

Christ The King School

Inspection report

Unique Reference Number	122899
Local Authority	Nottinghamshire
Inspection number	359328
Inspection dates	22–23 September 2010
Reporting inspector	Michelle Parker HMI

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Secondary
School category	Voluntary aided
Age range of pupils	11–18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	704
Of which, number on roll in the sixth form	106
Appropriate authority	The governing body
Chair	Mr David Wilson
Headteacher	Mr Carlo Cuomo
Date of previous school inspection	14 May 2008
School address	Darlington Drive Arnold, Nottingham NG5 7JZ
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Introduction

This inspection was carried out by one of Her Majesty's inspectors and three additional inspectors. The team observed 27 lessons and 32 teachers. Meetings were held with parents, carers, groups of students, representatives of the governing body, staff and members of the local community. Inspectors observed the school's work, and looked at whole-school planning, teachers' planning, the staff handbook, school policies and 165 parental questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- The effectiveness of strategies to raise attainment of all groups of students, especially middle attaining girls, those eligible for free school meals, students whose first language is not English and Black students.
- The progress of all students especially middle attaining girls, those eligible for free school meals, those whose first language is not English and Black students.
- The effectiveness of the school's tracking and assessment procedures to ensure that there is no underperformance of any student.
- How robust school systems are to ensure it can sustain improvement.

Information about the school

This is a smaller than average sized secondary school. The majority of students are from White British backgrounds. Around a third of the students are from a range of minority ethnic backgrounds and 16% of the students speak English as an additional language, which is higher than the national average. Over half of these students are in the early stages of learning English. A significant number of these are recent arrivals whose first language is Polish. There is high student mobility. The proportion of students known to be eligible for free school meals is lower than average. The proportion of students identified with special educational needs and/or disabilities is below average and the proportion that has a statement of special educational needs is well below average. The headteacher was appointed in September 2009.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good and rapidly improving school. This is because of the determination of the headteacher and all staff and their hard work in striving to make this a good school. Parents and carers are very happy with the school and the progress that their children make. The school has successfully integrated a nurturing and caring ethos with robust systems to ensure that every student can gain the most from their education. This is evidenced in the improving trend in examinations results over the last three years, culminating in the summer with students gaining 88% five or more GCSE A* to C grades. The school has continued to work hard to improve results in English and mathematics, and the five or more A* to C grades including English and mathematics result rose to 54%. This is broadly in line with the national average for English and mathematics. The school has a thorough understanding of where it needs to focus efforts to ensure that it continues this good rate of improvement, including accelerating achievement in mathematics.

The robust tracking of students' progress with timely interventions has ensured that all groups of students make good progress, and an increasing number make progress which is outstanding. The school correctly identified that, in the past, students from different backgrounds, including those known to be eligible for free school meals, Black students, those whose second language is English and middle attaining girls failed to make expected progress. Effective action has been taken and now all groups make at least expected progress.

Teaching and learning and the curriculum are now good. Improvements in these have ensured that students engage activities well and enjoy their learning. A good range of vocational subjects in Key Stage 4 connect with students' interests and meet their needs. Success in these courses has led to increasing numbers of students progressing into the sixth form and higher education. Attendance has greatly improved and is now good. Teaching has begun to use assessment information well to match work to students' prior learning so they can readily take the next steps. However, teachers do not always take sufficiently into account students' answers in lessons and so miss opportunities to check their understanding and to challenge them further, especially in mathematics.

Community cohesion is outstanding and is woven into every aspect of school life. Consequently, students hold mature views of tolerance and respect for others. The school's rich cultural diversity is valued by all. An inclusive ethos promotes equal opportunities and vigorously challenges discrimination.

Leadership and management at all levels have improved. School self-evaluation is accurate and speedy actions were taken to address the development points from the previous inspection. Monitoring is embedded in plans and practices throughout the school. The school is supported by the well led and competent governing body. Staff feel valued.

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The leadership team keenly supports them to seek posts of extra responsibility in the school because they appreciate the high calibre of internal candidates. The school recognises the importance of and provides all staff with, good opportunities for training and development. These are appropriately closely aligned to school improvement targets. Thus, the school has robust systems to ensure that improvements can be sustained.

The sixth form provides a good quality education because of good leadership and the keen understanding that teachers have of students' needs. Teaching is stimulating and challenging. The curriculum is highly responsive to students' needs and interests. As a result, more students now progress into the second year of the sixth form; they attain well and make at least good progress, with increasing numbers of students making outstanding progress.

What does the school need to do to improve further?

- Raise standards further in mathematics by ensuring that teachers are clear about students' understanding in lessons and plan activities that effectively build on it.

Outcomes for individuals and groups of pupils

2

The school carries out a detailed analysis of all its data and uses it to monitor the attainment and progress of all groups of students. All students know their targets and understand what they need to do to achieve them. There is good support for all students. Teaching assistants work alongside students that need extra support and this helps them to participate fully in lessons. As a result, students who have special educational needs and/or disabilities make good progress. Students entitled to free school meals are carefully tracked and supported so that their achievement is getting closer to that of other groups of students. Many Black students now make better progress than in schools nationally. The school has well thought out strategies to challenge, support and integrate newly arrived students at the school and, in particular, those who are at the early stages of learning English. This enables students to be successful in lessons and make good progress, both in speaking and understanding English and in their school work. Consequently, many choose to stay on in school post-16. Parents and carers were overwhelmingly positive and fulsome in their praise of the work of all staff in helping their children to integrate fully into school life and to be successful learners.

Students say they feel safe in school and are confident that the rare incidences of bullying are promptly and effectively dealt with. A few students say that there are some areas around the school site where they feel less comfortable. The school is aware of this and has increased levels of staff supervision where necessary.

Behaviour in lessons is good and the school has set high expectations for standards both around the school and outside. The school responds rapidly to any complaint regarding the conduct of students received from the public and enjoys a deservedly high reputation in the community.

The school's Catholic ethos strongly underpins its spiritual work and valuing of different cultures and faiths. This is reflected in the value the school places on citizenship, students' good moral and social development and parents' and carers' views that 'the school nurtures the whole child'.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

The quality of teaching has improved and is now good with some which is outstanding. Teaching and learning reflect the high expectations of the senior team. Good routines for learning are embedded across the school. Students work diligently and cooperatively on tasks. Clearly expressed learning outcomes provide good frameworks which help students to organise their learning. Feedback from teachers in lessons helps students to take the next steps in learning themselves and they are increasingly confident in assessing their own progress. Teachers' questioning increasingly prompts students to explain their reasoning and clarify their thinking. The level of challenge is increasing in line with steadily rising staff expectations and students' confidence.

The good Key Stage 4 curriculum has contributed strongly to improving examination outcomes. There are good opportunities for vocational learning providing learning pathways for students which link well with provision in the sixth form. The Year 6 transition programme is very comprehensive and ensures that all pupils feel confident about the change to the 'big' school. This is supported both by key staff visiting and working with pupils in their primary schools and older students' involvement in PE coaching. Well thought out strategies support Year 9 students into Key Stage 4 with, for example, taster days for new subjects.

Care, guidance and support for students are good. Careful testing takes place for all new students, both in Year 7 and other groups. This gives the school a good picture of

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students' strengths and weaknesses, especially those newly arrived in Britain and whose first language is not English. Teachers use this information effectively to support and challenge students.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Leadership and management at all levels are strong and improving. The vision and drive of the headteacher are exceptional. In a relatively short period of time, he has gained the confidence of the whole school community. Staff, parents and carers and students speak highly of his ability to lead and their pride in the improvements in provision and outcomes for students. The headteacher has established a clear direction for the school and is unswerving in his commitment to improving achievement. The senior team work very effectively together in planning and implementing improvements. Middle leaders are well supported. They increasingly understand their roles and senior staff hold them to account. Their monitoring of their departments has strengthened teaching and learning and has improved students' attainment, particularly in Key Stage 4. There is a growing culture of sharing best practice.

The governing body ensures that it is well informed about the all aspects of school life. Members of the governing body use their professional expertise to good effect, both in supporting the school and holding it to account.

This is a very inclusive school. The emphasis on respect for individuals and enabling everyone to achieve their best underpins every aspect of the school's work. It enables those newly arrived in Britain, with little or no English to integrate quickly and benefit from all the school offers so that they make at least good progress.

Safeguarding meets all statutory requirements. Procedures and policies are regularly updated. All staff are appropriately trained. The senior leadership team have reviewed and tightened procedures, to improve them and quality assurance checks are now in place.

Community cohesion is seen in every part of school life. The school believes this is central to their work. It provides a wide range of opportunities for every student to engage with issues from the Holocaust and the Year 9 visit to the Beth Shalom centre to supporting pupils in primary schools in mathematics and sport. Sports partnership work is strong and fully exploited to maximise the benefit for students and the community. Relationships with parents and carers are good, founded on overwhelming confidence in the school's leadership.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	2

Sixth form

The school has worked effectively to improve the effectiveness of the sixth form. Students attain well and make at least good progress. Many make outstanding progress. This is because target setting has greatly improved and students are fully involved in assessing their own learning and what they need to do to improve. Teaching in the sixth form is stimulating and exacting. They are continually challenged to aspire to higher achievements. They participate fully in school and community activities and enjoy taking on leadership roles. All students continue into Year 13 because of the support they receive and the relevance to them of the courses offered. The school is very responsive to the views of students and thus is keen to provide a wide range of courses which reflect this. As a result numbers of students staying on into the sixth form has greatly improved.

These are the grades for the sixth form

Overall effectiveness of the sixth form	2
Taking into account: Outcomes for students in the sixth form	2
The quality of provision in the sixth form	2
Leadership and management of the sixth form	2

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Views of parents and carers

Parents and carers who spoke to inspectors and those who completed questionnaires were extremely positive about the school and their child's education. Inspectors followed up the concerns of some parents and carers with regard to concerns about behaviour; one parent was concerned that their child was not making sufficient progress and one parent was concerned about behaviour and safety on a bus on which their child travelled to school. Inspectors pursued these matters with vigour, and were able to confirm that the school took any concerns of parents and carers seriously and followed them up assiduously. The school has appropriate policies in place with regard to these issues and procedures are followed consistently.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Christ The King School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 165 completed questionnaires by the end of the on-site inspection. In total, there are 704 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	74	45	78	47	11	7	0	0
The school keeps my child safe	64	39	96	58	0	0	0	0
My school informs me about my child's progress	47	28	85	52	12	7	6	4
My child is making enough progress at this school	48	29	95	58	5	3	2	1
The teaching is good at this school	41	25	107	65	6	4	0	0
The school helps me to support my child's learning	36	22	99	60	12	7	2	1
The school helps my child to have a healthy lifestyle	31	19	102	62	21	13	2	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	43	26	95	58	10	6	1	1
The school meets my child's particular needs	43	26	101	61	6	4	3	2
The school deals effectively with unacceptable behaviour	46	28	95	58	9	5	3	2
The school takes account of my suggestions and concerns	31	19	98	59	14	8	2	1
The school is led and managed effectively	67	41	85	52	1	1	0	0
Overall, I am happy with my child's experience at this school	71	43	82	50	5	3	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



24 September 2010

Dear Students

Inspection of Christ The King School, Nottingham, NG5 7JZ

Thank you for the warm and friendly welcome you gave to the inspection team. We were very impressed with how smart you looked in your uniforms and the mature and helpful way in which you contributed to the inspection. We agree with you that you go to a good and improving school.

Your headteacher has worked with vigour to make improvements to the school in the short time he has been in post. He is very ably supported by the senior leadership team and all staff share his vision and work hard together to achieve it.

Results have improved again this year to 88% five or more A* to C at GCSE. The school is aware that, while results in English and mathematics have continued to improve, this is at a slower rate than other subjects. Results have also improved in the sixth form with 100% pass rate. Your attendance is good. Learning in lessons is good. Teachers question you effectively about what you understand. However, in mathematics, they do not always use this information in lessons to plan work to build on this. We have asked your teachers to do this. The curriculum is good and provides you with a good breadth of subjects.

You need to continue to attend school regularly and tell teachers when you are unsure in lessons.

We wish you continued success in all you do.

Yours sincerely

Michelle Parker

Her Majesty's Inspector

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