strong emphasis on providing regular opportunities for children to discuss what they are doing and they are given clear boundaries and expectations. Children's behaviour is good. They play together happily and they have warm, friendly relationships with adults and with each other. Importantly, they are motivated to enjoy learning by being given tasks that keep them actively involved. Their 'new school', as they describe it, provides them with numerous opportunities to play and explore in the attractive outside area. For example, they enjoy following up their 'mini-beast topic' as they search for insects in the garden area.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The vast majority of those parents and carers who responded are highly satisfied with the school. This feedback reflects the information gathered by the school from its own surveys. Typically, they comment very positively about the quality of care and the leadership of the school. Many positive comments were also received by inspectors about how supportive the school is and how much their children enjoy school. Within the small number of negative comments received there was no underlying pattern. In their questionnaire responses a few parents and carers signalled concerns over how the school manages unacceptable behaviour and how it helps them to support their children's learning. During the inspection inspectors scrutinised the school procedures with regard to these two areas. Discussions were also held with pupils. Inspectors' conclusions are contained in the body of this report.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Christ the King Catholic and Church of England Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 35 completed questionnaires by the end of the on-site inspection. In total, there are 167 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	16	46	18	51	0	0	1	3
The school keeps my child safe	14	40	20	57	1	3	0	0
My school informs me about my child's progress	10	29	23	66	2	6	0	0
My child is making enough progress at this school	14	40	20	57	1	3	0	0
The teaching is good at this school	16	46	18	51	1	3	0	0
The school helps me to support my child's learning	9	26	23	66	3	9	0	0
The school helps my child to have a healthy lifestyle	13	37	19	54	3	9	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	11	31	20	57	1	3	0	0
The school meets my child's particular needs	10	29	24	69	0	0	1	3
The school deals effectively with unacceptable behaviour	5	14	27	77	3	9	0	0
The school takes account of my suggestions and concerns	6	17	25	71	2	6	1	3
The school is led and managed effectively	14	40	21	60	0	0	0	0
Overall, I am happy with my child's experience at this school	16	46	18	51	0	0	1	3

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



23 June 2011

Dear Pupils

**Inspection of Christ the King Catholic and Church of England Primary School,
Macclesfield, SK11 7SF**

Thank you for the welcome you gave to me and the other inspectors when we visited your school recently. We enjoyed our visit. You were eager to talk to us and tell us how much you like your school. This helped us to find out about the school and how well it is doing.

Your school is providing you with a good education. You told us you feel very safe when you are in school. We saw that you enjoy learning. We were impressed by your good behaviour and how much you know about staying healthy. You try your best in all the things that you do. This is helping you to make good progress in your learning. All the adults take very good care of you. They all want the best for you. Teachers work hard to find things that interest you and help you to learn.

We have asked the school to improve two things. Firstly, we want to see you getting even better results in English and mathematics. We are asking your teachers to make some improvements in lessons to make sure this happens. Secondly, we want the adults to ensure that attendance rates rise. You can help by coming to school as often as possible and by continuing to try hard with all your work.

Best wishes in the future!

Yours sincerely

Michael Hewlett

Lead inspector

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