

Christ the King College

Inspection report

Unique reference number	135552
Local authority	Isle of Wight
Inspection number	381906
Inspection dates	4–5 July 2012
Lead inspector	Christopher Russell 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	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	936
Appropriate authority	The governing body
Chair	David Lisseter
Principal	Patricia Goodhead
Date of previous school inspection	4–5 November 2009
School address	Wellington Road Newport Isle of Wight PO30 5QT
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Age group	11–16
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Introduction

Inspection team

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Her Majesty's Inspector

Simon Rowe

Seconded inspector

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Additional inspector

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Additional Inspector

This inspection was carried out with two days' notice. Inspectors observed teaching and learning in 43 lessons, taught by 39 teachers. Meetings were held with students, staff, parents and carers, representatives of the Portsmouth Dioceses of the Church of England and Roman Catholic Church, and members of the college's governing body. Inspectors observed the college's work and looked at a wide range of documentation. Inspectors considered the 250 questionnaires completed by parents and carers, and others completed by staff and by a sample of students.

Information about the school

Christ the King College was established in September 2008 through collaborative arrangements between the Portsmouth Dioceses of the Church of England and Roman Catholic Church. It was formed from the amalgamation of two middle schools. The island authority now operates a two-tier system and the college has students in Years 7 to 11; the first cohort of Year 11 students has just taken GCSE examinations. A sixth form will open in September 2012. The college operates on two sites a short distance apart. One site caters mainly for Year 7 and 8 students, and the other mainly for older students. Students come from all parts of the island. The college is very popular; many students have joined from other schools and all year groups are now full.

The college is of average size. The proportion of students known to be eligible for free school meals is below average. The proportions of students from minority ethnic groups or who speak English as an additional language are also low. The overall proportion of disabled students and those who have special educational needs is below average, although the proportion who have statements of special educational needs or are supported at school action plus is average.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- Christ the King College is a good school. It has developed well in the two and a half years since it was previously inspected. The college is not yet outstanding because the quality of teaching is typically good rather than outstanding and students therefore make good rather than outstanding progress.
- Students are proud to attend the college and they have very positive attitudes to learning. They are confident, courteous, friendly and extremely welcoming to visitors. Behaviour around the site is excellent; behaviour in lessons is typically good. Students point to the very positive relationships between students and the highly effective personal care and attention that they receive from staff. Those that have joined recently typically say how happy they are to be at the college.
- The Principal has achieved a great deal in the past four years. The college has successfully made the transition from two middle schools to a popular and successful secondary school. Staff morale and pride in the college are high. Thorough systems and processes are in place to check and monitor the work of the college and the quality of lessons. Strengths and weaknesses in different teachers' practice are analysed carefully; this information is used well to inform the professional development opportunities and individual support that the college provides for them.
- Teaching is typically good and sometimes outstanding, although some teaching is satisfactory. Teachers have received a range of support and training to equip them to teach older students. As a result, students across the college are making good progress and achieving well, and older students are on track to gain good examination results.

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What does the school need to do to improve further?

- Eliminate the remaining satisfactory teaching and increase the amount of outstanding teaching, in particular by ensuring that in all lessons:
 - learning moves at a sufficiently rapid pace so that students of all abilities achieve as much as they can in the time available
 - teachers do not spend too long talking to the whole class and give students good opportunities to work independently, with each other and in groups.

Main report

Achievement of pupils

From broadly average starting points students make good progress as they move through the college. All groups of students, including disabled students and those with special educational needs, make similar progress. Responses to the inspection questionnaire show that the overwhelming majority of parents and carers are pleased with the progress that their children are making.

The college's first cohort of Year 11 students has just taken GCSE examinations. Analysis of examinations already taken by these students and of the college's own tracking of achievement indicates that these students are on track to achieve above-average examination results.

Students made good progress in the large majority of lessons observed during the inspection. They made outstanding progress in a number of lessons observed. Students typically have well-developed literacy skills. They speak with assurance, discuss things confidently with other students and explain their work well when questioned.

Quality of teaching

Teaching is typically good. Lessons are positive and productive. Teachers are very encouraging and their relationships with students are very good. They focus very sharply on the requirements of GCSE examinations, providing students with considerable help and support to ensure that they are able to demonstrate their knowledge and understanding when they answer examination questions. Teachers consider and reflect the particular needs of disabled students and those with special educational needs when they plan their lessons, and this enables these students to make similar progress to others. Teachers across a range of subjects provide students with good opportunities to develop their basic literacy skills.

Students are very cooperative; they concentrate well and have positive attitudes to learning. When given the opportunity, they typically work well together and in

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groups. Students know and understand their targets. The feedback that they receive from teachers to help them to improve their work is often very helpful, although not consistently so across all subject areas.

At its best teaching is outstanding. The strengths seen in the best teaching were typified by a physical education (PE) lesson seen during the inspection. The teacher's planning and expectations for the lesson were excellent. Students were able to take a very active role in the lesson and to take considerable responsibility for their own learning and progress. They worked together very effectively in small groups, using their understanding of assessment levels in PE to evaluate their own and each others' performance. This enabled them to identify their own strengths and weaknesses, and to set challenging and precise targets for their own improvement.

While teaching is typically good and sometimes outstanding, some teaching is satisfactory. This variability was seen by inspectors, but also described by students and evident from their responses to the inspection questionnaire. The most common weakness in satisfactory lessons is that parts of the lesson move too slowly, or that students are given too long to work on a particular task. As a result, not everyone is fully challenged and some students do not achieve as much as they potentially could in the time available. The other common weakness in satisfactory lessons is that the teacher spends too much time talking to the whole class, with too little time for students to work more actively, on their own or with each other. This can result in students responding passively to the lesson.

Behaviour and safety of pupils

Almost all of the parents and carers who responded to the inspection questionnaire feel that their children are kept safe. Students agree; they say that bullying is rare and that staff deal with any incidents of the various kinds of bullying that do occur assiduously and effectively. The college has taken in many students from other schools on the island. These students are typically very positive about their experiences and about the welcome that they were shown by other students. Students who have particular needs or who face severe problems or challenges are provided with extensive and very effective support.

Over a quarter of parents and carers who responded to the inspection questionnaire feel that their children's lessons are sometimes disrupted by misbehaviour. The inspection team investigated these concerns carefully, for example by talking to students, parents and carers, looking at behavioural records and observing behaviour in lessons and around the college site.

Inspectors saw excellent behaviour around the college and when students were moving between the two sites. Students were very welcoming to the inspection team. Behaviour in lessons observed was never less than satisfactory, almost always at least good and sometimes outstanding, although students can sometimes be a little passive. Students say that behaviour is generally good but also that a small number of students do sometimes misbehave in lessons. They say that this usually

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happens where the teaching is less effective, in lower sets, where higher ability students are not fully challenged by the work, or towards the end of the longer 100 minute lessons. There have been no fixed-term or permanent exclusions in the past year.

Attendance levels are broadly average. They dipped slightly this year, although the proportion of students who are persistently absent fell.

Leadership and management

The college is well led and in a strong position to sustain and continue its development. The Principal has provided strong and clear leadership. Ably supported by her senior colleagues, she has very skilfully steered the college through its journey from two middle schools to a popular and successful secondary school. Plans to support the college's development (and the introduction of its sixth form) are thorough and well considered. Recognising the different demands on middle leaders in a small middle school and a much larger 11–18 secondary school, the college is providing them with useful training and support to ensure that they are able to play a full role in the college's development. The governing body provides valuable challenge and support. Its members have played an important role in the college's successful transition.

Leaders use a range of strategies to monitor the college's work. The systems and processes that underpin this monitoring are well organised. Lessons are observed by senior and middle leaders and the results analysed so that any individual or general weaknesses can be identified, and any necessary training and support provided. Recognising that questioning was a common weakness across the college, for example, leaders have focused on improving teachers' skills in this area; this is leading to improvement. The teaching and learning group of staff plays a useful role in developing teaching practice across the college. The inspection team's view of the quality of teaching was not quite as positive as the college's. While inspectors' judgements about the quality of teaching were generally similar to the college's tracking of its own lesson observations, inspectors saw rather less outstanding teaching than this tracking indicated.

The curriculum meets students' needs well and has some notable features including the provision of Latin to extend younger students' understanding of grammar and the structure of the English language. A good range of options are available in Years 10 and 11, and in the prospective sixth form. A wide range of opportunities enhance the curriculum well and make a significant contribution to students' spiritual, moral, social and cultural development. These include a range of charity work and valuable opportunities for Year 11 students to visit a number of universities to raise their aspirations and ambitions.

The college promotes equality and tackles discrimination well. Students recognise that staff are highly committed to their needs and provide them with high quality individual support. All groups do well. The college's systems for tracking and

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analysing students' achievement are very well developed and enable leaders to spot any potentially underachieving group. Systems and processes that keep pupils safe meet government requirements well.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards:	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



6 July 2012

Dear Students

Inspection of Christ the King College, Newport PO30 5QT

Thank you for your help and for taking the time to talk to us during the recent inspection. Thank you also to those of you who completed questionnaires. We judged the college to be good. Much has been achieved in the four years since it opened and the transition from two middle schools to a secondary school has gone well.

The college has a very pleasant and welcoming atmosphere. We were impressed by your behaviour around the site, by your friendly welcome and by how confidently you spoke to us. You are clearly very proud to attend the college. You told us how well staff care for and support you. We saw mainly good or outstanding behaviour in lessons, but many of the students that we spoke to told us that a small number of students sometimes misbehave in lessons.

Teaching is typically good and sometimes outstanding. This enables you to make good progress as you move through the college. However, some lessons are not as effective. This usually happens when the lesson does not move rapidly enough or you do not have enough opportunities to work more actively or with each other. We have asked the college to work on this as the most important area for improvement.

The Principal and her staff are very ambitious for the college. They have a good understanding of strengths, areas for development and what to do next to continue the college's improvement.

Yours sincerely

Christopher Russell
Her Majesty's Inspector

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