

Christ the King Catholic and Church of England Primary School

Fir Grove, Macclesfield, Cheshire, SK11 7SF

Inspection dates 16–17 July 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Standards at the end of Year 2 and at the end of Year 6 are at least at the national average and improving year on year.
- The vast majority of pupils, including those supported by the pupil premium, achieve well. This is as a result of teachers' high expectations of their work and behaviour.
- Teaching is typically at least good, fostering pupils' good attitudes to learning and an enthusiastic curiosity.
- Early Years Foundation Stage provision is stimulating and exciting, ensuring that children make good progress.
- Behaviour is very good. The school plays a huge part in instilling in pupils a strong sense of individual and collective responsibility towards the school's code of conduct.
- The curriculum is well organised. As well as a clear focus on developing pupils' basic skills, it provides a range of rich experiences, which contribute to pupils' good spiritual, moral, social and cultural development.
- The headteacher provides strong leadership. Her determination has led to better teaching and improvement in pupils' achievement over recent years. The school is well-placed to improve further.
- Governors focus with great care on pupils' achievement and on ensuring their outstanding safety and security. They work very closely with all staff and with parents, to continually raise standards.

It is not yet an outstanding school because

- Sometimes the most-able pupils do not achieve a consistently high level of attainment.
- Teachers' marking does not always challenge pupils to avoid repeating mistakes in their spelling, grammar and punctuation.
- Subject leaders are not consistently improving pupils' achievement in all subjects.

Information about this inspection

- Inspectors observed 11 lessons. There were also shorter visits to lessons and scrutiny of workbooks, carried out jointly by inspectors and school leaders.
- Meetings were held with the senior management team, a number of subject and other leaders, teachers and teaching assistants, the Chair of the Governing Body and four other governors and a representative of the local authority.
- Inspectors talked to pupils and parents to find out what they thought of the school in general.
- Inspectors looked at relevant documents, including the school’s view of its own performance, the improvement plan, policies regarding behaviour and attendance, and the safeguarding of all pupils.
- Inspectors examined the most recent national published data on the achievement of pupils and the school’s systems for checking on pupils’ progress through the year.
- In addition, inspectors took account of responses from 14 parents to the on-line questionnaire (Parent View).
- Fifteen responses to the staff questionnaire were also considered.

Inspection team

Andrew Morley, Lead inspector

Additional Inspector

Jennifer Platt

Additional Inspector

Full report

Information about this 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.
- The proportion of pupils eligible for the pupil premium funding, which provides additional funding for pupils known to be eligible for free school meals and children who are looked after by the local authority, is above average.
- The proportion of disabled pupils and those with special educational needs supported through school action is below average, but the proportion supported at school action plus or through a statement of special educational needs is above average.
- The large majority of pupils come from White British backgrounds. The proportion of pupils who speak English as an additional language is below average.
- A privately-run nursery operates from the school site and is inspected separately.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics.

What does the school need to do to improve further?

- Further accelerate progress and improve the overall quality of teaching to outstanding by:
 - ensuring that the most-able pupils are always set work that enables them to reach the highest standards
 - ensuring marking helps pupils improve their work, with specific reference to accuracy in basic skills in English.
- Further improve leadership by strengthening the role of subject leaders by ensuring that the impact of their actions secures pupils' good or better progress in their subject.

Inspection judgements

The achievement of pupils is good

- Pupils join the school in the Early Years Foundation Stage with skills that are generally well below those expected for their age. Pupils achieve well in all parts of the school as a result of teachers' high expectations and good teaching. They make good progress and, by the time they leave Year 6, their attainment is at least in line with the national average.
- In 2014, Year 6 pupils made good progress from their starting points to reach at least average standards in the national tests. At the time of the inspection these results had not yet been validated. The school's results indicate a continuing trend of improvement over a three-year period. The attainment of pupils at the end of Key Stage 1 in 2014 was similarly in line with the national average in reading, writing and mathematics, again indicating good progress from their starting points.
- Children make good progress in the Early Years Foundation Stage, as a result of high quality provision in their indoor and outdoor learning and high levels of challenge for all children. At the end of the Reception Year, children's levels of skills and understanding in all areas are now at those expected for their age. They make particularly strong progress in their personal development and, therefore, confidently settle into Year 1.
- The school's tracking information about current pupils' achievement and work in pupils' books and in lessons confirm that pupils in all classes are making consistently good progress in reading, writing and mathematics. Pupils are now on track to achieve above average attainment by the time they leave school.
- Pupils make good progress in reading. They enjoy reading and are provided with plentiful opportunities to read widely and often, as well as to listen to stories, which they enjoy. The phonics screening test, which checks pupils' understanding of letters and the sounds they make, shows that pupils are at the expected level at the end of Year 1. Pupils continue to make good progress in their reading at Key Stage 2 and have opportunities for extended opportunities to practise and apply their reading skills.
- In 2014, pupils eligible for support through the pupil premium, including those known to be eligible for free school meals, made good progress in all subjects and there was no difference between their attainment and that of their classmates.
- Disabled pupils and those who have special educational needs make good progress in reading, writing and mathematics because the school provides appropriate programmes of support suited for each and every pupil's needs. Some of these pupils have made outstanding progress.
- A small number of pupils who speak English as an additional language make rapid progress in their learning of English and attain well over time, because the school has very good language learning programmes in place. All class teachers provide effective support where and when it is needed.
- The most-able pupils are making good progress overall, but this is not consistent in all year groups.
- The good overall progress made by all groups of pupils provides clear evidence that the school promotes equality of opportunity well.

The quality of teaching is good

- The overall good quality of teaching is typified by strong relationships, effective behaviour management and learning activities that help to promote pupils' involvement and interest.
- Teachers promote pupils' moral and social development well by expecting them to behave well and work hard in range of settings. Pupils' spiritual and cultural development is fostered through the opportunity for them to think about their experiences and learn about cultures different from their own.
- Teaching in the Early Years Foundation Stage is good. There is an orderly atmosphere and a

wonderful range of exciting resources that involve and interest children particularly well in playing and learning. For example, in a phonics session, children of all abilities participated and understood, and made good progress.

- Teachers have good subject knowledge and this enhances pupils' learning. This was evident in Year 2, with pupils developing effective skills in the writing of diary extracts.
- The detailed assessment of pupils' needs means that, in the majority of lessons, all pupils, including those with disabilities and special educational needs, make good progress. The school uses the pupil premium funding and other finance to provide teaching assistants in every class. Staff know the pupils very well and ask questions that challenge pupils, rather than giving them too much help. The extra help provided by these skilful support staff means that pupils at risk of falling behind are helped to make good progress.
- Teachers use the curriculum effectively to ensure that basic literacy and numeracy skills and knowledge are taught. However, while teachers provide good feedback to pupils in their marking, pupils are not consistently challenged to use grammar, punctuation and spelling accurately in all subjects across the curriculum.
- Sometimes, teachers do not plan tasks to ensure at least good progress for the most-able pupils, thus limiting their potential to reach the highest standards of which they are capable.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Pupils are polite and courteous and move around the school in a quiet and orderly fashion. Pupils are well settled into routines and they enter classrooms in a very self-collected manner.
- Disruptive learning behaviour in classes is uncommon. On the rare occasions when this happens, pupils respond well to teachers' prompt and swift actions to deal with it.
- The life of the school is enhanced by the willingness of pupils to take on responsibility, such as being a member of the school council. In so doing, they learn about the democratic process and have a voice in how the school develops.
- The older children understand their responsibility to model good behaviour and safe practice. The 'Ambassadors' show great maturity in their role to ensure that younger children are looked after on the playground and around school. Pupils enjoy playtimes, which are very happy and secure for all.
- Bullying of any type is rare and pupils report that teachers deal with it very effectively if it ever happens. Leaders keep very careful and detailed records of any incidents and they take positive steps to address any poorer behaviour.
- The school has high expectations of good behaviour, supported by a detailed system of rewards, sanctions and commendations, which pupils understand very well. This is reinforced by rewards for high attendance, good work and other exemplary achievements.
- The school's work to keep pupils safe and secure is outstanding. Consequently, pupils' knowledge about how to keep themselves and others safe is excellent. Older pupils have an exceptionally well-developed understanding of the different forms of bullying, including prejudice-based bullying.
- Pupils feel very safe in the school, not only because of the very good physical security, but also because of the good relationships with staff which ensure that they always have someone they can talk to if they have a problem.
- The curriculum makes a very strong contribution to pupils' safety. Pupils can recall lessons on road safety, 'stranger danger' and fire safety. They have an extremely well-developed understanding of the dangers of cyber-bullying and can outline what to do if they feel uncomfortable while on line.
- Managers have in place effective systems for monitoring attendance and punctuality, which involve parents at every step. As a result, attendance has improved over the last three years and is now above average.

The leadership and management are good

- There is a very effective system of management in the school. Senior leaders have a common aim of raising the achievement of all pupils. Senior leaders and all staff work as one and are determined to be an outstanding school. There is strong capacity for further improvement.
- The headteacher provides strong leadership and a clear vision for the continuous improvement of teaching and learning. This is built upon an accurate understanding of the school's strengths and weaknesses which is derived from effective checking of its work and wide consultations with the community, pupils, staff and parents.
- The Early Years Foundation Stage is led and managed well. Assessment information is highly detailed and carefully analysed, transition arrangements are well organised and parents are well informed about their children's progress.
- The systems and procedures for monitoring teaching are thorough and robust. Consequently, attainment and progress have improved since the amalgamation four years ago. The management of teachers' performance is firmly linked to pupils' progress. Pay enhancement is not awarded unless teachers meet targets for pupils' achievement.
- Subject leadership is developing but currently, not all leaders are ensuring that their work impacts on the quality of provision in all classes on a daily basis.
- The pupil premium funding is targeted very well and as a result, eligible pupils are making progress in line with that of other pupils in school. Pupils benefit from participating in trips, for example, visits to museums and theatres and residential trips.
- The primary school sport funding is used to hire a sports coach who is an inspiration to both staff and pupils. It is his responsibility to strengthen teachers' confidence in teaching the subject and also to enhance the participation in competitive sports by pupils. Pupils talk very excitedly about all sport and the wealth of opportunities to represent their school. The local community is proud that the school currently holds the 'National Outstanding Primary School Sports Award'.
- The curriculum is very diverse and fully underpinned by Christian values, which are strongly reflected in pupils' good spiritual, moral, cultural and social development. The pupils benefit greatly from a cultural exchange with schools in France, Poland and Italy.
- The school receives light touch support from the local authority. The school uses an external school improvement partner who helps the school to evaluate its own performance and challenges leaders on performance. The school benefits from a number of productive partnerships with other schools, including that with All Hallows Learning Community.
- Parents are positive about the school. They say that they are happy with the progress their children make, and the way the school manages behaviour.
- **The governance of the school:**
 - The governors have worked successfully to bring together all involved in the school community to ensure that they provide the very best for the pupils. They provide a good level of challenge and bring a range of skills to their roles. They have a detailed understanding of the quality of teaching and its impact on pupils' performance, including those eligible for the pupil premium. They know that teachers' salary and targets are linked to pupils' progress. The governing body understands its role and is well-informed about the school's progress towards its priorities. Governors are well placed to challenge leaders to accelerate pupils' progress because they analyse data closely and understand how well different groups of pupils are doing. They understand the impact that primary sport funding is having on staff expertise and pupils' health and well-being. Governors ensure that current safeguarding requirements are met.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	135820
Local authority	Cheshire East
Inspection number	444123

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	176
Appropriate authority	The governing body
Chair	Tom Neill
Headteacher	Clare Bates
Date of previous school inspection	21 June 2011
Telephone number	01625 383272
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