

Inspection of Christ The King College

Wellington Road, Newport, Isle of Wight, PO30 5QT

Inspection dates: 13–14 July 2021

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Requires improvement

Leadership and management

Good

Sixth-form provision

Good

Previous inspection grade

Inadequate

What is it like to attend this school?

Most pupils are happy at Christ the King College and report that school is a safe place to be. Older pupils describe the many positive changes to the school since the last full inspection in 2018.

The school offers a wide range of subjects. Many pupils achieve well because subject leaders have raised expectations by setting out exactly what pupils should learn. However, some pupils have gaps in their knowledge and skills. This is because in some subjects there are differences in how well teachers implement these plans to meet the needs of all pupils.

Pupils appreciate how the new behaviour system of consequences and rewards has helped to improve behaviour. Bullying happens much less now than it did in the past. Pupils say that there are trusted adults who they can turn to should they have any concerns.

Pupils show tolerance and respect towards one another and enjoy opportunities to learn about life in modern Britain. Some are frustrated and upset by the limited knowledge of a minority of their teachers when discussing diversity and equalities.

Pupils enjoy the many trips and visits linked to their study and the opportunities to get involved in the sporting clubs and drama productions that the school offers.

What does the school do well and what does it need to do better?

Senior leaders have successfully raised expectations across the school. In addition to improving the security and safety of the school, they have brought about significant improvements to behaviour and enhanced the quality of education.

The school offers a broad, academic curriculum and leaders are in the process of making this more ambitious for all pupils. The curriculum is well planned in many subjects, including English, science, geography and history. Here, subject leaders know what they want pupils to learn and in what order, and most teachers explain subject matter and check pupils' understanding well. This strength of practice is also seen in the sixth form, enabling students to achieve well in their chosen subjects.

In some subjects, such as modern foreign languages and personal, social and health education (PSHE) the curriculum is at an earlier stage of development. In others, such as physical education (PE) and mathematics, teachers' delivery of what has been planned is variable. In particular, assessment does not always focus on checking that pupils have learned the important knowledge and skills that have been taught. Where this occurs, not all teachers have consistently high expectations of what all pupils can achieve.

Leaders are increasingly ambitious for pupils with special educational needs and/or disabilities (SEND), disadvantaged pupils and the most able pupils. They have provided teachers and teaching assistants with information to support pupils' learning in the classroom. However, not all staff put this into practice well enough to support different groups of pupils.

Work to improve pupils' reading skills is ongoing. Leaders have introduced new approaches and resources to support improvements to reading. Teachers now have better information to support pupils' reading within their subject. While leaders have a real passion to upgrade provision, the impact of new initiatives has been adversely impacted upon by the pandemic.

The school's new approaches to behaviour management ensure that pupils' behaviour has much improved and is now typically good across the school. Effective communication and sharing of information between the leaders of behaviour and attendance have led to improvements in both areas. Pupils are typically keen to learn and actively engage with the tasks set by their teachers.

Leaders have recently updated and broadened provision for pupils' personal development. Pupils in Year 11 and Year 13 were supported with preparation for their next steps beyond school before they left. In the sixth form, teachers support students to develop a good understanding of relationships, British values and mental health and well-being. This is not yet consistently the case across the rest of the school. Not all staff have the knowledge and language they need to deliver or discuss aspects of PSHE linked to promoting diversity and equalities.

Governors have a clear understanding of the strengths of the school and the further improvements required. Through their engagement in training and access to information they are able to offer better challenge to leaders. Staff value the improvements made to the school. Most staff reported that while this has been a very challenging year, they appreciate leaders' attempts to reduce workload where they can.

Safeguarding

The arrangements for safeguarding are effective.

The new school site is secure, and leaders have clear procedures in place to keep pupils safe. All necessary checks are made in order to ensure that staff are suitable to work with pupils. Leaders provide all staff with regular and appropriate safeguarding training.

Staff are vigilant to any signs that may suggest a pupil is at risk of harm and know what to do if they are concerned. Strong communication and systematic record keeping within school ensure that leaders are well informed about vulnerable pupils. Leaders work well with external agencies to secure any additional support needed for pupils.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The degree to which teachers deliver curriculum plans and use strategies to support the needs of pupils with SEND or those who are most able as intended varies between subjects. This means that some pupils have gaps in their knowledge and skills or do not achieve as well as they could. Leaders should ensure that there is more consistent practice to build all pupils' learning in each subject.
- Teachers' assessments of pupils' learning are not always sufficiently focused on what pupils should know and be able to do. Where this happens, the information gained is not used to inform future learning. Leaders should ensure that ongoing assessment is focused on checking that pupils are learning and remembering what has been taught.
- Some teachers lack the knowledge and confidence to teach about protected characteristics, diversity and equality effectively. This is having an adverse impact on some pupils' engagement in lessons and their respect for these teachers. Leaders must make sure that all staff are equipped with the knowledge they need and are able to use appropriate language to deliver the PSHE programme.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	135552
Local authority	Isle of Wight
Inspection number	10184662
Type of school	Comprehensive
School category	Voluntary aided
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	1264
Of which, number on roll in the sixth form	143
Appropriate authority	The governing body
Chair	Elizabeth Burden
Headteacher	Kevin McDermott
Website	www.christthekingcollege.co.uk
Date of previous inspection	3–4 February 2021, under section 8 of the Education Act 2005

Information about this school

- 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.
- The school has been operating from a new site since September 2019.

Information about this inspection

We carried out this inspection under section 8 of the Education Act 2005. We deemed the inspection a section 5 inspection under the same Act.

In accordance with section 13(5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

- This was the first routine inspection the school received since the COVID-19 (coronavirus) pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- On-site meetings were held with the executive headteacher and headteacher, senior leaders and staff. Remote meetings were held with three members of the governing body, two representatives from the local authority and representatives from both the Catholic and the Church of England dioceses.
- Deep dives were conducted in English, science, modern foreign languages and PE. As part of these, inspectors met with subject leaders, visited lessons, talked to pupils about their work and met with teaching staff to talk about their approach to designing and delivering the curriculum.
- Inspectors considered the views of 60 members of staff who responded to the confidential staff survey and the 222 responses to Ofsted's Parent View survey, which included 160 free text responses.
- Meetings were held with groups of pupils and sixth formers to discuss their views about many different aspects of their school.
- To evaluate the effectiveness of safeguarding, inspectors reviewed the school website and policies and met with safeguarding leaders. They also spoke to pupils, staff, and governors and scrutinised school records of the safeguarding checks on adults working in the school.
- At the time of the inspection Years 11 and 13 pupils had left the school.

Inspection team

Matthew Newberry, lead inspector	Her Majesty's Inspector
Lee Selby	Her Majesty's Inspector
Hanna Miller	Her Majesty's Inspector
Chris Ellison	Her Majesty's Inspector

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