

Christ the King Catholic & Church Of England Primary School

URN: 148727

Catholic Schools Inspectorate report on behalf of the Bishop of Shrewsbury

04 June 2025

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

Catholic life and mission (p.3)

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission

Religious education (p.5)

The quality of curriculum religious education

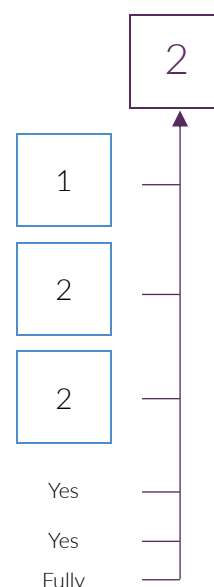
Collective worship (p.7)

The quality and range of liturgy and prayer provided by the school

The school is fully compliant with the general norms for religious education laid down by the Bishops' Conference

The school is fully compliant with any additional requirements of the diocesan bishop

The school has responded to the areas for improvement from the last inspection



Compliance statement

- The school is fully compliant in relation to the general norms for religious education laid down by the Bishops' Conference. For instance, it dedicates ten percent of its teaching time to the teaching of religious education.
- The school is fully compliant with the additional requirements of the diocesan bishop. For instance, it uses one of the nominated schemes for the teaching of relationships, sex and health education and ensures that all resources used in the teaching of personal, social and economic education are delivered through a Catholic lens.
- All areas for improvement from the previous inspection have been fully addressed. For instance, thanks to careful planning and adaptive teaching, progress in religious

education is very good for all groups of pupils, including those with special educational needs and the more able.

What the school does well

- Christ the King Catholic and Church of England Primary School is the beating heart of this diverse community and embodies a true spirit of welcome for all.
- The pastoral care of and compassion for families is a strength and a priority of school leaders.
- The commitment of leaders, governors, staff and the parish to the school's Catholic life and mission is outstanding.
- All groups of pupils consistently make very good progress in Religious Education from their various starting points.
- Members of the school's GIFT (Growing in Faith Together) team plan and lead celebrations of the word with confidence and considerable skill.

What the school needs to improve

- Develop regular and robust monitoring and evaluation processes for the school's Catholic life and mission, religious education, and prayer and liturgy that involves all stakeholders.
- Establish strategies that enable teachers and leaders to make accurate judgements in relation to pupils' attainment in religious education.
- Ensure that opportunities are given to all pupils to plan, lead and evaluate prayer and liturgy at an age-appropriate level.

Catholic life and mission

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

Catholic life and mission key judgement grade

Pupil outcomes

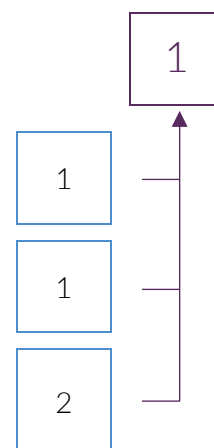
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

Provision

The quality of provision for the Catholic life and mission of the school

Leadership

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school



Pupils at Christ the King, regardless of their own background and personal faith, are rightly proud to belong to this very diverse and inclusive school. They actively participate in the school's Catholic life and mission and can articulate its distinctive Christian character. Discussions with pupils show that they know that this school community is different from other schools, in that it is committed to following the example and teachings of Jesus. They have a clear understanding of the school's mission, 'To have life and to have it to the full' and say that they enjoy the wide range of opportunities the school offers. It is evident from conversations with pupils and observing interactions between staff and pupils that they know that they are loved and valued as unique persons. They are polite and kind to one another and say that there is always a trusted adult to go to should they have a problem. Pupils are always shown respect by school staff, and as a result, the respect that they have for each other, regardless of their differences and diverse cultural backgrounds, is exemplary. They readily take on responsibilities within the school, such as the school council, Mini Vinnies and the Growing in Faith Together (GIFT) team. Pupils are beginning to deepen their awareness and understanding of Catholic social teaching, particularly of stewardship.

The school's mission statement underpins the life of the school and is known and understood by the whole school community. The commitment of staff to the Catholic life and mission of the school is outstanding and is truly reflective of our Christian faith. Staff at Christ the King are excellent role models for pupils and they fully embrace the school's distinctive Christian ethos, resulting in relationships built on mutual respect and compassion. The spirit of warmth and welcome they extend to pupils and their families is thriving and tangible. Relationships, at all levels, are a strength of the school and a pleasure to witness. The quality of pastoral care

provided by the school is of the highest standard and this enables pupils and others to flourish. The school's 'open door' policy and the access families have to key school staff mean that skilled staff can provide immediate support for the school's most vulnerable families. This school is truly a safe haven for pupils and their families. The school's physical environment, both indoors and out, effectively reflects the school's Christian identity. Relationships, sex and health education meets diocesan requirements fully and all aspects of personal, social, health and economic education are delivered through a Christian lens.

Leaders and governors are heavily invested in and highly ambitious for the school and they can clearly articulate the Church's mission in education. They know the school extremely well and expect everyone in the school to achieve their very best. They recognise that realising the school's mission to 'have life and have it to the full' contributes to the common good. Parish links are a strength of the school and the parish priest who is a regular visitor to the school, supports the school in a variety of ways. For example, by providing resources and paying for a parishioner to run Mini-Vinnies, and thereby enhancing the Catholic life of the school. Leaders and governors work tirelessly to build successful relationships with families resulting in pupils who feel loved, happy and safe in their school environment. Thanks to leaders who truly care for others, staff morale is high in this happy school. Although some self-evaluation activities take place in relation to the Catholic life and mission of the school, rigorous monitoring procedures and searching analysis are not yet in place.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

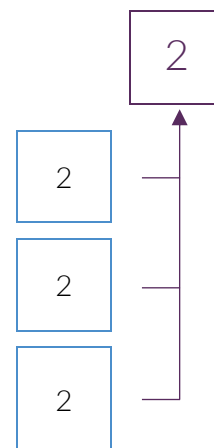
How well pupils achieve and enjoy their learning in religious education

Provision

The quality of teaching, learning, and assessment in religious education

Leadership

How well leaders and governors promote, monitor and evaluate the provision for religious education



Pupils clearly enjoy their religious education lessons, as evidenced by discussions with pupils and lessons observed. Work in their books shows over time that they consistently make very good progress in religious education, from their various starting points which results in outcomes that are secure. Pupils' books in all classes are well presented, and it is clear that pupils take pride in their work. Pupils are building up a rich religious literacy and as a result, are using religious language confidently and competently, in both their written work and in oral responses to teachers' questions. They are also becoming increasingly confident in talking about what they have been learning in their lessons. The amount of work in books shows good coverage of the schemes in use, and reflects the time devoted to the teaching of religious education. Behaviour in lessons is good and pupils are enthusiastic to contribute in response to teachers' questions. Pupils can work independently for extended periods and are engaged in their learning. It is clear that the recently introduced 'check in' and 'check out' activities are helping pupils to recognise what they have learned throughout each topic. Pupils' attainment in religious education is in line with other core subjects, but it is sometimes higher than is currently recognised by the school.

Teachers are confident in their subject knowledge and have benefited from relevant professional development opportunities from a range of sources within and beyond the school. Teachers willingly access diocesan training through recorded versions in their own time, thus evidencing their commitment to the subject. The curriculum and its subsequent learning are well sequenced and planned to enable pupils to build on their knowledge and understanding. Teachers always have high expectations from pupils in lessons and this is evident in the quality of pupils' written work. Teaching is adapted to meet the needs of all pupils, and this means that learning is accessible to all groups of pupils. Skilled and well briefed teaching assistants support learning well. Displays in classrooms support pupils in their learning as well as celebrate their

achievements in religious education. Pupils' work is always marked and follows the school's marking policy faithfully. Although some opportunities are planned for pupils to think morally and spiritually in a creative way in lessons, this could be developed further and be linked more closely to the lesson content. This would further support pupils who find writing a barrier to learning.

Leaders and governors are passionate about religious education and are clearly ambitious for the subject, and as such have given priority to regular and high-quality professional development from the Our Lady Help Of Christians Catholic Academy Trust and beyond. This has resulted in consistently good teaching and secure outcomes for pupils. Leaders and governors ensure that there is parity between religious education and other core subject areas, in terms of resourcing, timetabling, accommodation and professional development. The religious education leaders have high ambitions for the subject and work tirelessly to realise their vision for the subject. Leaders ensure that there is progression in both skills and knowledge, as well as effective sequential learning and this is evidenced by the work in pupils' books over time. Although regular assessment of pupils' work in religious education takes place, it is sometimes inaccurate and therefore does not always reflect pupils' abilities and capabilities in religious education. There are planned opportunities for monitoring and evaluation in religious education, but these are not yet robust enough and this contributes to the inaccuracy in the assessment of pupils' attainment in religious education in the school.

Collective worship

The quality and range of liturgy and prayer provided by the school

Collective worship key judgement grade

Pupil outcomes

How well pupils participate in and respond to the school's collective worship

2

Provision

The quality of collective worship provided by the school

2

Leadership

How well leaders and governors promote, monitor and evaluate the provision for collective worship

2

2

Pupils engage well in and are responsive to the prayer and liturgy life of the school. They join in with hymns willingly, pray with reverence and they recognise that other pupils pray in different ways, according to their personal faith. Those pupils who are not of the Catholic faith are invited to share in the wide range of experiences provided by the school. Pupils are given many opportunities to use spontaneous prayers and this invitation to pray aloud from the heart begins with the youngest children. It is clear from whole school celebrations of the word led by members of the GIFT team, that pupils are comfortable with spontaneous prayer. Pupils volunteer to pray aloud with confidence and reverence. There are also many and varied opportunities to write prayers throughout the year, and these are meaningful and thoughtful, for example prayers written by older pupils on the recent election of Pope Leo. Pupils understand how prayer and liturgy bring them closer to God. They say that prayer 'shows us how to be a better Christian.' The GIFT team is extremely confident and capable in planning and leading prayer. Opportunities now need to be given to widen this experience to other pupils.

Prayer and liturgy are central to the life of this school and a rich variety of opportunities are provided by the school. This includes prayers at key points in the school day, opportunities to attend Mass throughout the year and during Advent and Lent, and to celebrate the feast of Christ the King. Staff and leaders are good role models in leading and participating in the prayer life of the school, and the pupils benefit from their example. However, more creative approaches, such as art and music could be introduced when appropriate, to enhance the school's provision further. Scripture is used appropriately and thoughtfully and is reflective of key points in the liturgical year. Prayer foci in classrooms and across the wider school are reflective of the liturgical year, are purposeful, and well cared for, demonstrating the high status the school places on the prayer life of the school. Dedicated spaces around the school and outside enrich the school's

prayer life. The newly opened prayer room is a quiet and reflective place where classes celebrate the word of God. Displays around the school beautifully celebrate the school's joint Church identity. Links with the parish are flourishing, and the parish priest is fully supportive of the school's work.

Leaders and governors are ambitious for the prayer life of the school. They have developed a useful prayer and liturgy policy which is fit for purpose. Leaders in school have developed a progression document which clearly builds up the skills of participation as pupils move through the school. They have also prepared feedback sheets for the GIFT team to be used following celebrations of the word. These are having a positive impact as they give a clear indication of how the team can improve which in turn is increasing their skills and confidence in leading prayer. School leaders also provide a half termly guidance document for staff, with suggestions of themes, gathering ideas, scripture and mission ideas. The shared leadership of prayer and liturgy is ensuring that the development of the prayer life of the school is sustainable and is continuing to grow and develop effectively. Although there are planned opportunities for monitoring and self-evaluation of prayer and liturgy, including evaluation by pupils, these are yet to be robust enough.

Information about the school

Full name of school	Christ the King Catholic & Church Of England Primary School
School unique reference number (URN)	148727
School DfE Number (LAESTAB)	8952009
Full postal address of the school	Christ the King Catholic & Church Of England Primary School, Fir Grove, Macclesfield, SK11 7SF
School phone number	01625466833
Acting Head of School	Nicola Leigh
Chair of governors	Steve James
School Website	https://www.christtheking.cheshire.sch.uk/
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	Our Lady Help Of Christians Catholic Academy Trust
Phase	Primary
Type of school	Joint Academy
Admissions policy	Non-selective
Age-range of pupils	3-11
Gender of pupils	Mixed
Date of last denominational inspection	9/12/2016
Previous denominational inspection grade	2

The inspection team

Julie Johnson
Claire Marrin

Lead
Team

Key to grade judgements

Grade	England	Wales
1	Outstanding	Excellent
2	Good	Good
3	Requires improvement	Adequate and requires improvement
4	Inadequate	Unsatisfactory and in need of urgent improvement

