

THE DIOCESES OF SHREWSBURY & CHESTER



 THE CHURCH
OF ENGLAND
Diocese of Chester

SECTION 48 INSPECTION REPORT:

Christ the King Catholic & Church of England Primary School, Macclesfield

School:	Christ the King Catholic and Church of England Primary School
Address:	Fir Grove Macclesfield SK11 7SF
Tel No:	01625 383272
URN:	135820
Headteacher:	Mrs C Bates
Chair of Governors:	Mr T Neill
Date of Inspection:	7 October 2011
Inspectors:	Mrs A Kelly (Diocese of Shrewsbury) Rev J Brookes (Diocese of Chester)



Mission

“I have come that they may have life and life to the full.”

- **Values**

- **Kindness and caring - children and staff respect, help and support each other as individuals loved and created by God**
- **Diversity and inclusion - we celebrate and welcome the diversity amongst our wider school community**
- **Responsibility and co-operation - appropriate behaviour and good manners are expected and encouraged from all**
- **Recognition and reward - an expectation of success, with celebration of achievement in all areas**
- **Enjoyment and opportunity - development through a creative and stimulating learning environment**
 - **Communication - an ethos of openness and honesty at all levels**
- **Reflection and improvement - we learn from our experiences and strive to enhance future performance**

FACTUAL INFORMATION ABOUT THE SCHOOL

Pupils	FS		Y1	Y2	Y3	Y4	Y5	Y6	Total
	PT	FT							
Number on roll		30	28	28	22	27	14	26	175
Catholic/Anglicans on roll		16	17	19	15	21	10	15	113
Other Christian denomination		0	1	1	0	0	1	6	9
Other faith background		3	3	2	1	2	1	3	15
No stated religious affiliation		11	7	6	6	4	2	2	38
Number of learners from ethnic groups									
Total on SEN Register		0	12	9	6	7	5	11	50
Total with Statements of SEN		0	1	0	0	1	1	1	4
FSM		3	9	12	8	9	4	6	51

Exclusions in last academic year	Permanent	0	Fixed term	0
Index of multiple deprivation				

PARISHES SERVED BY THE SCHOOL		With reference to Year 6 – the schools to which your pupils transferred	
Name of Parish	No of Pupils	PUPILS TRANSFER	
St Edward's		Name of School	No of Pupils
St Barnabas		All Hallows Catholic College	14
		Tytherington High	1
		Macclesfield High	2
		Hazel Grove High	1

RE TEACHING TIME	FS		Y1	Y2	Y3	Y4	Y5	Y6
	PT	FT						
Total teaching time (Hours)		2.5 pw	2.5 pw	2.5 pw	2.5 pw	2.5 pw	2.5 pw	2.5 pw

STAFFING	
Full-time teachers	7
Part-time teachers	5
Total full-time equivalent	9
Support assistants	17
Percentage of Catholic/Anglican/Anglican teachers f.t.e.	5.9
How many teachers teach RE (P) f.t.e.	7
Number of teachers with CCRS or equivalent	1
Number of teachers currently undertaking CCRS	1

SCHOOL	
Published admission number	30
Number of classes	7
Average class size KS1	29
Average class size KS2	23

FINANCIAL DATA

EXPENDITURE (£)	Last financial year 2008/09	Last financial year 2009/10	Current financial year 2010/11
RE		£2150	£900
English		£2000	£1000
Mathematics		£500	£2000
Science		£500	£700

Key to judgements: Grade 1 is outstanding, grade 2 good, grade 3 satisfactory	Judgement
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and grade 4 inadequate	
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OVERALL EFFECTIVENESS OF THE SCHOOL	2
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How effective the school is in providing Christian Education

Christ the King is a successful school, providing a good Christian education for the pupils in its care. It is a warm Christian community in which all feel welcome, safe and valued. Gospel values are evident throughout the school in displays and in the relationships between staff and pupils. The Mission Statement is clearly lived out in the everyday life of the school.

The school is led and managed by a deeply committed Headteacher, supported by an able Deputy, who is also the Religious Education subject leader. Along with the governors they form an excellent team who work well together to promote their shared vision of the Christian life of the school.

Relationships are an area of strength in the school.

The quality of teaching and learning is good. Pupils make good progress in their knowledge and understanding of Religious Education. They enjoy their work and clearly engage in all aspects of school life. Pupils show respect and care for each other and are highly proud of their new school; behaviour is exemplary.

The school's capacity for further improvement is good due to the dedication and commitment of the strong leadership team in their pursuit for excellence.

What the school could do to improve further

- In order to support raising achievement and standards in Religious Education, the school should continue to develop and further embed the tracking procedures that are in place; also the school should consider ways to help pupils have a clearer understanding of their own attainment and how they can improve their work.
- To further enhance the quality of Collective Worship. It would be beneficial if the yearly long term planning was broken down in more detail for the short term.

PUPILS	2
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How good outcomes are for pupils, taking account of variations between different groups

The majority of pupils enter school with little or no personal experience of church, prayer, scripture or worship. However because of the variety of opportunities provided by the school all pupil groups, including those with learning needs and disabilities make good progress during their time at the school.

Teachers have high expectations of pupils who in turn respond well. Pupils are keen to participate in lessons, enjoy their work and show good levels of interest and engagement. They are open and willing to share their own growing faith, which Religious Education lessons support well. The standard of work produced in workbooks is good and most pupils take pride in their work.

In discussion pupils are able to explain how the Mission Statement is an integral part of the life of the school. Pupils are polite and friendly. They are happy to be in school, where they feel safe and their behavior is exemplary. Pupils know there is always someone to turn to if they have a problem. Good systems are in place to promote positive attitudes and an awareness of others. Pupils enjoy celebrating the achievement of their peers at the weekly Friday Awards assembly which promotes their self-esteem.

Pupils are encouraged to participate in a range of activities and events that celebrate the Christian life of the school and their contribution is good. There are frequent opportunities for prayer, worship and liturgical services throughout the year. These are planned in close partnership with the Catholic and Anglican priests, who offer good support to the school, are regular visitors and frequently lead worship. Prayer is part of the daily routine within classes. Pupils participate in worship through singing, drama and prayer, often leading class and whole school worship which enhances their spiritual and moral development. The school has plans for pupils to be given further responsibility for the planning and leading of worship. This will provide even more ownership.

Parishioners and parents are welcomed into school for shared services such as Christingle, Ash Wednesday and Harvest. At these times they are able to experience the unity of the two denominations. Pupils are invited to make the sign of the cross during worship if that is part of the way in which they begin prayer, enabling them to recognize that people pray in different styles.

Pupils are actively involved in all aspects of school life and make a positive contribution to the school's

ethos and faith life. Their spiritual and moral development is good. Through the daily life and practices of the school pupils grow in their love, understanding and respect for each other and are encouraged to consider the feelings and emotions not only of themselves but of others. They take on responsibilities such as membership of the School Council, reading buddies, librarians, recycling officers and mini Vinnies. They become aware of the needs of the world through fundraising events for various charities such as Children in Need, Haiti disaster, Cafod, and the Lifeboat Association.

PROVISION	2
<p>How effective the provision is for Christian Education</p> <p>The quality of teaching across the school is good. Lessons are well planned to challenge, interest and engage pupils and to ensure progress. There is evidence of some differentiation to meet the needs of individual and groups of pupils, although the school acknowledges this is mostly by outcome rather than by task. There is a need for the school to ensure consistent, appropriate challenge for the higher attaining pupils. Skilful questioning in lessons both supports and challenges pupils, encouraging empathy, reflection and thoughtful discussion. Pupils are able to talk about their work and how it relates to their own life. Teachers provide purposeful learning by using a range of teaching styles and activities within lessons to engage and motivate pupils effectively.</p> <p>Pupils' work is assessed and tracking systems are in place. Teacher assessment is thorough with formative comments but no evidence of pupil and teacher dialogue. It would be helpful for the school to compile a portfolio of assessed work, illustrating each level of attainment in order to indicate progress across the school and to support teachers' judgements. Teaching assistants are valued for the support and motivation they give to individuals and small groups. The appointment of a Learning Mentor and a Sports Coach has been beneficial in supporting pupils' needs particularly their social, emotional and moral well-being, and in helping to overcome barriers to learning.</p> <p>Praise is constantly used to encourage and motivate pupils and as a result they feel confident and fully participate in all aspects of their lessons.</p> <p>After dialogue with representatives from both dioceses, the school uses the 'Here I Am' Religious Education scheme, with additional material from the Chester Diocese. This provides pupils with an understanding of both denominations. Teachers differentiate between Catholic and Anglican traditions within class teaching when the need arises. The Religious Education curriculum meets both Shrewsbury and Chester Diocesan requirements of 10% of curriculum time being devoted to taught Religious Education.</p> <p>The quality of Collective Worship provided is good and is given a high profile in school. Pupils behave well and join in readily. The new hall offers an airy light atmosphere conducive to reflective worship. Collective Worship is carefully planned by the leadership team involving both clergy. However the long term plans for Collective Worship are not broken down into more detailed short term planning; this could cause repetition of subject matter. There is some evidence of the use of the Anglican liturgy in the classroom but less in whole school Acts of Worship. The information from the questionnaires by staff and pupils to support the evaluation of Collective Worship is used to inform changes and developments.</p> <p>The Parish of St Edward's takes on the responsibility for preparing the pupils and their families for First Holy Communion which is followed by a whole school celebration. The Anglican church does not currently offer a school Eucharist but maintains school links through the families attending Messy Church.</p> <p>Parents, carers and parishioners are regularly welcomed into school for acts of shared worship.</p> <p>The school is committed to providing opportunities for pupils to explore their own spiritual and moral development through the curriculum, Collective Worship and the day to day life at Christ the King. The wider Christian community is made explicit to the pupils through links with the local schools and the All Hallows Learning Community Away Days. Visits to places of interest, such as the recent Y6 residential visit to Conway, and visitors to the school, also enhances pupils' social moral and spiritual development. With the closure of the two schools and the joining of the two communities pupils have learnt to show consideration for each other and to appreciate their different ideas, beliefs and styles of worship that are an integral part of this new community.</p>	

LEADERS AND MANAGERS	2
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How effective leaders and managers are in developing the Christian Life of the school

Leaders and managers deserve credit for their hard work and determination in successfully bringing together two communities of pupils, staff and parents to form a joint Catholic and Anglican school.

Relationships in the school are a strength and are built on respect and trust. These values permeate through the day to day life of the school because of the calm, enthusiastic dedication of the Headteacher and the support and hard work of all the staff at Christ the King.

The Headteacher provides strong leadership and direction. Her own faith is the bedrock of her commitment to the Christian life of the school which impacts positively upon everyone she meets. The contribution made by the Religious Education subject leader is good. She encourages, supports and challenges her colleagues to continually improve the teaching and learning in Religious Education and her enthusiasm impacts positively upon standards in the school. She has been instrumental in ensuring that Religious Education has a high profile within the school. The Religious Education action plan forms an integral part of the school development plan and helps support the vision and direction of the school.

All areas of the Religious Education curriculum including teaching and learning, planning, pupil workbooks, assessments and pupil tracking are rigorously monitored and evaluated. This has a positive impact on raising standards in Religious Education as priorities for development are identified, understood by all and addressed.

Opportunities for both professional and spiritual development of all staff are provided to help them to understand their role in contributing to the Christian mission of the school.

Governors are highly knowledgeable. They support and challenge the school in its planning and delivery of all aspects of Christian Education, in order to ensure the best possible provision for all pupils. In preparation for the merger of the two schools the Religious Life of the School committee was formed including senior managers, governors and a representative from both Shrewsbury and Chester Diocese. The present Mission Statement resulted from a task undertaken by committee members and is displayed prominently in the school. Pupils and staff have an understanding of this Mission Statement and contribute well in promoting the strong Christian ethos. However the school acknowledges that it needs to involve parents and pupils when the Mission Statement is next reviewed in order to ensure greater ownership.

The Religious Education Life of the School committee which monitors the Religious Education curriculum and provision is comprised of Catholic and Anglican representatives. However now that the school has been a joint faith school for two years, the committee can function without the support of the much valued diocesan representatives, recognizing that advice is still readily available from both dioceses if required. The school strives to involve parents in the life of the school. Pupils' progress in Religious Education is discussed at parents' evenings and in the annual report but currently there is no information to parents about the content of Religious Education through a parents' newsletter. The school will revert to the previous practice of sending home the 'Here I Am' termly newsletters, in order to keep parents fully informed of the topics pupils will be studying.

Christ the King is an inclusive school recognizing that all are unique and made in the image of God. There are close links with a range of community groups and agencies such as All Hallows Learning Community, school health services, family learning, Querks (early intervention in Early Years and Year1) and Acorns (safe guarding). Partnerships with the two parishes has also enhanced care in the community.




Senior leaders, staff and governors are committed to the promotion of community cohesion. They take part and contribute to many projects that deepen the pupils' understanding and appreciation of the importance of community; for example, pupils working with a local artist to improve the park and singing at the local hospital and residential care homes. Pupils' awareness of international communities is formed through links with schools in Africa, India, USA, and France.

As a result of these successful partnerships pupils develop confidence, self-esteem and recognize the contribution they can make to the lives of others within their local and wider community.

175 questionnaires were sent out....56 returned

	please tick	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
1	My child enjoys school	32	23	1		
2	I am happy with the values and attitudes that the school teaches	32	23			1
3	I am made to feel welcome in school	31	22		3	
4	The school seeks the views of parents/carers and takes account of their suggestions and concerns	19	30	5		2
5	The school gives me a clear understanding of what is taught in Religious Education	17	23	11		5
6	The school enables my child/ren to achieve a good standard of work in Religious Education	21	18	2		15
7	The school keeps me well informed about my child(ren)'s progress in Religious Education	15	27	5	4	5

Pupil Questionnaires (Year 2)

	Dear Children, Please put a tick under the face that you think is your best answer to each question. Thank you!	yes 	sometimes 	no 
1	I like being at this school.	21	1	3
2	I learn new things in Here I am lessons.	21	3	1
3	I enjoy learning about Jesus and how to live as His friend.	21	1	3
4	I have to work hard.	24	1	
5	My teacher helps me when I get stuck so I can make my work better.	21	3	1
6	My teacher listens to me.	18	7	
7	<i>When I am unhappy there is always an adult I can talk to.</i>	21	4	
8	I get praise when I do my best.	23	2	
9	Other children are kind and behave well	14	9	2
10	<i>I am happy on the playground.</i>	20	2	3
11	I am allowed to help in class and around school.	20	5	
12	I enjoy the times we say our prayers, talk to God and sing songs about Jesus.	23	1	1

Pupil Questionnaires (Year 6)

		Yes	Mostly	Sometimes	No
1	Do you like being at this school?	11	3	6	3
2	Do you find out new things in Religious Education lessons?	7	7	7	2
3	Are your Religious Education lessons interesting ?	3	6	9	5
4	Do you get help when you are stuck?	8	5	9	1
5	Do you have to work hard?	13	7	3	
6	Do teachers show you how to make your work better?	7	10	5	1
7	Do other children behave well?	2	7	12	2
8	Are teachers fair to you?	13	3	4	3
9	Do teachers listen to your ideas?	9	4	9	1
10	Are you given responsibility?	7	11	3	2
11	Do you enjoy your times of prayer together?	7	4	8	4

INSPECTION JUDGEMENTS

Key to judgements: Grade 1 = outstanding, grade 2 = good, grade 3 = satisfactory and grade 4 = inadequate	Judgement
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OVERALL EFFECTIVENESS OF THE SCHOOL	
How effective the school is in providing Christian Education	2
How good outcomes are for pupils, taking particular account of variations between different groups	2
How effective the provision is in promoting Christian education	2
How effective leaders and managers are in developing the Christian life of the school	2
The school's capacity for sustained improvement	2

PUPILS	
How good outcomes are for pupils, taking account of variations between different groups	2
How well pupils achieve and enjoy their learning in Religious Education – taking into account the following...	2
• <i>The quality of pupils' learning and their progress</i>	2
• <i>The quality of learning for pupils with particular learning needs and/or disabilities</i>	2
• <i>Pupils standards of attainment in Religious Education</i>	3
The extent to which pupils contribute to and benefit from the Christian life of the school	2
How well pupils respond to and participate in the school's collective worship	2

PROVISION	
How effective the provision is for Christian Education	2
The quality of teaching and how purposeful learning is in Religious Education	2
The effectiveness of assessment and academic guidance in Religious Education	2
The extent to which the Religious Education curriculum meets pupils needs following Bishops Conference policy and Diocesan requirements	2
The quality of Collective Worship provided by the school	2

LEADERS AND MANAGERS	
How effective leaders and managers are in developing the Christian life of the school	2
How well leaders and managers promote, monitor and evaluate the provision for the Christian life of the school and plan for improvement to outcomes for pupils.	2
How well leaders and managers monitor and evaluate the provision for Religious Education and plan for improvement to outcomes for all pupils	2
The extent to which the governing body provides effective challenge and support for the Christian dimension of the school so that areas for development are tackled decisively and statutory and canonical responsibilities are met	2
How well leaders and managers develop partnerships with parents / carers and other providers, organisations and services to promote Christian learning and pupil well-being	2
How effectively leaders and managers promote community cohesion	2