

# Inspection of Christ The King Catholic and Church of England Primary School

Fir Grove, Macclesfield, Cheshire SK11 7SF

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Inspection dates:	23 and 24 April 2025
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The acting headteacher of this school is Nicola Leigh. This school is part of Our Lady Help of Christians 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), Mark Mountcastle, and overseen by a board of trustees, chaired by John Kalnins.

## **What is it like to attend this school?**

The school holds high ambition for pupils. This includes those pupils with special educational needs and/or disabilities (SEND). A significant number of pupils join the school part way through their primary education. Some pupils are at the early stages of learning to speak English as an additional language. At whatever point a pupil becomes part of this welcoming school, there is a drive for them to succeed. Pupils achieve well as a result of this.

The school has high expectations of pupils' behaviour, with respect being one of the core values. Pupils strive to model this in their behaviour. They are well mannered, courteous and considerate. Pupils express the importance of treating others in a way that they would like to be treated themselves. This helps pupils to feel happy at school.

Pupils have opportunities to develop their talents and interests through the range of experiences available to them. These include clubs such as gardening, art and football. Pupils also enjoy caring for the school guinea pigs, which helps them to develop their understanding of responsibility and care. The school ensures that many pupils, including those who are disadvantaged, benefit from being part of these wider experiences.

## **What does the school do well and what does it need to do better?**

The school ensures that pupils leave Year 6 with the knowledge they need for secondary school in reading, writing and mathematics. In these subjects, teachers check on pupils' understanding of the important knowledge effectively. Timely support addresses any gaps in knowledge that they have. Effective systems identify the needs of pupils with SEND. Pupils with SEND benefit from well-chosen resources that help them to access the same curriculum as their peers. This has been supported by effective training for staff.

The curriculum is well-thought-out from the Reception Year, through to the end of Year 6. The school has considered carefully the important knowledge that pupils should learn. The curriculum is designed precisely to meet the needs of the three mixed-age classes in the school. However, in a small number of subjects, teachers' use of this information is inconsistent. Some of the key knowledge set out in the curriculum is not taught in sufficient detail. Consequently, aspects of pupils' knowledge are insecure.

In the previous academic year, a number of pupils joined the school midway through key stage 1. Many were new to learning English as an additional language. This meant that a number of pupils did not meet the expected standard in phonics by the end of Year 1 and Year 2. However, the published data is not reflective of the effective teaching in phonics that takes place at the school.

The school prioritises the teaching of phonics from the moment children join the Reception class. Pupils benefit from a carefully constructed phonics programme, delivered by well-trained staff. Pupils who need extra help in learning phonics are quickly identified and supported. New arrivals to the school, including those pupils who speak English as an additional language, learn phonics quickly. This helps them to become confident readers.

Parents and carers shared with inspectors how they appreciate the phonics information the school provides for them. This helps them to support their child's learning at home.

Children in the early years are well behaved. They learn cooperatively alongside their classmates and treat one another with care. Pupils across the school learn with little disruption to their activities. Clear school rules and routines help to create calm classrooms.

Too many pupils do not attend school regularly enough. This impacts how well they learn. The school has recently strengthened measures that are beginning to improve the attendance of some pupils. These are at an early stage. Greater consistency is required in the actions that the school takes to ensure that pupils attend school regularly.

The school has carefully selected a range of opportunities that enhance pupils' wider development. Pupils understand how to keep themselves safe online. They learn about the characteristics of healthy relationships. Pupils take part in outdoor learning which helps them to develop their teamwork and problem-solving skills.

The trust evaluates the quality of education provided by the school effectively. It accurately identifies how well the school operates at all levels. This informs ongoing improvements and the additional support that it provides to the school. The local governing board has established systems and processes that support it in carrying out its duties well.

The trust and the school are considerate of staff's workload and well-being when making decisions about policies and procedures. Staff value being part of the school. They appreciate the support that they receive, which helps them ensure that pupils get off to a positive start in their education.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- In a small number of subjects, teachers do not teach parts of the essential knowledge set out in the curriculum in sufficient depth. As a result, some pupils' knowledge is insecure. The school should make certain that teachers deliver the curriculum as intended, so that pupils are well prepared for the next stage of education.
- Some pupils do not attend school often enough. This limits how well they learn. The school should establish effective systems that ensure pupils attend school regularly.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	148727
<b>Local authority</b>	Cheshire East
<b>Inspection number</b>	10348379
<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	93
<b>Appropriate authority</b>	Board of trustees (directors)
<b>Chair of trust</b>	John Kalnins
<b>CEO of the trust</b>	Mark Mountcastle
<b>Headteacher</b>	Nicola Leigh (acting headteacher)
<b>Website</b>	<a href="http://www.christtheking.cheshire.sch.uk">www.christtheking.cheshire.sch.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- This is a Church of England/Roman Catholic primary school in the Diocese of Chester/Diocese of Shrewsbury. The previous section 48 inspection took place in December 2016. The next section 48 inspection is due to take place by the end of July 2025.
- The school is part of Our Lady Help of Christians Catholic Academy Trust.
- The local governing body operates a breakfast club.
- The school does not currently make use of alternative provision.
- At the time of the inspection, there was an acting headteacher in post.
- Christ The King Catholic and Church of England Primary School converted to become an academy in April 2022. When its predecessor school, Christ The King Catholic and Church of England Primary School, was last inspected by Ofsted, it was judged to be inadequate for overall effectiveness.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024, will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and has taken this into account in their evaluation.
- Inspectors completed deep dives in the following subjects: early reading, mathematics and history. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also looked at the curriculum and pupils' work in some other subjects. The lead inspector observed some pupils read to a familiar adult.
- Inspectors spoke with the acting headteacher, other school leaders and members of staff.
- The lead inspector spoke with members of the local governing body, including the chair. He also spoke with the chair of the board of trustees, the CEO, representatives from both diocese and a representative of the local authority.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record and took account of the views of leaders, staff and pupils. They also considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors observed pupils' behaviour in lessons. They spoke with groups of pupils about their experiences at school. They also considered the views of pupils shared through Ofsted's online pupil survey.
- Inspectors spoke with staff about their workload and well-being. They also considered the views of staff shared through Ofsted's online staff survey.
- Inspectors spoke with some parents. They also considered the responses to Ofsted Parent View. This included the free-text responses.

## **Inspection team**

David Robinson, lead inspector

His Majesty's Inspector

Alison Lawson

Ofsted Inspector

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