

Christ the King College

Inspection report

Unique Reference Number	135552
Local Authority	Isle Of Wight
Inspection number	341669
Inspection dates	4–5 November 2009
Reporting inspector	Alan Taylor-Bennett HMI

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

Type of school	Middle deemed secondary
School category	Voluntary aided
Age range of pupils	9–14
Gender of pupils	Mixed
Number of pupils on the school roll	940
Appropriate authority	The governing body
Chair	David Lisseter
Headteacher	Pat Goodhead
Date of previous school inspection	Not previously inspected
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and four additional inspectors. The inspectors visited 34 lessons and held meetings with governors, local authority representatives, staff and groups of students. They observed the school's work and looked at a wide range of documentation including the college's development plan, its self-review, analyses of the attainment and progress of its students, records of lesson observations, policies, staff training records and 502 parental questionnaires.

The inspection team reviewed many aspects of the college's work. It looked in detail at the following areas.

- The progress made by different groups of students.
- The quality of provision to secure the future economic well-being of students.
- Given the college's plans to change to a high school, the extent to which it is currently meeting milestone targets for curricular development, staff training and the development of partnerships.

Information about the school

Christ the King College is a new college established through a collaborative arrangement between the respective Portsmouth Dioceses of the Church of England and the Roman Catholic Church. It was formed in September 2008 from the amalgamation of two middle schools. It is in the process of transformation into an 11'19 college, and at the time of the inspection had students in Years 5 to 9. The college currently operates on two sites a short distance apart. Its students come from a wide range of backgrounds but, reflecting the population on the island, there are relatively few from minority ethnic groups. It holds the Investors in People standard, the Basic Skills Quality Mark, the Healthy Schools award and the International School 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

This relatively new college is already providing a good standard of education for its students.

Good leadership from the headteacher and from other senior and middle leaders has ensured a clear vision for the development of the college. The significant steps taken so far, coupled with a clear awareness of what needs to be done next, mean that the college has a good capacity to improve even further.

A very high proportion of parents feel that the college is making an important contribution to their children's lives.

The ethos of the college is valued by its students and contributes strongly to their excellent spiritual, moral, social and cultural development.

Students' achievement is good because they make good progress throughout their time at the college to reach above average standards.

Much of the teaching is good and some is outstanding. The college appreciates that not all staff have been sufficiently involved in formulating a clear definition of outstanding teaching so as to improve the amount of exceptional classroom practice.

The quality of the college's strategic planning is securing its successful transition into a high school. All of the key priorities associated with this development are currently being met.

Students feel safe and well looked after at the college. This is a consequence of the outstanding care, guidance and support provided.

Students are proud of the contribution they make to the school and wider community and their very good understanding of what constitutes a healthy lifestyle. A large proportion enjoy taking part in the wide range of extra-curricular activities on offer.

Attendance is good. The level of persistent absence is very low.

All students are guided and advised well, and develop good skills and attitudes that will help them to secure their future economic well-being.

Much of the satisfactory and good teaching involves a lot of teacher-led activities; students' progress is sometimes prevented from being outstanding because they are not actively questioning their own grasp of ideas or contributing actively to the direction the lesson takes.

Assessment information is used well in many subjects, but its application to secure good and outstanding progress in lessons is inconsistent across the college.

What does the school need to do to improve further?

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- Improve the proportion of teaching that is outstanding in the college to 30% by January 2011 by:
 - reaching agreement on what the essential elements of outstanding teaching and learning in the college are
 - sharing existing best practice and the wide repertoire of skills currently possessed by staff.
- Improve the overall progress made by students from good to outstanding by July 2011 by:
 - making better and more consistent use of assessment information to plan lessons to meet the needs of all students
 - enabling a wider variety of learning styles in lessons
 - finding ways to involve students more actively in learning in lessons
 - encouraging them to probe their own understanding in order to enable them to identify what they need to do to improve.

Outcomes for individuals and groups of pupils**2**

The pace of learning in lessons is good and students clearly enjoy developing their skill levels and their understanding and knowledge. From the time they arrive they make good progress, and lesson observations confirmed the college's own test and assessment results which show that the oldest students in the college are currently reaching above average standards in mathematics, English, science and many other subjects. There are no significant differences in the achievement of any groups of students. Students with special educational needs and/or disabilities make good progress due to the good support provided and the way that the college successfully meets their individual needs.

Students are confident that they are safe in the college and they show a keen awareness of the key elements of keeping safe in various situations. They show a good understanding of the college's Living and Learning Together programme and behave well around the site and in lessons. Students show consideration for each other's feelings and views and they are supportive of each other. Some spoke of isolated incidents of bullying but were keen to reassure inspectors that it was unusual, and staff are trusted to deal with it promptly and effectively once they know. Students made a point of commenting that they feel that the college's health promotion work has had a very positive impact on them and their lifestyles. There is a very high level of participation in the extensive range of extra-curricular sporting activities on offer, including rowing, cycling and golf as well as football, tennis, netball and basketball.

Students are excellent ambassadors for their college and show a high degree of commitment to their community and its ethos. They have a strong voice in decision making on a wide range of issues affecting their welfare and their learning. This gives them confidence and a sense that they are shaping the work of their still relatively new college. This is achieved through the excellent work of the college council, with its

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delegated budget, and the valuable contribution made by student leaders. This generosity of spirit and willingness to participate on the part of students extends beyond the college in the good charity work undertaken and their many contributions to life on the island.

Students are well prepared for transition points and for life beyond the college through good advice, guidance and support from staff and outside agencies working in partnership with the college. Although links with local businesses are relatively underdeveloped at present, students are developing enterprise skills and financial awareness through involvement in a range of curricular opportunities and their community and charity work.

Students have a very well developed sense of right and wrong and express this in a mature and considerate manner. They learn tolerance and respect for other cultures as a result of the college's wide-ranging links in this country and with the rest of the world. They are genuinely reflective and interested in the spiritual dimension to their lives, and they are interested in differences of beliefs and outlooks across different cultures, playing an active part in college events such as Global Curriculum week. They show very positive attitudes to disability.

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	2
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	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
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

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

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How effective is the provision?

The best teaching in the college inspires and motivates students. This is because it involves inventive approaches and the imaginative use of resources, and a willingness to match the teaching style to the needs of learners. Students undertake a wide variety of activities in the classroom, for example group work, role play, peer assessment and practical tasks. Many teachers show good subject knowledge and their love of their subject is often communicated clearly, engendering enthusiasm and lively debate. Even in some good lessons, however, students are quite passive participants in their learning, and this usually means that progress is good rather than outstanding. Less successful teaching in the college is usually the result of students' prior learning not being fully recognised in the planning of the lesson, and a lack of clarity about exactly how students will make progress and deepen their understanding by undertaking the various tasks that are set. The college wants to increase the proportion of outstanding teaching. At present there is no college-wide consensus of the essential constituents of exceptional classroom practice, but there is a wide enough set of skills among staff, and a willingness on their part to share ideas, to achieve this.

The curriculum is carefully planned. It is the result of a clarity of vision that prioritises recognising individual talent and potential, and a firm belief that a key purpose of education is to provide for students' spiritual, moral, cultural and social development. The college has developed a two-year Key Stage 3 course offering students the capacity to make a start on GCSE courses one year early, which supports their good progress. This curriculum is responsive to the current needs of students and is also designed to continue to do so as they move through Key Stage 4 and beyond. There is a wide range of courses on offer and students appreciate their variety and quality.

The college cares exceptionally well for students and regards them as individuals whose opinions are to be listened to and valued. The quality of support for the most vulnerable students is excellent and the college clearly takes its aim to be a truly inclusive community very much to heart. This is exemplified in various college events, including the annual Eisteddfod. The college takes special care to ensure students' safety around the site, particularly given the building work being undertaken at the time of the inspection, and the fact that students sometimes move between sites. For example, the level of staff supervision at the gates and between the sites is impressive. High quality college systems are enhanced by highly effective partnerships that have been established with external agencies such as Connexions and the educational welfare service. One parent summed it up by explaining that her daughter had experienced some problems outside of school and saying how superbly the college had supported her, writing how 'amazing it is being able to send her to school with confidence, knowing that she will be so well cared for'.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher and other senior leaders convey a clarity of vision that is appreciated by staff, students and the vast majority of parents, who all benefit from the positive ethos that it generates in the college. The accent of the college leadership is unambiguously on the achievement, enjoyment and well-being of all members of the college community, and many staff commented that they fully understood what was expected of them in realising this ambition. As a consequence, staff morale is good and many staff and students commented that they were proud of their college.

Senior staff monitor the quality of teaching regularly and respond to what they learn by putting in place training at college, department and individual level as appropriate. All staff appreciate the vital importance of using assessment information to further improve the quality of their teaching but this aspect of the college's work does not play a sufficiently clear role in its improvement planning. The college's judgement of the quality of teaching is, for the most part, accurate but is not currently refined enough to enable staff to capitalise on a clear grasp of the differences between good and outstanding practice.

The senior team has steered the college through its first full year with impressive coherence and success, and has laid good foundations for further growth and development into a high school. Milestone outcomes in areas such as curricular development, staff appointments and training, self-review and the development of strong and effective partnerships have been achieved on schedule. These have benefited provision for current students and the senior team has the capacity to take the college into the next stages of its planning with confidence. There are good management systems in place to ensure the smooth running of the college.

Governors play an important part in the college's self-evaluation process. This includes showing regard for the views of parents and other stakeholders and responding appropriately. Governors exercise their responsibility for ensuring the health and safety of students with appropriate rigour and oversee the effective provision for safeguarding in the college. Value for money is good because the college prioritises expenditure against development needs carefully and effectively, and outcomes are good.

The college has a strong focus on keeping parents and carers informed of its work, the developments it is currently prioritising, and the progress and general development of their children. This quality of communication was particularly important over the period leading to the establishment of the college, and in its first year, and has been further

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developed through the use of new technologies such as text messaging. The college is effective in its work to promote good levels of community cohesion in its locality and uses its good knowledge of life on the island and its extensive partnerships with various church groups and related organisations to bring about improvement. The evaluation of the impact of its work to improve community cohesion is in its early stages but the college's development plan already shows evidence of responses to the impact of its first year's work. The degree of cohesion within the college itself is impressive. This is a fully inclusive community where students from all backgrounds and from a range of abilities feel valued and have their individuality respected.

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	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Views of parents and carers

A good level of response to the parent questionnaire gave the outcomes a high measure of reliability. The overwhelming majority (91%) of parents are happy with their child's experience at Christ the King College. Particular strengths highlighted are the extent to which children enjoy coming to the college and the recognition of the importance that staff attach to the safety of children. A very high proportion feel that the teaching is good and that their child is prepared well for their future. The many positive comments on questionnaires attributed these strengths directly to the quality of the leadership of the headteacher and other senior staff. One parent summed up the views of many by saying, 'I have been impressed with the headteacher's vision and the way in which she has developed a distinctively Christian ethos in the college.' Despite this very strong and consistent sense of confidence in the work of the college there are a small number of

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parents who express frustration with the degree to which they can communicate with the school quickly and easily and have their feelings understood. In response, the leadership shows a strong desire to tackle this perception and to enable all parents to feel that they are listened to and that their views are valued.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Christ the King 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 502 completed questionnaires by the end of the on-site inspection. In total, there are 940 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	185	37	285	57	20	4	10	2
The school keeps my child safe	217	43	267	53	15	3	0	0
The school informs me about my child's progress	137	27	288	57	61	12	3	1
My child is making enough progress at this school	156	31	277	55	47	9	3	1
The teaching is good at this school	170	34	301	60	20	4	0	0
The school helps me to support my child's learning	124	25	284	57	73	15	6	1
The school helps my child to have a healthy lifestyle	108	22	315	63	54	11	2	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)	122	24	255	51	37	7	10	2
The school meets my child's particular needs	144	29	285	57	47	9	3	1
The school deals effectively with unacceptable behaviour	120	24	273	54	58	12	11	2
The school takes account of my suggestions and concerns	100	20	282	56	61	12	14	3
The school is led and managed effectively	210	42	241	48	29	6	5	1
Overall, I am happy with my child's experience at this school	207	40	250	50	37	7	3	1

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.



6 November 2009

Dear Students

Inspection of Christ the King College, Newport PO30 5QT

You will recall that a team of inspectors visited your college recently to judge the quality of its work. I would like to offer thanks on behalf of all of the team for the warmth of your welcome and for the very significant part you played in the inspection. Because of your willingness to comment and play an active role over these two days we learned a great deal about your college from you. We found that Christ the King College is providing you with a good education.

We were particularly impressed with the quality of the care, advice and guidance you are given. Staff put a lot of time into making sure that you are all able to learn well and be happy, both in the college and beyond. They work closely with a range of people from outside the college to make sure that you feel safe and secure, that you enjoy your time at the college, and that any problems are sorted out as quickly as possible. This explains why you are so confident and positive and making good progress and achieving so well. Many of you wanted us to know that you were proud of your college, and staff were very pleased when we told them this.

Your headteacher has worked extremely hard to make sure that Christ the King College made the best possible start just over a year ago, and she is currently working every bit as hard with her staff and the governors to carry on the process of turning it into a high school. Progress is good and we believe that the college has every chance of improving even more as it develops.

I asked her to reflect on two things to help this along. The first is to make teaching even better. To do this staff will work together to think about what excellent teaching and learning looks like and how to make it happen more often in your college. The second is to help your progress to become outstanding, by teachers making better use of the information they hold about you and your strengths when planning lessons, and by getting you to take a much more active part in the learning in lessons. You may want to think about the role you can play in both of these developments.

My very best wishes to you for your future happiness and success at Christ the King College, and beyond.

Yours sincerely

Alan Taylor-Bennett

Her Majesty's Inspector

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