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1 March 2021

Matthew Quinn  
Executive Headteacher  
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PO30 5QT

Dear Mr Quinn

### **Additional, remote monitoring inspection of Christ the King College**

Following my remote inspection with Stephen Long, Her Majesty's Inspector (HMI), of your school on 3 and 4 February 2021, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the findings. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions that have been taken to provide education to all pupils during the current circumstances.

This monitoring inspection was conducted under section 8 (2) of the Education Act 2005 (as amended) and in accordance with Ofsted's published procedures for visiting schools while routine inspections remain temporarily suspended. It was additional to the usual monitoring process for schools that are judged to have serious weaknesses.

Following changes to government guidance and the imposition of COVID-19 (coronavirus) lockdown restrictions, this monitoring inspection was carried out remotely. As such, the range of evidence available to inspectors was narrower than would normally be the case during an on-site inspection. As a result, this letter provides a more limited level of assurance than our usual monitoring reports.

The inspection took place because the school was judged to have serious weaknesses at its previous section 5 inspection. The school's most recent section 5 inspection took place in June 2018.

Having considered all the evidence and taking into account the impact of COVID-19 on the school, I am of the opinion that at this time:

**Leaders and those responsible for governance are taking effective action to provide education in the current circumstances.**

## Context

- Since the previous monitoring inspection in April 2019, the head of school has left and new senior leaders have been appointed. An interim headteacher served for one term before the current headteacher joined in January 2021. Some governors have left and been replaced.
- Last term approximately a quarter of pupils accessed their education remotely for a period of time. Pupils in Years 9 and 10 were impacted more than other year groups.
- At the time of this inspection, only a small proportion of pupils were being educated on site. This included approximately a quarter of vulnerable pupils and an eighth of those with special educational needs and/or disabilities (SEND). All sixth formers are being educated at home.

## Main findings

- Leaders and teachers ensure that pupils continue to receive a broad education during this national lockdown. Whether they are on site or learning remotely, all pupils access the same online learning. The school has supported many pupils with access to the internet and an appropriate device to use. Staff have worked with families to reduce any barriers pupils may have accessing and using the technology. This term, live lessons are being rolled out across all subjects. New systems have been introduced which have recently allowed pupils and sixth form students to have more regular contact with, and feedback from, their teachers.
- Since the last inspection, leaders have introduced new subject planning for Years 7 to 9 in order to raise the level of challenge and build on pupils' prior knowledge. Younger pupils are provided with regular opportunities for reading across the curriculum, and staff ensure that additional lessons and support are available for pupils who are not yet reading as well as they should.
- Subject leaders have reviewed their curriculum plans during the pandemic to ensure subject content is suitably sequenced so that pupils' knowledge is building over time. Teachers have creatively developed new resources and approaches so their plans can be delivered in new ways. Leaders are aware which aspects of subjects will need revisiting when the lockdown is over.
- Leaders have maintained a clear structure to the school day and introduced new tracking and feedback systems to monitor pupils' engagement in online learning. Most pupils, particularly those in Years 10 to 13, are accessing remote learning regularly. However, a small number of pupils are less engaged. Pastoral leaders and teachers are working together to identify and use strategies to help these pupils become more involved in their learning.

- Vulnerable pupils and the children of key workers who are attending school are supervised by staff and complete the same tutor sessions and timetable of online lessons as their peers. Pastoral leaders and teaching staff work as a team, keeping in frequent contact with those vulnerable pupils working from home to make sure all is well, and that they can access their work.
- Years 11 and 13 continue to study all of their examination subjects. Pupils and sixth formers told inspectors they appreciate how hard their teachers are working to support them sustaining the momentum of their learning in preparation for the end of the year. Despite some anxiety caused by the uncertainty of how their qualifications will be assessed, pupils trust their teachers to keep them well informed of any developments.
- Most parents who responded to Parent View, and the pupils that inspectors spoke to remotely, confirmed that they are proud of their school. They appreciate how dedicated the staff have been to support pupils during these exceptional circumstances.
- Leaders know that some pupils with SEND are experiencing challenges accessing their work remotely. Specialist staff are working with parents, as well as developing practice and sharing resources, to ensure all pupils with SEND get appropriate support at this time.
- Governors hold leaders to account for the improvements that are taking place in the school. They maintain a good oversight of the quality of education and are checking that leaders are taking effective actions to ensure all pupils receive education during the current circumstances.
- The local authority and both dioceses have worked in partnership to support senior leaders and subject leaders well via a systematic programme of professional development over the last two years. Staff have had the opportunity to work in partnership with other local schools and have had access to curriculum training. Leaders have made effective use of this support to refine the curriculum, refresh the school's ethos and promote good behaviour.

## **Evidence**

This inspection was conducted remotely. Inspectors held meetings with the executive headteacher and headteacher, other senior leaders, pupils, staff, two members of the governing body and representatives from the local authority and both the Catholic and the Church of England dioceses to discuss leaders' actions to provide education to all pupils during a national lockdown.

Inspectors also looked at examples of teachers' planning and recordings of remote lessons. They met remotely with pupils from Years 7, 8, 9 and 11 and considered a small number of emails received from sixth formers. Inspectors also took account of

the 73 responses to Ofsted's staff survey and 160 responses to the online survey, Parent View.

I am copying this letter to the chair of the governing body, the directors of education for the Catholic and Church of England dioceses of Portsmouth, the regional schools commissioner and the director of children's services for Hampshire. This letter will be published on the Ofsted website.

Yours sincerely

Matthew Newberry  
**Her Majesty's Inspector**