

# THE DIOCESES OF SHREWSBURY & CHESTER



## SECTION 48 INSPECTION REPORT:

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

School:	Christ the King Catholic and Church of
Address:	England Primary School Fir Grove Macclesfield SK11 7SF
Tel No:	01625 383272
URN:	135820
Headteacher:	Mrs C Gurden
Chair of Governors:	Mrs C Mottram
Date of Inspection:	9 <sup>th</sup> December 2016
Inspectors:	Mrs C Morgan (Diocese of Shrewsbury) Mrs J Brooke (Diocese of Chester)

***'I have come that they may have life  
and have it to the full.'* John 10:10**

***Our Agreed Core Values:***

*Wisdom*

*Creation and Creativity*

*Hope*

*Forgiveness*

*Reverence and Respect*

*Perseverance*

## FACTUAL INFORMATION ABOUT THE SCHOOL

Pupils	FS		Y1	Y2	Y3	Y4	Y5	Y6	Total
	PT	FT							
Number on roll		29	29	25	22	27	24	24	180
Catholics on roll		8	10	8	10	10	6	10	62
Anglicans on roll		2	0	4	2	2	5	1	16
Other Christian denomination		6	3	3	3	5	3	6	29
Other faith background		3	3	4	0	1	1	1	13
No stated religious affiliation		10	13	6	7	9	9	6	60
Number of learners from ethnic groups		6	10	12	8	6	2	5	49
Total on SEN Register		6	3	2	3	6	3	9	32
Total with Statements of SEN		0	1	0	1	1	0	2	5
FSM		4	5	2	1	5	4	7	28

Exclusions in last academic year	Permanent	0	Fixed term	10
Index of multiple deprivation				

PARISHES SERVED BY THE SCHOOL	
Name of Parish	No of Pupils
St Edward the Confessor	
St Barnabas	

With reference to Year 6 – the Catholic or Anglican schools to which your pupils transferred	
PUPILS TRANSFER	
Name of School	No of Pupils
All Hallows Catholic College	14

RE TEACHING TIME	FS		Y1	Y2	Y3	Y4	Y5	Y6	Total
	PT	FT							
Total RE teaching time (Hours) -- per week		2.5	2.5	2.5	2.5	2.5	2.5	2.5	17.5

STAFFING	
Full-time teachers	7
Part-time teachers	5
Total full-time equivalent	9.5
Support assistants	10
Percentage of Anglican/Catholic teachers f.t.e.	40%
How many teachers teach RE (P) f.t.e.	All
Number of teachers with CCRS or equivalent – as appropriate	2
Number of teachers currently undertaking CCRS	

NAME OF SCHOOL	
Published admission number	30
Number of classes	7
Average class size KS1 (incl reception)	28
Average class size KS2	25

## FINANCIAL DATA

EXPENDITURE (£)	Last financial year 2015/2016	Current financial year 2016/2017	Next financial year 2017/2018
RE	£3987	£1980	£3000
English	£4487	£1120	£2500
Mathematics	£3554	£1000	£2000

<b>Key to judgements: Grade 1 is outstanding, grade 2 good, grade 3 requires improvement and grade 4 inadequate</b>	<b>Judgement</b>
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<b>OVERALL EFFECTIVENESS OF THE SCHOOL</b>	<b>2</b>
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**How effective the school is in providing Christian Education**

Christ the King Catholic and Church of England Primary School is a good school, the result of a long and sometimes difficult journey for all involved both within the school and in the faith communities it serves. The relatively new Headteacher has made a significant impact on the faith life and ethos of the school as well as on improvements to the standards in Religious Education. She has been supported and challenged by a knowledgeable governing body who are determined to ensure that the school and its pupils are offered a deep and inspiring Christian foundation, which will serve them all through their primary years and beyond.

The recent appointment of a Deputy Head and joint Religious Education lead has ensured that the school's capacity for continued improvement is good. The commitment and support of the Anglican and Catholic Ministers has been crucial in developing the Christian life of the school.

The work that has been done on developing the 'Core Values' has had a major impact on the way in which the school operates. These values underpin and influence everything that is done, ensuring the pupils, staff, parents, governors and the local community recognise and understand the Christian ethos the school seeks to promote and celebrate.

Pupils are happy and gaining in confidence and, as this continues, they are able to articulate their beliefs and values. They are growing into concerned and empathetic young people who will be a credit to their school and communities.

Teaching is good, with recent appointments ensuring the school is in a good position to improve further. Teachers support the pupils well and parents appreciate the care and education their children receive.

Collective Worship is outstanding, with pupils increasingly involved in planning and delivering meaningful and reflective Acts of Worship that provide a sound foundation for pupils from all faith backgrounds to develop spiritually and morally.

**What the school could do to improve further**

In order to continue the drive for improvement the school needs to:

- Continue to ensure the school and parishes address the core values that underpin the work of the school so that a clear, united view of support and challenge is developed.
- Ensure that all pupils make at least good progress in Religious Education through careful planning and developing the use of 'I can' statements closely linked to the Levels of Attainment and in the use of higher order questioning to provide support and challenge for the more able pupils to engage all pupils in their learning.
- Continue to develop assessment so that pupils receive appropriate and challenging feedback to enable them to make the next steps in their learning.
- Continue to develop rigorous monitoring and evaluation of all aspects of Religious Education so that teaching and learning continues to improve.

<b>PUPILS</b>	<b>2</b>
<b>How good outcomes are for pupils, taking account of variations between different groups</b>	
<p>During the inspection, pupils were observed leading outstanding Acts of Collective Worship for Key Stage One and Key Stage Two. The Worship Ambassadors showed increasing confidence in leading the Act of Worship and in facilitating practical activities for their peers. The activities enabled pupils to reflect on the core value they had been studying over the course of the half term and to represent their thoughts and feelings in words and images. Pupils showed respect and reverence during prayer and reflection times as Key Stage groups and in class. Their singing was good and they responded well to the very effective use of music to indicate a change of activity.</p> <p>An active group of Mini Vinnies looks both within and beyond the school to support those in need, organising events such as a celebration tea for Grandparents as well as acting as buddies to younger children at playtimes. The school supports international Christian charities and local causes. Pupils show respect for each other and the adults in the school. Pupils are able to explain how everyone is expected to behave and the rewards and consequences relating to this. They are proud of their school and show understanding of the Core Values, one of which they study each half term. Pupils understand and show respect for the different faith traditions and the different ways in which people may worship.</p> <p>During lesson observations, many pupils were seen to be engaged and responding enthusiastically to the activities on offer. However, some pupils would benefit from more challenge such as differentiated questioning and peer review. Standards were seen to be improving across the school with most achieving expected progress or better by the end of the Key Stages. Some pupils lack confidence in improving the quality of their work, although where it was evident, pupils responded well to appropriate guidance, which encouraged them to take their learning a stage further.</p>	

<b>PROVISION</b>	<b>2</b>
<b>How effective the provision is for Christian Education</b>	
<p>Most of the teaching observed during the inspection was effective in ensuring that pupils made progress during the lesson and were motivated to perform well. A minority of the teaching observed had outstanding elements, building upon pupils' prior learning and showing excellent subject knowledge. Most teaching enabled the pupils to make good progress as learners and planning, where evident, was differentiated for the needs of the pupils. The use of 'shoulder partners' for paired discussion was evident in some lessons and would be effective if used more widely. Some planning needs to address more differentiation, and challenge for the more able pupils as well as ensuring the different groups understand the learning objective for that lesson. The use of 'I can' statements would address this need.</p> <p>Good use was made of resources, including technology, to support and challenge pupils in their learning. Where it was seen, the creative approach to teaching and learning enabled pupils to make good progress and motivated them to succeed.</p> <p>All adults were seen to be actively supporting pupils' learning through appropriate intervention, encouragement and questioning so that all groups made progress within the lesson.</p> <p>The Religious Education curriculum 'Come and See' is generally matched to the pupils' needs and interests. As teachers become more familiar with the scheme, they are able to plan more interesting and challenging activities. The use of assessment is becoming more embedded and this is leading to improvements in teaching and learning across the school. The curriculum is enriched through the visits of clergy, when pupils are encouraged to ask 'Big Questions' and through meaningful liturgies and visits.</p> <p>There was some effective marking, with teachers often providing guidance and challenge to pupils but in some cases, this was inconsistent and needs to be developed further. Continuing Professional Development in this area has been shared with all staff and is part of an ongoing process of raising standards across all areas.</p>	

The school's Mission Statement is prominently displayed in classrooms and around the school. All statutory requirements are met, including that of pupils' spiritual, moral, social and cultural development. The school has worked hard on exploring their 'Core Values' and linking these, where appropriate, with British values so that they underpin every aspect of the school's work.

Attractive classroom and school displays celebrate the religious life of the school as well as Religious Education topics and quiet places for reflection and prayer are offered in classrooms and the area between classes.

The school has a good relationship with parents who are informed about the religious life of the school through newsletters and parents' evenings and who are regularly invited to join in with liturgies and events at the school.

<b>LEADERS GOVERNORS AND MANAGERS</b>	<b>2</b>
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**How effective leaders governors and managers are in developing the Christian Life of the school**

In the relatively short time she has been in post, the Headteacher has made significant changes and these have had a positive impact on the school. Whilst there are still areas for development, the whole school and community approach to the core values as a non-negotiable foundation on which to build has been central to all the valuable work that has been done. The new Deputy Head/Religious Education subject lead (along with the Headteacher) has continued to ensure the focus is on the Christian ethos of the school and on the continued improvement in standards in all aspects of Religious Education. Governors fully understand their role in monitoring standards and progress and they receive regular reports through the Headteacher and Religious Education subject leader, as well as planned and informal visits to school.

The inspectors were pleased to meet with both Catholic and Anglican ministers as well as with a Governor representing the Religious Life of the school Committee. It is clear that governors, leaders and managers work hard to ensure that all aspects of the Christian ethos of the school are supported, promoted and celebrated. The two Christian traditions work well together to nurture faith and reflection through Masses, Liturgies and visits to places of worship as well as through visitors to school.

All involved acknowledge the journey which the school and the two faith communities have been experiencing. There is still some way to go but they are determined to travel it together. Recently, Governors have developed a more strategic way of working and the Religious Life Committee reflects this. They now need to formulate an action plan to address areas for development and to evaluate the impact of initiatives on the Religious Education Curriculum and on the Christian life of the school.

**Parents' Questionnaires****16 Parents returned questionnaires**

		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
1	My child enjoys school	11	5			
2	I am happy with the values and attitudes that the school teaches	12	4			
3	I am made to feel welcome in school	13	3			
4	The school seeks the views of parents/carers and takes account of their suggestions and concerns	8	8			
5	The school gives me a clear understanding of what is taught in Religious Education	8	6			2
6	The school enables my children to achieve a good standard of work in Religious Education	8	6			2
7	The school keeps me well informed about my child(ren)'s progress in Religious Education	8	6			2

**Pupil Questionnaires (Year 2)**

		Yes	Sometimes	No
1	I like being at this school.	23	1	
2	I learn new things in Religious Education lessons.	24		
3	I enjoy learning about Jesus and how to live as His friend.	22	2	
4	I have to work hard.	24		
5	My teacher helps me when I get stuck so I can make my work better.	22	2	
6	My teacher listens to me.	23	1	
7	When I am unhappy there is always an adult I can talk to.	23	1	
8	I get praise when I do my best.	24		
9	Other children are kind and behave well	20	4	
10	I am happy on the playground.	21	3	
11	I am allowed to help in class and around school.	24		
12	I enjoy the times we say our prayers, talk to God and sing songs about Jesus.	22	2	

**Pupil Questionnaires (Year 6)**

		Yes	Sometimes	No
1	Do you like being at this school?	17	4	
2	Do you find out new things in Religious Education lessons?	17	4	
3	Are your Religious Education lessons interesting?	15	6	
4	Do you get help when you are stuck?	18	3	
5	Do you have to work hard?	20	1	
6	Do teachers show you how to make your work better?	17	4	
7	Do other children behave well?	17	4	
8	Are teachers fair to you?	18	3	
9	Do teachers listen to your ideas?	18	3	
10	Are you given responsibility?	18	3	
11	Do you enjoy your times of prayer together?	15	6	