

# Christ The King School

## Inspection report

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<b>Unique Reference Number</b>	122899
<b>Local Authority</b>	Nottinghamshire
<b>Inspection number</b>	314434
<b>Inspection dates</b>	14–15 May 2008
<b>Reporting inspector</b>	Dilip Kadodwala 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>	Comprehensive
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	11–18
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	720
6th form	88
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr D Wilson
<b>Headteacher</b>	Mr M Naisbitt
<b>Date of previous school inspection</b>	6 December 2004
<b>School address</b>	Darlton Drive Arnold Nottingham Nottinghamshire NG5 7JZ
<b>Telephone number</b>	0115 9556262
<b>Fax number</b>	0115 9556363

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<b>Age group</b>	11-18
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## Introduction

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

## Description of the school

This is a smaller than average secondary school. The majority of students are from White British backgrounds. Around 32 percent of the students are from a range of minority ethnic backgrounds. Fourteen percent of the students speak English as a second language and around 8 percent are at an early stage in learning English. A significant number of these are recent arrivals whose first language is Polish. The proportion of students eligible for free school meals is broadly average. The proportion of students identified with learning difficulties and/or disabilities is below average and the proportion that has a statement of special educational needs is well below average.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Christ the King is a satisfactory and improving school. Students start at the school with average levels of attainment and they make satisfactory progress to reach broadly average standards in national tests and examinations by the end of Years 11 and 13. In 2007, the proportion of students who attained five or more A\* to C grades dropped from the previous year and students did not make the expected progress. Senior leaders have rightly identified the causes of this decline and taken steps to reverse it. Challenging targets are set and senior leaders are confident that the 2008 examination results will reflect the positive impact of action taken so far. The school's own data supports their view.

The students' personal development and well-being are good. Students make a good contribution to the school community because of the good opportunities they have to express their views. The promotion of students' spiritual, moral, social and cultural development across the school benefits individuals. Students feel valued and safe. They are actively encouraged to live healthily and most do so, for example through their participation in sports activities. Students have positive attitudes to learning and the great majority attend regularly, enjoy school and lessons and behave well around the school. However, a few are boisterous around corridors and stairs and need reminding to get to lessons quickly.

The curriculum and other activities are satisfactory. The introduction of applied GCSE and other accredited courses illustrates the school's drive to widen access further and make learning more suitable to students' specific needs and interests. However, the impact of these initiatives has yet to be demonstrated in terms of students making better than satisfactory progress. Links with local businesses and other providers help students to prepare satisfactorily for their future economic well-being. Senior leaders have widened opportunities for work-related learning. They also recognise the need, rightly, to ensure that parents' reports include an assessment of citizenship, but this is not done currently. Care, guidance and support for students are satisfactory with good elements. Staff display high levels of commitment towards every student, reflecting the school's strong Catholic ethos. There are some examples of good guidance to students, which informs them of their progress and how to improve their performance. However, this is not consistent across all subjects.

The quality of teaching and learning is satisfactory. There is a calm working atmosphere in nearly all lessons and students settle quickly, concentrate, enjoy their work and make satisfactory progress. The school has focussed professional development and support for teachers on improving the quality of teaching and learning and teachers are clearer about what constitutes effective teaching. Although teaching is satisfactory overall, not enough of it is good or better to ensure that all students make consistently good progress. Assessment information is not always used rigorously enough to inform planning or to check students' progress. The monitoring of teaching and learning by senior leaders is increasingly robust, leading to a virtual eradication of inadequate teaching. There are well-judged strategies in place to share the best practice across the school.

Leadership and management are satisfactory. The executive headteacher provides good leadership. He has encouraged senior managers to focus more sharply on those aspects of the school's work that will secure sustained improvement. For example, timely concentration on underachievement has resulted in in the current Year 11 students' improved progress. The embedding of strategies that have worked well is spreading their impact to other groups of

students. Governors take a keen interest in the school by visiting and supporting staff. Improvements have been made since the last inspection on most fronts and the school's use of self-evaluation is effective and reflects good capacity for further improvement.

## **Effectiveness of the sixth form**

### **Grade: 3**

This is a satisfactory sixth form. The majority of the students begin their post-16 education with average attainment. By the end of Year 13, standards are in line with the national average indicating that students' progress is satisfactory. The school has a positive ethos, which ensures that students enjoy their studies. Students' personal development and well-being are good. The school offers a wide range of enrichment activities available, which supports students' economic well-being and encourages them to adopt healthy lifestyles. Students also make a positive contribution to the community through their work with younger students and their involvement in a wide range of fund raising activities. Curriculum provision is satisfactory with a range of AS and A level courses that have increased over time as a response to student demand. However, students do not have opportunities to follow any level 2 courses. Teaching and learning are satisfactory. In the better lessons, students are more active in their learning and are able to work well independently. Although pastoral care is good and students appreciate the support they receive, guidance and advice on improving performance in individual subjects is inconsistent. Leadership and management are satisfactory and increasingly focused on improving students' performance. The management team's evaluation rightly indicates that in order to raise achievement further, staff need to improve the use of information gathered from the tracking of students' progress.

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

- Increase the proportion of good or better teaching so that students make the progress of which they are capable.
- Ensure the rigorous application of effective assessment practice across the school, including in the sixth form.
- Comply with the statutory duty for reporting on citizenship studies.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before the next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

#### **Grade for sixth form: 3**

Students start at the school with average levels of attainment. In 2007, results in national tests at the end of Year 9 were broadly average and students made satisfactory progress. GCSE results over recent years have been average and rose significantly in 2006 to above average. However, in 2007 the proportion of students who attained five or more higher GCSE A\* to C grades was below average. The proportion attaining five or more higher grade GCSEs, including English and mathematics, was broadly average. The percentage of students attaining five or more A\* to G grades has been consistently above the national average. Students' progress from their starting points to the end of Year 11 has been declining over the last three years and most noticeably in 2007. The school has now put in place strategies to tackle this decline based on

an accurate analysis of why students did not make the expected progress. Well directed intervention is leading to improvement. Current performance data indicates that students are making satisfactory progress across the school, including those students who have learning difficulties and/or disabilities. The very recent increase in students who are at an early stage of learning English is providing a new challenge and there are well-judged strategies in place to ensure that these students achieve as well as their peers. Other students from minority ethnic groups make at least satisfactory progress.

## **Personal development and well-being**

**Grade: 2**

**Grade for sixth form: 2**

The nurturing of students' spiritual development is good. Assemblies, the curriculum and positive role modelling by staff promote students' social and moral development well. Students have a good awareness of local and national cultural diversity. Racial harmony in the school is a strength. Students feel safe at school and say that bullying and racist incidents are rare but when they occur are dealt with swiftly and effectively. Students have positive attitudes to learning and behaviour is good in lessons and around school. Many students are sensible and have good manners, but a few are boisterous on the corridors and stairs. The number of exclusions has reduced and the use of the internal isolation unit is effective in supporting students with behavioural difficulties. The school works hard to improve attendance and overall attendance is now average. Citizenship and personal development lessons ensure that students are well aware of safe and healthy life-choices. Participation rates in the many sports related extra-curricular activities are high and contribute to the school's good promotion of healthy lifestyles. Students work with a good awareness of their own and others' safety in practical lessons such as science and physical education. They are regularly involved in community and charitable activities. Students satisfactorily develop skills that will be of use to them in adult working life.

## **Quality of provision**

### **Teaching and learning**

**Grade: 3**

**Grade for sixth form: 3**

Lessons are usually carefully structured and behaviour is managed well. Teachers clearly explain what they expect students to do and achieve. Relationships are good and teachers praise students for hard work and good achievement. Better teaching is characterised by a range of stimulating, often challenging activities, moving at a brisk pace, which involve students actively in their learning. The best teaching refers to students' current standard of work, and makes clear what students need to do to reach higher grades. In these lessons, teachers check students' progress regularly, so that they and their students know the gains made in learning. Students benefit well from teachers' detailed comments on strengths and clear pointers about how to improve. In some subjects the use of self and peer assessment plays a helpful role but practice varies. In many satisfactory classes teachers talk too much and students are not sufficiently active. Some teaching takes account of students' differing needs and learning styles but teachers do not always match work to the full range of students' capabilities.

## **Curriculum and other activities**

**Grade: 3**

**Grade for sixth form: 3**

The school provides a satisfactory range of courses, which is increasing, particularly in Years 10 and 11. This has the potential to improve students' progress further and increase their enjoyment in learning. There is a marked improvement in challenge for those higher attaining students who are pursuing a GCSE course in French in Year 9. Modification to the science curriculum has helped to remove barriers to learning for a significant group of students. Form tutors teach a well-planned personal, social and citizenship programme but the quality of the delivery is not always consistent. The statutory duty to report on citizenship is not yet evident. Year 10 students have access to one week of work experience and there is an annual enterprise day that helps to develop students' understanding of the world of work. However, work related learning is not yet fully developed across the curriculum. The school offers a wide range of enrichment activities and the take up is good. These activities include foreign exchange visits, retreats to the diocese youth centre and a good variety of sporting opportunities.

## **Care, guidance and support**

**Grade: 3**

**Grade for sixth form: 3**

Good links with primary schools, involving regular visits by staff, ensure that students in Year 7 quickly feel at home, helped also by the support of senior students. Students receive helpful guidance and support when they make choices for options in Years 10 and 11 and in the sixth form. Gifted and talented students' progress and personal well-being are nurtured through careful support and provision. The vertical structure of tutor groups further reinforces students' sense of security and well-being. As a result, they feel safe and develop self-confidence. Procedures for child protection and all aspects of health and safety are observed meticulously. Satisfactory support ensures that students who have learning difficulties and/or disabilities make expected progress. However, the accurate identification of students' specific learning needs is insufficiently rigorous. While there are examples of at least satisfactory practice in some areas of the school, inconsistencies in marking and academic guidance prevent students from making better than satisfactory progress.

## **Leadership and management**

**Grade: 3**

**Grade for sixth form: 3**

Since his recent arrival, the executive headteacher's clear vision for improving students' enjoyment of school and increasing their life chances has won the support of staff and parents. His good leadership is raising expectations and ensuring a shared purpose of continuous improvement. Senior and middle leaders are increasingly adept at identifying underachievement and supporting teachers to improve the quality of teaching and learning. Self-evaluation and school improvement planning are strong and the views of staff, students and parents are included in the process. This leads to the identification of the right priorities for inclusion in the school improvement plan. Although there are systems for tracking students' progress, teachers do not use these consistently in the classroom. Data is regularly collated but not all

middle leaders are able to access it to enable them to evaluate students' progress across all subjects. Governance is satisfactory. Governors visit the school to gain first hand experience. Governors both support and challenge the school during discussions within the governing body and in committees. They help ensure that the school provides satisfactory value for money and wish to improve this further.



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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall	16-19
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	3
Effective steps have been taken to promote improvement since the last inspection	Yes	Yes
How well does the school work in partnership with others to promote learners' well-being?	2	2
The capacity to make any necessary improvements	2	2

### Achievement and standards

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

### Personal development and well-being

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

### The quality of provision

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

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	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 leaders and managers use challenging targets to raise standards	3	
The effectiveness of the school's self-evaluation	2	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	
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	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

16 May 2008

Dear Students

Inspection of Christ The King School, Nottingham, NG5 7JZ

Many thanks for helping us with the inspection of your school. We greatly appreciated your courtesy and friendliness. The things you told us helped us to complete our job more easily.

We judged that your school, including the sixth form, is satisfactory. Although those students who took GCSEs in 2006 did better than the national average, results dipped in 2007 and students did not make the progress that should have been expected given their level of performance on entry to the school. However, your senior staff have worked hard to change this and progress is now satisfactory. The school has also concentrated on improving the quality of teaching and learning, which is satisfactory - and yet more improvement will help you achieve even better results. We have asked them to look particularly at how to improve assessment, which includes tracking your progress and using the information to plan lessons better suited to your needs. You can play your part by fully contributing to discussions about how well you learn. We have also asked that citizenship is included in the reports that go to your parents.

The curriculum in Years 10 and 11 is broad and we think the opportunity to excel in modern languages is good. Your personal development and well-being are good because staff take a lot of care to ensure you are safe, encourage you to be healthy and express your views. You respond by attending regularly and showing positive attitudes to learning. You get on well with one another and relationships between the different groups of students are good. Those of you who speak English as an additional language increasingly get a fair amount of support. A small minority of you are boisterous around corridors and on stairways and need to change this behaviour because it is not fair on all those others who behave well without the need for adult supervision.

Yours sincerely

Dilip Kadodwala

Her Majesty's Inspector