

Christ the King Sixth Form College

Inspection report

Unique reference number: 345837

Name of lead inspector: Gloria Dolan HMI

Last day of inspection: 14 May 2010

Type of provider: Sixth form college

Address: Christ the King Sixth Form College
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Information about the provider

1. Christ the King is a Catholic Sixth Form College situated in Lewisham, south-east London. It merged with the former St Luke's Catholic Sixth Form College in Sidcup nine months ago. Lewisham has a population of about a quarter of a million and about 50% of those aged 15 to 19 are of black and other minority ethnic heritage. Seventy-six per cent of the college's students are from minority ethnic backgrounds and 55% of students are Catholic. Fifty-six per cent of students are female. Lewisham is one of the most socially deprived local authorities in the country. Fifty per cent of the college's students are classified as disadvantaged learners and 68% of students at Lewisham are from disadvantaged backgrounds.
2. In 2009/10 the college enrolled 1,972 students including 404 students at Sidcup. The college provides courses in 11 subject areas. The largest subject area is science and mathematics. Thirty-five A level subjects are offered at Lewisham, along with the International Baccalaureate and four BTEC National Diploma courses. Twenty-four A level subjects are offered at Sidcup. Courses are also offered at foundation and intermediate levels. The critical thinking AS level qualification is provided for 14- to 16-year-old school students. Students were recruited from over 200 schools across London in 2009/10 with 45% of students coming from the college's nine partner schools.
3. The college's vision and values are articulated in its mission statement which is: 'a Catholic college dedicated to the education and development of the whole person, so that learners can reach their full potential'.

Type of provision	Number of enrolled learners in 2008/09
Provision for young learners: 14 to16	28 part-time learners
Further education (16 to18) Foundation learning	1,458 full-time learners 15 full-time learners and 845 part-time enrolments
Provision for adult learners: Further education (19+)	7 full-time learners

Summary report

Grades: 1 is outstanding; 2 is good; 3 is satisfactory; 4 is inadequate

Overall effectiveness of provision	Grade 2
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Capacity to improve	Grade 1
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	Grade
Outcomes for learners	2
Quality of provision	1
Leadership and management	1
Safeguarding	1
Equality and diversity	1

Subject Areas	
Science and mathematics	3
Arts and media	1
History, philosophy and theology	2
Business, administration and law	1

Overall effectiveness

- Christ the King Sixth Form College is a good college with very many outstanding features. Its distinctive ethos permeates all aspects of the college's life and work and is lived out at every level: by governors who give of their time freely and generously to students and staff; by the principal and leadership team who model the behaviours expected of all members of the community; by college managers, teachers and support staff who speak meaningfully of their work in developing the inner life of faith; and by students who take pride in their college and value the opportunities it affords them for aspirational achievement, enrichment, opportunities for prayer and worship, and the friendships gained as a member of the college community.
- The overall success rate at the college is consistently above the national average. The college aims to develop the whole person so that students can meet their potential. The personal and social development of young people at the college is outstanding. Students make good progress and some make

outstanding progress in their studies. Progress made in science and mathematics is satisfactory. Teaching and learning are good and students receive helpful feedback on their work which helps them to improve. Lessons are well attended and students work conscientiously. Information learning technology is often used well to enhance learning. In the best lessons students' learning is checked frequently. Weaker aspects of lessons include insufficient checking of learning and activities which are not tailored to the ability of individual students. There is insufficient sharing of good practice between teachers.

6. The curriculum is extensive and provides a large choice of A level subjects. Enrichment activities are very wide ranging and involve all students. Students make an outstanding contribution to their community through enrichment activities, acting as mentors, ambassadors and participating in community days. Partnerships are highly productive and have a very positive impact on the quality of provision for students. The college's work with schools starts with pupils at a young age. It works with schools to plan the 14 to 19 curriculum locally and it is active in the delivery of Diplomas.
7. Partnerships with large, prestigious companies have resulted in highly prized internships for students and many other benefits for the wider college. Information, advice, guidance and support for students are outstanding and strongly contribute towards students' success. Leadership and management are outstanding and have ensured a smooth transition for students into the newly-merged college. Course reviews are not always sufficiently self-critical. The college has successfully created a culture of openness and respect in which all learners feel valued and safe, able to give freely of their views and express their individual values and beliefs in a spirit and atmosphere of trust.

Main findings

- The college fosters a spirit of generosity and love which clearly stems from the mission and values of its Catholic ethos and to which all subscribe. The mission of the college is regularly reviewed by all staff and there is a culture of reflective practice which places the learner at the heart of all college activities.
- The overall success rate is consistently above the national average. Success rates are high at foundation and intermediate levels. Most students study at advanced level. The success rate for advanced level is at the national average. In 2008/09, success rates were high in four subject areas, but they were below average in science and mathematics.
- Students from all ethnic groups make good progress and they make excellent progress in some subject areas. Students with learning difficulties and/or disabilities make very good progress. Students' progress in science and mathematics is satisfactory. Attendance at college is good. A high proportion of students progress to university.
- Students enjoy their learning and achieve well. They feel safe at college and promote a friendly and harmonious environment. Students are very well

prepared for their economic and social well-being. They make informed choices about healthy lifestyles. Students make an exceptionally good contribution to the community through numerous activities.

- Teaching and learning are good and students generally make good progress. Teachers make good use of group work to stimulate debate and develop students' critical analysis and communication skills. Teachers make good use of information and communication technology (ICT) to enhance learning. Lessons do not always meet the individual needs of students, particularly for more able students.
- The college's lesson observation process does not ensure that observers make consistent judgements about the quality of lessons. Observation records are not always sufficiently specific or well focused and some lessons are over graded. There is insufficient sharing of good practice among teachers.
- The number of courses and subjects is extensive at advanced level and very well matched to meeting the needs of students and their communities. Courses are provided at foundation and intermediate levels at college and in partnership with local schools. An advanced subsidiary qualification in critical thinking is provided for school pupils aged 14 to 16.
- The enrichment programme includes outstanding provision for personal, moral and spiritual development. It extends students' learning through building additional skills which they apply in different contexts. All students participate in enrichment activities such as humanitarian and charitable works, the debating society, sporting and cultural activities.
- The college works highly productively with a wide range of community, business and education partners including large and prestigious organisations. Business champions provide expert lectures for students. Students find the enterprise graduate programme to be inspirational. The college works closely with schools to plan curriculum developments.
- Support for students is excellent through a wide variety of strategies. Transition arrangements are carefully planned with local schools and enable students to settle into college life quickly. Pastoral support is outstanding. Information, advice, guidance and support for students who wish to progress to university are outstanding.
- Leadership and management are outstanding. The mission statement expresses the college's Catholic values which are demonstrated through the approach of governors, managers and staff. Managers foster high aspirations for students' achievements; high standards are set and maintained. Course reviews are sometimes insufficiently self-critical.
- Very well thought out support for vulnerable students and robust procedures for incident management keep students safe and help them stay on course and achieve. Bullying is not tolerated at the college and last year no incidents were reported. The college provides a secure and welcoming environment at both centres.
- The promotion of equality and diversity is outstanding and permeates the work of the college at all levels. Mutual respect is apparent throughout the

organisation, for example in the provision of multi-faith prayer facilities and the courtesy displayed by students. Different cultures are celebrated.

What does Christ the King Sixth Form College need to do to improve further?

- Improve students' success rates in lower performing subjects through consistently good teaching and learning. Improve the consistency of judgements made by observers as part of the lesson observation process. Monitor observation records and action plans for improvement to ensure they are all specific and well focused.
- Improve the quality of lessons by sharing good practice between staff more effectively. Ensure that lessons meet the individual needs of students by using strategies that enhance learning for a range of abilities including the engagement of students actively throughout lessons.
- Improve the usefulness of some course reviews by ensuring that they are sufficiently self-critical.

Summary of the views of users as confirmed by inspectors

What learners like:

- the friendly and caring environment where students show mutual respect for each other and are safe
- the very good support from teachers and helpful feedback on work
- the way in which students are encouraged to mix with people from different backgrounds
- the extremely good information, advice and guidance
- the excellent range of enrichment activities
- the active students' union and the student voice being heard and acted upon
- the vast range of subjects to choose from
- being treated like adults and helped to develop independence
- the insight into different careers shared by and supported by business mentors
- the good discipline.

What learners would like to see improved:

- the number of computers available as there are not enough at peak times
- the provision of a common room
- more interesting activities in some lessons.

Summary of the views of employers as confirmed by inspectors

What employers like:

- the mutual benefits of working in partnership with the college which results in employers learning as much from students as students do from employers
- the unfailing politeness of the students which helps to build an understanding of mutual respect
- excellent communication with the college by phone, letter and email with reminders the day before meetings and events
- the successful Enterprise Village Project where school children and college students worked together to create business ideas that were then presented to employers.

What employers would like to see improved:

- the amount of feedback regarding the impact of the work employers do with students to include what benefit employers bring and what they could do better
- the college would benefit from spreading the programmes further and bringing more students on board
- wider self-promotion by the college in the business community.

Main inspection report

Capacity to make and sustain improvement

Grade 1

8. The college has a strong record of sustained improvement since the last inspection. It maintains high standards and good outcomes for students, many of whom exceed expectations based on their starting point. The principal and senior managers provide very strong leadership promoting high aspirations and setting high standards in a supportive and inclusive community. Development planning is meticulous and drives improvement. Self-assessment is thorough and accurate, although course reviews are not always sufficiently evaluative. Students' views and partners' views are carefully considered. Governors and managers monitor progress closely.

Outcomes for learners

Grade 2

9. Outcomes for learners are good. The long qualification success rate is consistently above the national average. It was three percentage points above average in 2008/09. Most students study at advanced level. Success rates at foundation and intermediate levels are consistently high. Success rates at advanced level have been at the national average for the last three years. In 2008/09 overall success rates were high in four subject areas, but they were below average in science and mathematics. Many students have slightly lower entry qualifications than normally found in sixth form colleges. They generally make good progress and some students make outstanding progress. Students' progress is satisfactory in science and mathematics. The general religious education programme is well attended and valued by learners. It offers opportunities for genuine debate about religious belief and ethical and moral issues, and is accredited and recognised by a national qualification with success rates that place the college within the top percentile of schools and colleges for general religious education.
10. Students from all ethnic groups achieve well. Students with learning difficulties and/or disabilities have higher success rates than the average for the college. The success rates of male and female students are very similar. A high proportion of students progress onto university after leaving college.
11. Students enjoy their learning and achieve well. Attendance at college is good. Students have high personal ambitions. They are articulate and confidently express their views. Students feel very safe at college and they are fully aware of safe working practices in laboratories. They know how to take steps to ensure their personal safety and well-being when they leave college. Students promote a supportive culture of friendship and respect. Students make informed choices about healthy lifestyles. They benefit from an extensive range of activities in preparation for their economic and social well-being. Students' contribution to the college and wider community is exceptionally good.

The quality of provision

Grade 1

12. The quality of provision is outstanding. Teaching and learning are good. Students are highly motivated and attentive in lessons and they discuss complex topics with confidence. Teachers make good use of group work and are successful in using it to develop students' knowledge, understanding and critical analysis. Class discussions are productive, although in a minority of lessons they do not involve all students sufficiently well. Teachers provide clear explanations and support which generally enable students to make good progress. Teachers make particularly effective use of ICT to stimulate debate, engage students' interest and aid understanding. Many teachers make good use of inventive and well-designed tasks to motivate and engage students and to develop their knowledge and understanding. Tutors carry out regular reviews of students' progress and they set and monitor targets systematically. However, targets for students are not always sufficiently focused on particular subject-related topics. The assessment of students' work is generally thorough and accurate but occasionally students receive insufficient information on how to improve.
13. The college provides good additional learning support for students which meets their individual needs. Teachers do not always use strategies which meet the individual needs of students in lessons or sufficiently involve students in their learning. Lessons do not always provide appropriate stretch and challenge, particularly for more able students. The college's observation of the teaching and learning process does not ensure that judgements about the quality of lessons are made consistently by all observers. Records of observations and action plans are not always sufficiently specific and well-focused and lessons are sometimes over-graded. There is insufficient sharing of good practice among teachers.
14. The range of the curriculum is outstanding. There is an extensive choice of subjects at advanced level. The breadth of the curriculum at the Lewisham campus is particularly impressive and well planned. The wide range of subjects successfully meets the needs of students and the local community. The course offer at advanced level is comprehensive and includes 35 A level subjects, the International Baccalaureate and a number of very successful national diplomas. Intermediate level courses include first diplomas and GCSEs, but provision in science, music and ICT could usefully be broadened. The curriculum offer at the Sidcup campus is being redeveloped.
15. Enrichment activities are highly successful and involve all students. Numerous activities include volunteering in the community, humanitarian works, debating, cultural and sporting activities. These extend students' learning by developing skills for different contexts, such as when mentoring school children and acting as college ambassadors. The enterprise graduate programme and work experience with employers provide valuable workplace experience for students. The college enrichment programme includes outstanding provision for personal, moral and spiritual development. Students engage in opportunities for voluntary work, fundraising activities, actions to address poverty and promote justice and

social change in the local and wider community. There are further opportunities off site for participation in World Youth Day, residential retreats within the diocese and international pilgrimages for students and staff. The active student council is elected by the student body and promotes many charitable and fundraising activities. The student magazine is managed and produced by students. Enrichment activities are popular with students, but the college does not evaluate the overall effectiveness of the programme.

16. Partnerships are outstanding. Excellent and mutually beneficial college partnerships with education institutions, business and community organisations significantly enhance the student experience. The proactive employment enterprise board includes senior managers from prestigious companies. Visiting lecturers from business inspire students with expert lectures on a range of topics. Internships for students significantly enhance their self-confidence and knowledge of professional business workplaces. Partnerships with schools and higher education institutions are outstanding and provide a seamless transition for students.
17. Information, advice, guidance and support for students are outstanding. Carefully planned, coherent strategies enable students to achieve their potential in a caring and nurturing environment. The tutorial system is extremely well structured to support students on courses at all levels. High quality, well focused teaching materials engage and motivate students. Specialised modules prepare students for future study and employment very effectively. The valuable extended induction programme includes all aspects of safeguarding, settling into college life and the excellent promotion of equality and diversity. Counselling services are readily available for students. Students who are at risk of dropping out or falling behind with their studies receive effective and timely support.
18. Students are articulate about their own journey of faith whilst at college and are given space to develop their individual values and vision whilst respecting differences of culture and belief among their peers and the wider community. The religious education and chaplaincy team promote a dimension of faith which does not attempt to change the individual but challenges each member of the college community to embrace values that ensure issues of prayer, reflection and social justice are continually addressed in a way that is unique to the college.
19. The early focus on preparing students to apply to university, supporting students to produce high quality written applications, their preparation for interviews and the development of job search skills are excellent. The highly successful careers day involves over 90 organisations who provided information for students from both campuses.

Leadership and management

Grade 1

20. Leadership and management are outstanding and the college has a record of sustained improvement since the last inspection. A highly supportive ethos and a strong sense of community and of inclusion envelop the college. Managers foster high aspirations for students' achievements and behaviour; high standards are set and maintained. Success rates have been above the national average for the last three years. Planning is meticulous; demanding targets are set and met. The college focuses on improvements that benefit students' lives and enhance their futures. The merger with St Luke's at Sidcup to form Christ the King: St Mary's has been led and managed exceptionally well. The college fosters a spirit of generosity and love which clearly stems from the mission and values of its Catholic ethos and to which all subscribe. The mission of the college is regularly reviewed by all staff and there is a culture of reflective practice which places the learner at the heart of all college activities.
21. Governance is strong. Robust monitoring of all aspects of the college's performance is informed well by reports on finance, student performance, equality and diversity and safeguarding for example. Governors have a very good understanding of the college's strengths and areas for improvement and provide critical challenge for managers.
22. Arrangements for safeguarding are excellent. The college meets all statutory requirements. Risk assessment is thorough and monitored effectively. Well-considered support for vulnerable students and robust procedures to address incidents keep students safe and help them to achieve their qualifications. Bullying is not tolerated and last year no incidents were reported. The college provides a secure and welcoming environment.
23. The promotion of equality and diversity is outstanding and permeates the work of the college at all levels. The ethos of inclusion and promotion of community cohesion are fostered throughout the college. Mutual respect and tolerance are apparent throughout the organisation, for example in the provision of multi-faith prayer facilities and the courtesy displayed by students. Different cultures are celebrated; teachers and students take care to promote equality and diversity positively, for example through community days. Thorough monitoring of students' achievement by disability, gender and ethnicity shows little difference between groups. Staff at all levels, and governors constantly seek to bring about improvements for all groups of students. The college has undertaken formal research into how its provision enables African Caribbean boys to be successful.
24. Students have many opportunities to give their views and the college listens and responds appropriately. The vibrant student council influences developments in important matters such as assessment. Student forums have been instrumental in bringing about changes. Information from the extensive and strong links with employers, public sector and voluntary organisations contribute effectively to the development and improvement of provision.

25. Self-assessment is thorough, accurate and leads to improvements. Managers take strong and decisive action where underperformance is identified and they have already improved provision at the Sidcup campus. However, lesson observations are over-graded sometimes and action plans for improvement are insufficiently specific. The well-established course reviews are not always sufficiently evaluative; targets in some development plans are not detailed enough.
26. Value for money is good. The college is oversubscribed and students achieve well. Financial management is good. Accommodation and resources are appropriate and used effectively to support the curriculum. Some parts of the Sidcup campus have been attractively refurbished.

Subject areas

Science and mathematics

Grade 3

Context

27. There are 1,742 enrolments in science and mathematics. Science and mathematics are the largest subject area of the college and account for 18% of its work. All learners attend full-time and almost all are aged 16 to 18. Courses include a free standing mathematics qualification at foundation level, GCSEs in mathematics and science, and GCE A levels in biology, chemistry, physics, psychology, mathematics and further mathematics.

Key findings

- Outcomes for learners are satisfactory. Success rates for science and mathematics at foundation and intermediate levels have been above national averages over the last three years. The large majority of students take advanced level courses and the success rate for these courses is below average, particularly for science in 2008/09.
- Students' attendance and retention rates are consistently high. Pass rates are high for the free standing mathematics qualification, but low and below the national averages for AS biology, chemistry and physics.
- The standard of students' work is satisfactory and students are making satisfactory progress. Strong focus is given to health and safety issues during practical laboratory lessons and students feel safe at college. Students work well together and they enjoy their studies. They create a strong community ethos. Progression to higher education is good; in 2008/09, 90% of students taking advanced level courses went to university.
- Teaching and learning are satisfactory. Teachers have good subject knowledge and stimulate students to think for themselves through careful questioning. Lesson planning is detailed. Information learning technology is used well in science lessons.
- Satisfactory lessons have a slow pace and too much time is spent on single tasks. Students are too passive and teachers miss opportunities to consolidate new information. Students receive the same tasks, without any regard to their ability, and some are not stretched or challenged sufficiently. The individual needs of students are not met effectively.
- There is good use of initial diagnostic tests to select students appropriately for courses. However, the results of these tests are not used by teachers effectively to form an accurate profile of students' abilities and to plan lessons which would meet students' individual needs.
- The assessment of students' work is satisfactory, although some teachers fail to give sufficiently clear comments to students on how to improve their work. The progress of students is monitored regularly and individual learning plans

provide specific targets for students, but these tend to relate to general study advice and do not focus on subject-specific topics that students should improve.

- The range of science and mathematics subjects at A level is good and meets the needs of students, but vocational science courses are not available at intermediate level.
- Support for students is good. Students receive good support from teaching staff and tutors. The comprehensive tutorial and enrichment programme raises students' awareness of how to have a healthy lifestyle and it builds students' self-esteem. Parents and carers are well informed about the progress made by their children.
- Leadership and management are satisfactory. Managers have implemented many actions to address underperformance in science and mathematics. Strong support has been provided to improve the quality of teaching and learning and improve students' outcomes. Staff are now more accountable for student success, but actions to improve performance have not had enough time yet to make sufficient impact on raising standards.
- Quality assurance procedures lack sufficient rigour and course reviews are too limited in their analysis of strengths and areas for improvement. Course reviews focus on positive aspects of provision and are sometimes over generous. Course teams meet regularly, but there is insufficient sharing of good practice to improve the quality of teaching and learning.
- The promotion of equality and diversity is good. Teachers promote equal opportunities very positively in lessons and treat all students with respect. Procedures to safeguard students are good. A broad range of enrichment activities takes place and different cultures are celebrated well.

What does Christ the King College need to do to improve further?

- Raise students' success rates, particularly on GCE AS courses, by ensuring individual, subject-related targets are agreed with students and monitored regularly.
- Improve the quality of teaching and learning by sharing good practice among teachers.
- Improve the quality of the course review processes by ensuring judgements are self-critical and evaluative.

Arts and media

Grade 1

Context

28. There are 1,185 enrolments by students aged 16 to 18 who study GCE AS and A2 level qualifications in arts and media on a full-time basis. Fine arts, textiles, graphics and photography are studied by 490 students; 339 study media; 209 study performance, drama and theatre studies; and 93 study music and music technology. There are 21 students who study the BTEC first diploma in art and design and 33 who study the Diploma in creative media.

Key findings

- Outcomes for learners are outstanding. Success rates on qualifications are high and above the high national averages. Students achieve well above their expected grades based on their performance at GCSE. The progress made by students is outstanding. Students have high aspirations for their future careers.
- Students work to a high standard in lessons. Media students make clear evaluative judgements that are accurately referenced to theory. Performance skills are very well developed in drama. Good research skills are thoroughly embedded in photography, fine art and textiles leading to the thematic development of ideas and highly personal creative work.
- Teaching and learning are good. Lessons include effective group work to reinforce learning. Historical and contemporary references underpin studio practice to good effect. Peer evaluation stimulates debate and enables students to discuss work with confidence. In a minority of lessons, activities do not sufficiently stimulate and challenge less able students to become independent learners. There is insufficient sharing of good practice among staff.
- Classes include students of a wide ability range. Students are encouraged and supported very effectively to achieve their targets. Students undertake peer reviews and peer assessment effectively and give and receive criticism in an appropriate manner. The assessment of students' work is effective and rigorous. Written feedback is clear and combines congratulatory comments with more critical comments which help students to improve their work very well.
- There is a good range of advanced level courses. The range of intermediate courses is small but generally appropriate. There is no intermediate course in music. Students who experience technical difficulties in reading music on advanced level courses have not benefitted from developing a strong understanding at intermediate level. The extensive portfolio of enrichment activities complements the curriculum very effectively.
- Support is outstanding. Initial advice and guidance are good. Support, both academic and pastoral, is highly effective and embedded across all programmes. Teachers have a clear understanding of the needs and social context of their students. Highly effective learning support is provided in class

and there is an extensive range of timetabled additional workshops across the subject areas which provide extra support for students.

- Leadership and management are outstanding. There is a clear understanding of strengths and areas for improvement among staff. Staff work as cohesive teams to monitor and support student progress and to foster the supportive environment for learning. Action plans to raise standards further are in place but they are not reflected consistently in course reviews. The college's own assessment of the quality of teaching and learning shows improvement.
- Equality and diversity are outstanding. A tolerant, respectful community has been established at college. Students and teachers treat each others' abilities with respect and consideration. This supportive ethos provides the opportunity for students to consider and develop difficult themes in their creative work which results in powerful images and texts.

What does Christ the King Sixth Form College need to do to improve further?

- Review teaching methods to ensure that all students are challenged appropriately and that learning activities inspire them to succeed. Consider strategies to share good practice in teaching and learning among staff.
- Ensure that all course reviews are comprehensive and consistently reflect actions for improvement.

History, philosophy and theology

Grade 2

Context

29. There are 193 enrolments on GCE AS level qualifications in history, philosophy and religious education. One hundred and twelve students study GCE A level in history, philosophy or religious education. The diploma in religious education is studied by 1,423 students. Students are aged 16 to 18 years old and study on a full-time basis.

Key Findings

- Outcomes for students are good. GCE A level success rates are at, or around, a high national average. Success rates in GCE AS level philosophy are good and improving. The progress made by students compared to their prior attainment is very good.
- In 2008/09 success rates were below the national average in GCE AS level history and religious education, due to the failure of students to meet awarding body assessment requirements. Success rates for the previous two years had been high. This issue has now been addressed effectively. Retention is very high and students are making very good progress.
- Teaching and learning are good. Lessons are well planned and conducted at a good pace. Teachers are clear, encouraging and very supportive. Teachers use good learning resources and technology to support student learning. In the best lessons, teachers engage students fully in discussion or group activities. In a minority of lessons, teachers talk too much to the whole group. There is insufficient challenge for more able students and too few extension activities in lessons.
- Teachers and students have good relationships. The good support from teachers during classroom activities leads to students having increased self-confidence in their own work. Students enjoy their learning and work well together in a mutually supportive environment. The standard of students' work is good. Feedback on students' written work is generally good, but sometimes lacks sufficient detail on how students can improve their performance.
- There is insufficient sharing of good practice in teaching and learning by teachers. Teachers monitor students' progress closely. Students are aware of their progress against targets. Parents and carers are kept well informed about students' progress by a well-managed reporting system. Attendance and punctuality are very good and rigorously monitored by the college.
- The college provides a good range of subjects at advanced level. Students take part in an outstanding range of enrichment activities which are spiritual, sporting and creative. These enable students to develop excellent skills for independence and for their social and economic well-being. Students are very well prepared for progression to higher education, employment or training.

- Guidance and support for students are outstanding. Teachers are readily available outside of timetabled lessons and give extra help to students. Weekly drop-in workshops are popular and improve students' skills. Pastoral support is strong. Advice on careers and higher education is excellent.
- Leadership and management are good. Communication between staff is good. Curriculum managers ensure that staff focus sharply on improving the quality of learning and teaching. A safe and very welcoming environment exists at the college with a strong sense of community. Equality and diversity are outstanding and this creates a harmonious community of students and staff who are prepared to challenge any intolerance.
- Course reviews overly focus on strengths. The identification of areas for improvement is sometimes less robust. Course reviews are not always sufficiently self-critical.

What does Christ the King Sixth Form College need to do to improve further?

- Ensure that lessons meet the individual needs of students, particularly the most able, through a coherent learning and teaching strategy.
- Improve the quality of teaching and learning through teachers sharing good practice.
- Improve student performance by ensuring that course reviews are more self-critical.

Business, administration and law

Grade 1

Context

30. There are 648 enrolments by 16- to 18-year-old full-time students on a range of courses in business and law. Courses include GCE AS and A level in both business and in law and BTEC national qualifications at intermediate and advanced levels. Most students study advanced level courses.

Key findings

- Success rates for all advanced courses are outstanding. Retention rates are also outstanding. Many students achieve A level and BTEC national diploma grades far beyond those predicted when they first came to the college, based on their previous attainment at GCSE. The standard of students' work is high and students are making outstanding progress in working towards achieving challenging grades.
- Students develop excellent personal, social and verbal reasoning skills. They are extremely polite. They use their excellent knowledge to participate fully in activities and show courtesy and respect both to their tutors and to each other. Students use information and communication technology with ease and to good effect. Students are prepared for either higher education or employment very effectively.
- Students are actively involved in contributing to the wider community. Examples include working with children at seven local primary schools and one secondary school. These activities help to hone their social skills and self-confidence. Students have a keen social conscience and actively work to raise funds for national and local charities.
- Teaching is outstanding. Lessons are exciting, inclusive and vibrant. Students respond well and are highly motivated to learn. Highly committed teachers have good subject knowledge. Excellent use is made of innovative resources to involve all students. Lessons are fun. Excellent use is made of information learning technology to enliven lessons. However, in a few lessons the planning of how to meet individual students' needs is not recorded in sufficient detail.
- Tutors provide excellent and challenging support. Well-focused extra help with revision is provided by teachers and strong support is given to any students who struggle. Monthly tutorials are highly effective. Tutors know their students well and are highly respected by them. Work is marked very effectively with very good annotations to the text and pertinent targets set to improve students' individual performance.
- The range of courses and enrichment activities is outstanding. Enrichment activities range from fact-finding, commercial, business and legal activities, which include eminent visiting speakers, to a series of away days. Students have organised large prestigious events and more localised initiatives. Some activities have earned external awards. Excellent visits are arranged to universities, legal chambers and law courts.

- Links with employers are excellent including with many prestigious businesses. Some internships have been established and help is given to find work experience placements for students. A highly effective careers department works with tutors to ensure students are exceptionally well-informed and supported in applying for higher education or employment.
- Pastoral support is outstanding. The caring and inclusive ethos of the college is reflected in the outstanding care it provides for students. A counselling service is provided for students. Strong links with external agencies ensure that problems requiring more specialised support are referred to external agencies appropriately. Both campuses have a chaplaincy service which plays a key role in supporting students.
- Operational management is highly effective and firmly focused on improving the provision. Resources for information learning technology are of a high standard. Teaching staff are well supported and benefit from well organised training and annual vocational updating. Data are well used and managed.
- Safeguarding arrangements are excellent and students feel safe at college. Bullying is not tolerated. The promotion of equality and celebration of diversity are excellent. Students and staff identify themselves as members of a mutually caring community. This Christian inspired ethos sets a tone of mutual respect that permeates throughout the college.

What does Christ the King College need to do to improve further?

- Ensure that all lessons are planned comprehensively to meet the individual needs of students by sharing good practice between teachers.

Information about the inspection

31. Two of Her Majesty's Inspectors (HMI) and seven additional inspectors, assisted by the provider's vice principal, as nominee, carried out the inspection. Inspectors also took account of the college's most recent self-assessment report and development plans, comments from the Young People's Learning Agency (YPLA), the previous inspection report, reports from the inspectorate's quality monitoring inspection, and data on learners and their achievement over the period since the previous inspection.
32. Inspectors used group and individual interviews, telephone calls and emails to gather the views of learners and employers. They looked at questionnaires learners and employers had recently completed on behalf of the college. They also observed learning sessions, assessments and progress reviews. Inspectors collected evidence from programmes in each of the subject areas the college offers.

Record of Main Findings (RMF)
Christ the King Sixth Form College

Learning types: 14 – 16: Young apprenticeships; Diplomas; 16-18 Learner responsive: FE full- and part-time courses, Foundation learning tier, including Entry to Employment; 19+ responsive: FE full- and part-time courses; Employer responsive: Train to Gain, apprenticeships

Grades using the 4 point scale 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate	Overall	14-16	16-18 Learner responsive	19+ Learner responsive
Approximate number of enrolled learners				
Full-time learners	1972		1,965	7
Part-time learners	28	28		
Overall effectiveness	2		2	
Capacity to improve	1			
Outcomes for learners	2		2	
How well do learners achieve and enjoy their learning?	2			
How well do learners attain their learning goals?	2			
How well do learners progress?	2			
How well do learners improve their economic and social well-being through learning and development?	1			
How safe do learners feel?	1			
Are learners able to make informed choices about their own health and well being?*	1			
How well do learners make a positive contribution to the community?*	1			
Quality of provision	1		1	
How effectively do teaching, training and assessment support learning and development?	2			
How effectively does the provision meet the needs and interests of users?	1			
How well partnerships with schools, employers, community groups and others lead to benefits for learners?	1			
How effective are the care, guidance and support learners receive in helping them to achieve?	1			
Leadership and management	1		1	
How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	1			
How effectively do governors and supervisory bodies provide leadership, direction and challenge?*	1			
How effectively does the provider promote the safeguarding of learners?	1			
How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	1			
How effectively does the provider engage with users to support and promote improvement?	1			
How effectively does self-assessment improve the quality of the provision and outcomes for learners?	2			
How efficiently and effectively does the provider use its available resources to secure value for money?	2			

*where applicable to the type of provision

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