



Christ The King Catholic Maths and Computing College,

Preston

Inspection Report

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**Unique Reference Number** 119781  
**Local Authority** Lancashire  
**Inspection number** 291542  
**Inspection dates** 10–11 January 2007  
**Reporting inspector** Garry Jones HMI

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

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<b>Type of school</b>	Secondary	<b>School address</b>	Lawrence Avenue
<b>School category</b>	Voluntary aided		Frenchwood, Preston
<b>Age range of pupils</b>	11–16		Lancashire, PR1 4LX
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01772 252072
<b>Number on roll (school)</b>	450	<b>Fax number</b>	01772 885674
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mrs Joyce Allen
		<b>Headteacher</b>	Mr Tony Perry
<b>Date of previous school inspection</b>	1 May 2002		

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<b>Age group</b>	<b>Inspection dates</b>	<b>Inspection number</b>
11–16	10–11 January 2007	291542

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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors of schools and two Additional Inspectors.

## Description of the school

Christ the King is a smaller than average school drawing students from a broad area that includes the inner city wards of Preston. There is significant social and economic deprivation within the area and the proportion of students eligible for free school meals is well above the national average. Almost half of the students are from minority ethnic groups and a small number are at an early stage of learning English. The proportion of students with learning difficulties and disabilities is very high and the number of students with a statement of special educational need is almost double that found nationally. The mobility of students is very high. The school is a specialist college for mathematics and computing.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

This is a caring and inclusive school with a committed staff team which is working hard to improve the quality of provision. The school currently provides a satisfactory quality of education for its students. The personal development of the students is satisfactory. The strong Roman Catholic ethos of the school is reflected in effective spiritual and moral development. The majority of students enjoy school, but too many of them do not attend regularly. Overall attendance is unsatisfactory and this is a main priority for improvement. The care provided to students is good and the majority of students have friendly relationships with staff and each other. Students speak warmly of the support they receive and the majority of parents who responded to the school survey had positive views on the school. Students spoken to were clear that they felt safe in school, that any incidents of bullying were dealt with effectively and that there was very little racism. Students from different ethnic groups work and play together well. There is a strong commitment to equal opportunity for all, which is implemented effectively. The students' attitudes to learning are reasonable, although a significant minority do not value their education and are too easily distracted from their studies. Most students behave well in lessons and around the school. However, the behaviour of a minority of students is inappropriate and is a concern to a small number of students and parents. This has resulted in very high levels of fixed term exclusions, although the school is beginning to reduce this through the use of internal exclusion and new support systems. Students are able to influence the development of the school through the school council and contribute to the wider community, for example, through charity work and musical productions. Students have a good awareness of healthy living through a focus on diet and physical activity and the school has gained healthy school status from the local authority and nationally.

Students enter the school with attainment levels that are below those found nationally. Despite making satisfactory progress the results at the end of Key Stage 3 are well below average. There was a significant improvement in the results in all subjects in 2006. At the end of Key Stage 4 the proportion of students gaining 5 or more A\*-C grades at GCSE has been broadly in line with that found nationally from 2003 to 2005, but fell below this level in 2006. However, the overall attainment, as measured by the average points score achieved, is very low and the proportion of students who leave school without any GCSE qualification is too high. Students make satisfactory progress in almost all lessons due to the satisfactory teaching they receive. In those lessons where teaching is good students are challenged to achieve well and enjoy learning. Students have targets to motivate them to achieve, but these are not used consistently or supported by detailed guidance on what they need to do to improve. This results in overall care and guidance being satisfactory rather than good. The curriculum is satisfactory, but the current provision for vocational education is too limited. There is satisfactory support for students with learning difficulties and disabilities and they make the expected level of progress.

The specialist college status has enhanced the provision of information technology in the curriculum. It has also contributed to developing a wider range of teaching

strategies. Links with local primary schools have been established to support their curriculum and courses are being offered to support skill development in the community.

The headteacher has a clear focus on raising achievement and maintaining effective care within an inclusive school. He has a clear understanding of the strengths and areas for development through a sound process of self-evaluation, but the grades awarded were too high. He has introduced new systems for self-review and departmental improvement which are beginning to impact on provision. The role of middle managers is being developed and is starting to impact on standards, particularly in Key Stage 3. Overall leadership and management are satisfactory because key initiatives to improve the quality of provision and raise standards are not yet embedded and it is too early to see their full impact. The capacity to improve is satisfactory and the school provides adequate value for money.

### **What the school should do to improve further**

- Raise standards in both key stages.
- Improve the level of attendance.
- Ensure that the overall quality of teaching matches that found in the best lessons.

## **Achievement and standards**

### **Grade: 3**

The students enter the school with standards that are below average, especially in literacy. Their attainment in national tests at the end of Key Stage 3 is significantly below the national average. The results in 2005 were exceptionally low. However, the progress made by students within Key Stage 3, based on data provided the local authority, improved in 2006 and is satisfactory with the proportion gaining the expected level 5 in each subject being broadly in line with that found in similar school. Results in all subjects improved in 2006.

In Key Stage 4 measures of attainment are inconsistent, but overall attainment, as measured by the average points score, is very low. However, the percentage of students gaining 5 or more A\*-C grades at GCSE has been broadly in line with the national average since 2003, but fell to below average in 2006. Progress in 2005 was broadly in line with that expected, although that in mathematics was very low. However, the weaknesses in mathematics are being addressed and progress in lessons is now satisfactory. Evidence provided by the local authority shows that the progress as measured by the contextual value added has declined significantly in 2006, but when account is taken of the small cohort and the use of alternative curriculum provision, while significantly below average, is not exceptionally low. Progress overall is satisfactory. The students with learning difficulties and disabilities achieve in line with expectations and students from minority ethnic groups generally make greater progress than expected. The school was very close in 2006 to meeting its specialist college targets for mathematics at Key Stage 3, but fell short of the targets for mathematics and statistics at GCSE.

## Personal development and well-being

### Grade: 3

The personal development and well-being of students are satisfactory. Most students enjoy school activities; for example, one Year 7 pupil said, 'There's lots to do,' acknowledging the wide variety of clubs and activities. However, too many students do not attend regularly and attendance is well below the national average, which is unsatisfactory. Relationships are good; students are generally supportive of one another and feel safe. Year 7 students say that they can turn to senior students for support and students value being able to approach staff when in difficulty. However, the behaviour of a significant minority of students is unsatisfactory and there are high numbers of fixed term exclusions. Students value their ability to contribute to the development of the school through the elected school council. Spiritual and moral awareness is good and is supported through assemblies, services in the chapel and the work of the lay chaplain. Social and cultural development is satisfactory with extensive charity work making a positive contribution to the community. Students have good awareness of aspects of healthy living. Many take advantage of a good range of sporting activities, including a well equipped fitness centre and students are making healthier choices at lunchtime from the improved variety of foods available. Students are prepared for future employability and economic well-being through developing skills in information and communication technology (ICT), literacy and numeracy; however, the low standards in English and mathematics impinge on their future economic well-being.

## Quality of provision

### Teaching and learning

#### Grade: 3

Teaching is satisfactory overall with a significant proportion that is good and a small proportion that is inadequate. In good lessons there is a clear learning objective which is shared with the students. A range of interesting activities is provided and this maintains concentration and pace. In these lessons, students make good progress. In the satisfactory lessons there is often too great an emphasis on teacher direction and limited opportunities for independent learning, this limits the pace of learning and the progress achieved. In other lessons, poor attitudes and behaviour limit progress. In some lessons there is insufficient focus on ensuring that activities meet the needs of the full range of abilities. The specialist college status is reflected in the effective use of white boards to support learning within lessons, although opportunities to involve students directly in this were missed. In many lessons opportunities to assess and consolidate learning at the end are not yet fully developed.

Teachers share predicted grades and levels with students, but this has not yet been developed consistently to set short term targets to give students clear guidance on how to improve. Marking is often superficial and the use of comments to provide guidance on how to improve is inconsistent. The school has an appropriate focus on

the development of literacy skills that is beginning to impact. The support for students with learning difficulties and disabilities in lessons is satisfactory, and together with the contribution of support assistants helps students to make progress in line with their peers.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum is satisfactory and meets statutory requirements. However, the delivery of citizenship through a cross-curricular approach has weaknesses and is the subject of a school review. The curriculum at Key Stage 4 has been broadened to include a vocational pathway, but currently provision of vocational courses is underdeveloped. However, the school is working with a local network to address this issue. Alternative provision at the college successfully supports a small number of disaffected students. The specialist college status is reflected in the inclusion of ICT as a core subject. In addition ICT enhances the delivery of other subjects and supports independent learning through a virtual learning environment. A good programme of enterprise education supports the development of economic well-being. There is an extensive range of extra-curricular provision which is valued by students and contributes to their enjoyment of school. The specialist college status has enhanced links with industry and students benefit from enterprise education and work experience to develop workplace skills.

## **Care, guidance and support**

### **Grade: 3**

Care, guidance and support are satisfactory. Care of students is good. There are good systems to support their personal development. Effective support is available for students judged to be at risk. The school has good links with the community and planned work with feeder primary schools ensure students' transfer to Year 7 is smooth. Effective career guidance is provided to students.

Support for academic development is satisfactory. Academic, social and emotional support is offered by learning mentors and support assistants and is valued. The newly created raising achievement co-ordinators have begun to influence students' achievement in Year 11 but the full impact of this initiative has not yet been evaluated. Teachers monitor and track students' progress. They identify those students who are not progressing as well as they should and additional support is offered, including revision programmes. Although the use of short term targets to guide students' academic development is underdeveloped, all students are now offered individual academic guidance to support their learning.

Health and safety procedures are in place and staff are given adequate information on child protection. Risk assessment arrangements are reviewed annually. Procedures for ensuring the safety of children meet government requirements.

## Leadership and management

### Grade: 3

Leadership and management are satisfactory. Over the last three years there has been considerable instability in the senior leadership of the school, but a full team has been in place for the last twelve months. The headteacher has a clear vision for the development of the school with a focus on meeting the needs of all students in an inclusive school and there is good provision for promoting equal opportunities. Recent changes in the process of departmental self-review are supporting school improvement and the development of the role of middle managers; however, the process is not yet embedded. Planning for improvement is in place at school and departmental level and is satisfactory. However, criteria for measuring success are insufficiently precise to facilitate evaluation. The process of self-evaluation is sound. It recognises the strengths and weaknesses of the school, but the grades awarded were too high. In the face of a challenging financial situation, resources are being managed effectively. Although the governing body is not holding the school sufficiently to account, it is very supportive of the school and a long serving chair of governors is well aware of the strengths and areas for development.



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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3
How well does the school work in partnership with others to promote learners' well-being?	3
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> reached by learners	4
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	3
The extent of learners' spiritual, moral, social and cultural development	3
The behaviour of learners	3
The attendance of learners	4
How well learners enjoy their education	3
The extent to which learners adopt safe practices	3
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3
<b>How well are learners cared for, guided and supported?</b>	3

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## Text from letter to pupils explaining the findings of the inspection

Christ The King Catholic Maths and Computing College, Preston

Lawrence Avenue

Frenchwood

Preston

Lancashire

PR1 4LX

10 January 2007

Dear Students

Thank you for your help during the recent inspection of your school. We enjoyed talking to you about your work and listening to your views on the school.

We believe that your school provides you with a satisfactory education. We think that your school has a number of positive features including the following:

- your headteacher has a clear view on how to continue to improve your school
- the teachers are hard working and ensure that in almost all lessons you make progress
- the good care that all of the staff provide to ensure that you feel and are safe and given the opportunity to develop well
- how your school helps all of you irrespective of your cultural background to develop well
- you relate well to each other and support each other positively
- how you are keen to be active and healthy
- the wide range of extra-curricular activities that are available
- the improving results in Key Stage 3.

However, we also think that there are some areas in which there needs to be some further improvement. We have asked the school to work with you to ensure that you all attend regularly. We have also asked your teachers to ensure that you make the maximum progress in lessons by sharing the teaching ideas we saw in the best lessons. You can help them by attending regularly, working hard and behaving well.

G Jones

HMI