

Christ The King Catholic Maths and Computing College

Inspection report

Unique Reference Number	119781
Local Authority	Lancashire
Inspection number	339533
Inspection dates	18–19 March 2010
Reporting inspector	Andrew Johnson HMI

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	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	340
Appropriate authority	The governing body
Chair	Mrs Joyce Allen
Headteacher	Mr Anthony Perry
Date of previous school inspection	10 January 2007
School address	Lawrence Avenue Frenchwood Preston PR1 4LX
Telephone number	01772 252072
Fax number	01772 885674
Email address	reception@ctk.sch.lancs.uk

Age group	11–16
Inspection dates	18–19 March 2010
Inspection number	339533

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2010

Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. The inspectors visited 34 lessons and saw the great majority of teachers. They held meetings with governors, staff, groups of students and a representative from the local authority. The school's self-evaluation documents, plans, policies and minutes of key meetings were analysed. The school carried out a survey of parents and carers three days before it was notified of the inspection and, as a result, 132 questionnaires were returned. These were examined together with 25 questionnaires that were returned during the inspection. In addition, staff and students completed questionnaires.

- Have actions taken since the last inspection improved attendance and progress?
- Is the school's evaluation of progress in lessons accurate?
- What impact do students' behaviour and attitudes have on the cohesion of the school and the wider community?

Information about the school

Christ the King is a smaller than average secondary school drawing students from a broad area that includes the inner city wards of Preston. 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 significant number are at an early stage of learning English as an additional language. The proportion of students with special educational needs and/or disabilities is above average and the number of students with a statement of special educational needs is almost double that found nationally. A large number of students join the school at times other than the beginning of Year 7. The school is a specialist college for mathematics and computing and has gained several national awards, including the Healthy Schools Award.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Christ the King Catholic Maths and Computing College is a good school that has improved significantly since its last inspection. Senior leaders and managers have successfully raised achievement and improved attendance. The robust analysis of students' progress by senior and middle managers ensures the early identification of potential underachievement. Effective support strategies are put in place if students fail to make the expected progress. The school's observation process to monitor and improve the quality of teaching is highly effective because it is closely linked to useful staff development.

The care, guidance and support students receive are outstanding. As a result, students feel extremely safe. Their involvement in the school and contribution to the wider community are excellent. Students' spiritual, moral, social and cultural development is also outstanding. They have a strong sense of right and wrong and show openness towards people of all faiths and cultures. They set themselves high standards of behaviour and behave in a mature and sensible way around the school. They are usually keen to enjoy learning.

Teaching and assessment are good and, as a result, students develop a good understanding of a range of subjects. In addition, students develop many useful practical skills. Most students join the school with very low levels of attainment in English and mathematics. The level of progress they make in lessons has improved significantly and is now good. This is particularly the case in the school's specialist subjects of mathematics and computing. By the end of Year 11 GCSE results are in line with national averages in most subjects, although they are still below average in a few, including English language. The school is well aware of this and working hard to improve standards. Students who are at risk of not achieving their potential are offered additional tuition out of lessons. As a result, current records show that progress is accelerating. Learning is generally strongest in science and technology, although good teaching and assessment were observed in many subjects. In a few lessons the tasks teachers set do not take students' prior attainment into account or sufficiently challenge the more able. In these less successful lessons students are not offered sufficient opportunities for independent and collaborative learning. Most teachers mark students' written work well and the quality of feedback is good. As a result, most students know how to improve against their targets.

The broad academic curriculum is good and serves the needs of students well. It is being strengthened by the introduction of more vocational opportunities. The school is particularly successful in preparing students well for their future employment, education or training. A broad range of highly enjoyable extra-curricular sporting, cultural and

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

academic activities are enjoyed by most students. Students receive particularly good guidance on their future career in Year 11 and are able to make well-informed choices. Students have a good understanding of the importance of a healthy lifestyle, although some are unable to resist the temptation of the unhealthy food options available during morning break.

The headteacher and his deputy have provided highly effective leadership and developed a school with a shared ethos and strong moral purpose. Parents and carers are very happy with the education their children receive. The school promotes community cohesion very effectively. Governors are very supportive of the school although they have yet to develop a more critical awareness of the school's strengths and areas for improvement. Self-evaluation is accurate and effective. Leaders and managers have prioritised the need to drive students' learning and progress even further, particularly in key subjects such as English. However, elements of the school's development plan lack clarity and focus. Despite this, based on their track record of sustained improvements, leaders and managers demonstrate the school has a good capacity to improve.

What does the school need to do to improve further?

- Improve the progress students make in all subjects to the level reached in the best by:
 - - further developing the sharing of good practice by teachers
 - - ensuring that more-able students are inspired and fully engaged in all lessons
 - - analysing the performance of specific groups of students more extensively.
- Improve development planning by:
 - - setting specific and measurable targets for all aspects of the school's work
 - - involving governors more effectively in the monitoring of targets and development planning.

Outcomes for individuals and groups of pupils

2

Students' achievement is good. They enjoy learning, and both boys and girls participate well in lessons. Students respond most enthusiastically in lessons where they are actively involved and inspectors saw some good examples of this in most subjects. Attainment at the end of Year 11 has improved over the last three years and is broadly average. The school's own tracking data shows that this trend of improvement is set to continue in 2010.

Progress is good for almost all groups of students, including those with special educational needs and/or disabilities. Students at the early stages of learning English as an additional language make good progress in the development of their language skills. In a few lessons a small number of more-able students are not sufficiently challenged by their work and therefore do not reach the high examination grades of which they are capable.

Students told inspectors that they feel extremely safe in school. They have a good

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

understanding of risks, including those relating to the use of the internet. Incidents of bullying are very rare and students feel confident that the school deals well with these if they arise. Older students are keen to support and mentor their younger peers. They told us that they feel very well prepared for future life and the very low numbers who do not go on into further education, training or employment is testimony to this.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Teaching is good across the school. Students' progress is carefully monitored by teachers. Books are marked regularly and feedback is generally clear and useful. Teachers use probing questions to test students' understanding and knowledge. In the majority of lessons a variety of resources, including information and communication technology, stimulate students' interest and enjoyment. Teaching is less effective when there is a limited range of activities and/or resources and too much talk by the teacher. More-able students are often set more challenging targets; however, in some cases they spend too long waiting for others to catch up. Behaviour is usually very good in lessons but when activities lack variety some students can become rather passive and unwilling

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

to contribute.

Specialist school status has had a considerable impact on achievement, particularly in computing. The range of choices in Years 10 and 11 has been enhanced allowing students to participate in more vocational programmes. A broad range of extra-curricular activities enrich the good curriculum. Participation rates are high, although the school is aware it could do more to analyse the take-up of these opportunities by specific groups.

The pastoral support and the feeling of Christ the King as a 'family school' are much appreciated by students. They have excellent access to information and guidance from a wide range of external agencies as well as the school's own support staff. Particularly good support is given to students exhibiting poor behaviour; exclusion rates are very low. The school's support processes and partnerships have resulted in a significant increase in attendance. As part of this drive for improvement, parents and carers have been actively involved and played a significant role.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher and his senior team are strongly committed to improvement and are ambitious for the future. Students told inspectors that senior teachers were approachable and highly visible around the school. Staff feel they are well-led and parents and carers are extremely positive about the education their children receive. The perception of the school in the local community has improved considerably and it is now seen as a valuable resource and a cornerstone in sustaining community cohesion. Senior staff involve subject leaders well in setting targets and making plans. There is a good system to evaluate the progress of individual students and, as a result, effective intervention is put in place to support students who are falling behind. In this small school most students are known individually by senior staff. The analysis of the progress of specific groups is less well developed and not always used to draw out trends and devise strategies for improvement.

The system to observe and evaluate the quality of lessons has improved and is effective. The school's systems to ensure the safety of students meet government requirements. Safeguarding policies are clear and well structured. Records are well maintained. The school is inclusive in its approach. It ensures that students of all levels of abilities and from all backgrounds have equality of access and opportunity.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	2

Views of parents and carers

The school carried out a survey of parents and carers the week before the inspection; parents and carers returned 132 questionnaires which were examined by the inspection team. An additional 25 inspection questionnaires were returned during the course of the inspection and parents and carers had the opportunity to respond to an on-line questionnaire. Overall, the evidence showed that the vast majority of parents and carers were happy with the education their children received. Very few parents and carers made negative comments; inspectors found that the response of the school to parents' and carers' concerns was usually excellent.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Christ The King Catholic Maths and Computing College to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 25 completed questionnaires by the end of the on-site inspection. In total, there are 342 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	13	50	11	42	2	8	0	0
The school keeps my child safe	13	50	11	42	1	4	0	0
The school informs me about my child's progress	14	54	12	46	0	0	0	0
My child is making enough progress at this school	10	38	16	62	0	0	0	0
The teaching is good at this school	9	35	17	65	0	0	0	0
The school helps me to support my child's learning	10	38	15	58	0	0	0	0
The school helps my child to have a healthy lifestyle	13	50	11	42	2	8	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	11	42	14	54	0	0	0	0
The school meets my child's particular needs	8	31	17	65	1	4	0	0
The school deals effectively with unacceptable behaviour	12	46	12	46	1	4	1	4
The school takes account of my suggestions and concerns	9	35	17	65	0	0	0	0
The school is led and managed effectively	11	42	15	58	0	0	0	0
Overall, I am happy with my child's experience at this school	15	58	11	42	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



22 March 2010

Dear Students

Inspection of Christ the King Catholic Maths and Computing College, Preston, PR1 4LX

Thank you for welcoming us to your school last week. We think that Christ the King is a good school that has made many improvements since its last inspection. In particular, your achievement and attendance have improved significantly. We believe this is because of outstanding care, guidance and support, and good teaching.

The headteacher and senior leaders have brought this about and continue to make improvements wherever they can. You and your parents and carers are playing an important role in this process and we were very impressed by the feeling that everyone in the school and its community wants it to succeed.

Your behaviour is good and you have high expectations of each other and your teachers. We saw no inadequate lessons, although in a few the activities were not as varied as they could have been. This meant that, although you still behaved well, your levels of motivation fell.

We have asked the school to:

- make progress equally good in all lessons by allowing teachers to share their ideas
- analyse in more detail which groups of students do best in order to improve teaching
- set more measurable targets for some aspects of the school's work.

You can help by continuing to respond and contribute as well as you can.

Yours sincerely

Andrew Johnson

Her Majesty's Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.