

Christ the King College

Wellington Road, Newport, PO30 5QT

Inspection dates 27 – 28 March 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school

- The Principal, governors, and key leaders are relentless in their drive for excellence and are bringing about rapid improvements. Their high expectations are evident.
- Teaching is typically good, with examples of outstanding practice. Teachers are committed to creating a positive climate where students can do their best.
- Achievement across the college is improving well. Students make good progress, are keen to learn, and eager for success.
- The gap in attainment between students on free school meals and other students has been significantly narrowed.
- The sixth form is good. It is now led very well. Students make good progress and are well prepared for the future.
- The college has been successful in improving attendance, determinedly reducing the rate of persistent absence.
- Students' spiritual, moral, social and cultural development promotes very good relationships. Students gain a good understanding of the wider world through the wide range of different activities.
- Inspectors agree with the majority of parents that students' behaviour is good. They feel safe.

It is not yet an outstanding school because

- The impact of teachers' marking to improve students' work is inconsistent. In a small proportion of lessons, students do not always stay focused on their learning and become distracted.
- The progress that students make in modern foreign languages is below that of other subjects, as its teaching and leadership are not as strong.

Information about this inspection

- The inspection team observed 41 parts of lessons of which six were joint observations with senior leaders. Inspectors also made short visits to classrooms to check students' work.
- Meetings were held with the Principal, senior team members, students, middle leaders and seven members of the governing body. The lead inspector held a telephone conversation with a representative of the local authority, as well as a brief discussion with a local councillor.
- Inspectors considered 170 responses to the online questionnaire (Parent View), some letters from parents and analysed the results from 32 staff questionnaires.
- The inspection team observed the college's work and analysed data about students' achievements, attendance and exclusions. In addition, they reviewed the college's analysis of how well it is doing, the college development plan, minutes of governing body meetings and leaders' observations of teaching. Inspectors closely scrutinised records related to safeguarding.

Inspection team

Hugh Betterton, Lead inspector	Additional Inspector
Teresa Gilpin	Additional Inspector
Victor Chaffey	Additional Inspector
Una Maria Stevens	Additional Inspector
Mark Warren	Additional Inspector

Full report

Information about this school

- Christ the King College is a larger than average-sized secondary school with a growing sixth form, based on two sites a short distance apart. It is overseen jointly by the local Anglican and Roman Catholic Diocesan Boards.
- Just under a fifth of students are eligible for pupil premium funding which is below the national average. (The pupil premium is funding for students who are known to be eligible for free school meals, those from service families and those who are looked after by the local authority).
- About one fifth of students currently on roll join the college throughout the years up to Year 11, mostly from different local schools.
- The majority of students are White British with very small groups from a range of minority ethnic backgrounds. Very few students speak English as an additional language.
- The proportion of students supported through school action plus or with a statement of special educational needs is similar to that nationally. However, those supported through school action is much lower.
- A very small number of students attend courses off site.
- The college meets the government's current floor standards, which set the minimum expectations for students' attainment and progress.
- The Principal is a Local Leader of Education. She also has the post of Executive Leadership supporting a neighbouring primary school and a senior leadership team member has been seconded as full-time acting headteacher at the same school for a year.
- The college has a Teach Direct Partnership with Southampton University supporting the training of up to 12 teachers.

What does the school need to do to improve further?

- Further improve the quality of teaching from good to outstanding, by:
 - ensuring that all teachers' marking matches that of the very best already evident in the college in order to give all students clear direction about what they need to do to improve, especially their spelling, punctuation and grammar
 - making sure that leaders at all levels monitor teachers' marking and assessment practice rigorously
 - ensuring that all teachers set tasks that enable students to concentrate well and to improve their learning.
- Take immediate steps to improve teaching, students' achievement and leadership in modern foreign languages, through:
 - putting in place a clear action plan for improvement in all aspects of the subject's leadership, teaching and achievement, to be rigorously monitored by senior leaders
 - ensuring that teachers systematically use the target language in lessons to promote better achievement, check students' understanding in all lessons and adapt work to take account of their varying abilities, so that they learn at a faster pace.

Inspection judgements

The achievement of pupils is good

- Achievement is good. Better teaching is making sure that standards are rising. In 2012, GCSE results were above national averages, yet they dipped in 2013 to be in line. The college's detailed analysis of the current Year 11 students' performance provides credible evidence that their progress will bring improvement in GCSE results. Observations and discussions during the inspection supported this.
- The college does not now enter students early for GCSE qualifications.
- Students make good progress from their different starting points. The proportions of different groups of students making expected and above expected progress in English and mathematics by the time they are 16 are above national figures.
- The vast majority of students achieve well across most subjects in Years 7 to 11, except in modern foreign languages where teaching requires improvement. Many students develop good speaking and listening skills, and read widely and fluently. In English and history, they write confidently in different scenarios, and for different audiences. However, students' written skills are not regularly checked by marking across the college. Students' mathematical skills are well honed, and used to good effect in science and technology.
- In a small proportion of lessons where the quality of teaching was not as strong as the rest, not all students achieved well, as work was not set at an appropriate level. A few students lost concentration.
- Currently, those students eligible for the pupil premium are making more rapid progress than in previous years. In 2013, the gap in attainment between these students and their peers was approximately a grade in English and a half grade in mathematics. This gap is now closing rapidly.
- Disabled students and those who have special educational needs make good progress as a result of additional support which is carefully planned to develop each student's literacy and numeracy skills. This promotes equality of opportunity well.
- More able students are challenged to achieve well and as a result, make good progress.
- The small number of students from minority ethnic backgrounds make similar progress to other students at the college.
- The small number of students attending the off-site alternative provision make good progress in their literacy and numeracy skills and achieve well in their chosen courses.
- An effective induction process means that students new to the college make similar progress to other students.
- The number of students who enter the sixth form is increasing rapidly. Overall, these students make good progress from their various starting points. In 2013, the first AS-level results were below average. However, the college's detailed analysis of the current Years 12 and 13 students' performance predicts good achievement. Overall attainment is rising well in nearly all subjects. Achievement is good in vocational courses. Sixth-form students develop competent research skills, working on their own and intently in many lessons. Over two thirds of the current Year 13 have good offers of university places. Retention rates are broadly average.

The quality of teaching is good

- Teaching is typically good across Years 7 to 11, with some examples of outstanding practice. As a result, most students make good progress and achieve well. In an outstanding physical education lesson, Year 11 students learnt how to handle bicycles with greater care and skill than previously. Their responses to the high quality teaching demonstrated that all, no matter what their ability, could use these skills confidently.

- In the sixth form, teaching is never less than good, and is particularly strong in history and English. For example, Year 13 psychology students concentrated and persevered very well to show high levels of critical understanding about human behaviour.
- Teaching in English, mathematics, history, geography and physical education is often particularly strong. This is because teachers are skilled in planning activities that help students of all abilities and with different needs to make rapid progress.
- Throughout the college, teachers are very conscientious and highly committed. The vast majority have high expectations, show good subject knowledge, keep themselves updated about new developments and readily share their expertise with each other.
- Students report that they thrive in lessons where they are engaged in research and practical activities, especially in design and technology and subjects where they use information and communication technology.
- Students have extended opportunities to discuss themes in religious education and information and communication technology lessons, such as sacrifice and ethical use of technology, which contributes well to their spiritual, moral, social and cultural development.
- A small amount of teaching is less effective, especially in modern foreign languages. Teachers provide the same work for students regardless of their ability and do not regularly check students' understanding. As a result, some do not find the work interesting or challenging enough, while others have difficulty completing the task. When this is the case, progress for some students slows. Sometimes, there is limited opportunity to use the target language.
- Marking of students' work is not consistent. Some teachers mark students' work conscientiously, with helpful comments that show what they have done well and what they need to do next. Where marking is most helpful, for example in English, history and physical education, students are involved in marking work and respond to teachers' written comments and questions.
- However, inspectors found a range of students' work with little or no response from teachers. Little attention is paid to students' accuracy in spelling or punctuation. A small number of parents recognise this, as do some middle leaders, knowing that it is a weakness.

The behaviour and safety of pupils are good

- The behaviour of students is good. Students' behaviour in lessons and around the college is calm and polite. Exclusions are very rare, with no students being excluded in the past year. Much of this is because the college promotes high standards of behaviour.
- The overwhelming majority of students exhibit positive attitudes to learning and are keen to do well. They often show resilience and a determination to succeed. When teaching is less than good and students are not suitably challenged, however, they sometimes lose focus and become distracted. This is more evident in classes for younger students.
- Most students are smartly turned out. They make their way promptly to lessons after break and lunchtime. Students move in an orderly fashion around the college. They behave well and stay safe when moving between the two sites. Equally at the end of the school day, students board buses in a well-organised manner, supervised well by adults.
- The college's work to keep students safe and secure is good. Students say the college teaches them how to keep themselves safe and that there is someone to go to if they need help. Students are well aware of the different forms of bullying, reporting few incidents. They know these will be dealt with promptly and effectively. Site security is good. Sixth-form students are encouraged to develop their personal and social skills by helping others. They feel their views are taken seriously by senior leaders.
- The large majority of parents agree that their children are well looked after and are safe at school. Overall, the college deals effectively with the few concerns that arise.
- The college has been successful in improving attendance and reducing the incidence of persistent absence. This has now paid dividends, since attendance is just above average and persistent absence is below the national average for all groups of students.

The leadership and management are good

- The Principal is an inspirational leader and is unstinting in seeking excellence in all of the college's work. With her senior team, she has created a shared vision for the college, determined that it becomes outstanding.
- All senior leaders have an accurate view of the college, evaluating its strengths and weaknesses well. Senior leaders recognise the need to improve the quality of provision and achievement in modern foreign languages.
- Senior leaders judge the quality of teaching accurately. This underpins good training for staff, both as a whole staff group and for individuals, particularly by two additional senior leaders with that specific responsibility. Consequently, staff feel supported as they continually develop their skills. The Teaching and Learning Group is contributing well.
- The college's tracking system of students' progress is highly effective in analysing their potential and identifying underachievement early. The college successfully anticipates which students need additional support and provides it without delay.
- Middle leaders have improved their skills of observing lessons, mentoring staff and tracking students' progress. However, the quality of teaching and of marking is not yet consistently high in all departments. In particular, the quality of marking of students' work in several subject areas is not sufficiently detailed to help students improve their work.
- Performance management systems are used well to reward good teaching. Pay rises are not automatically awarded, but are linked to teachers' performance in enabling students to make progress and achieve well.
- Extensive sporting, musical and performing experiences, and an abundance of extra-curricular activities, including volunteering, make strong contributions to students' social and cultural development. Daily collective worship and regular visits by local and national church leaders underpin students' spiritual understanding. Moral development is also good.
- The curriculum is structured well to meet students' needs and provides a good range of options at Key Stage 4. Latin is now offered as part of a programme of academic challenge. The curriculum for disabled students and those who have special educational needs is particularly good in developing literacy and numeracy skills.
- Leadership and management of the sixth form are outstanding. In a very short time new leaders have quickly responded to the need to improve students' achievement. More appropriate courses tailored to students' individual current and future needs are in place. Students' performance is rigorously monitored with very effective one-to-one tutorials for all. The quality of teaching is improving students' standards very well and support is provided if progress slows. Guidance towards appropriate future pathways is excellent.
- The overwhelming majority of parents, on the Parent View questionnaire, would recommend the college to others.
- The local authority knows the college's strengths and weaknesses well, providing light-touch, but effective, critical support.
- **The governance of the school:**
 - Governors are knowledgeable and skilled to carry out their duties. At governors' meetings they rigorously challenge leaders about the performance of the college and the quality of teaching, focusing on students' achievement. They know which subject departments are not performing as well as others, receiving detailed updates from the Principal on required progress, and have an understanding of the college's performance data. Moreover, they have their sights firmly set on the college becoming outstanding, giving top priority to improving the quality of teaching.
 - Governors have perceptive discussions about the value of spending decisions, in particular the allocation of pupil premium and Year 7 'catch-up' funding. They have a detailed understanding of the effectiveness of the management of teachers' performance.
 - They are confident in the leadership of the school. During the inspection, errors in safeguarding documents were quickly and accurately corrected. Statutory duties are met.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	135552
Local authority	Isle of Wight
Inspection number	430641

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	11–19
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	1266
Of which, number on roll in sixth form	203
Appropriate authority	The governing body
Chair	David Liseter
Headteacher	Patricia Goodhead
Date of previous school inspection	4–5 July 2012
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