



**CATHOLIC DIOCESE  
OF PORTSMOUTH**



### **Christ the King College**

Wellington Road  
Newport  
Isle of Wight  
PO30 5QT

#### **Dioceses:**

**Portsmouth**

Local authority:

Isle of Wight

Dates of inspection

9 March 2013

Date of last inspection:

26 April 2010

School's unique reference number:

135552

Principal:

Patricia Goodhead

Inspector's name and number:

Andrew Rickett [201] Tony Corish

### **School context**

Christ the King College was established in 2008. It is a joint Roman Catholic/Church of England secondary school. It was formed from the amalgamation of two middle schools at a time when the local authority moved to a two tier system. Students attend the college from across the whole island. The first cohort of Year 11 students took their GCSEs in 2012 and a sixth form began on September 2012. The college operates on a split site relatively close to each other. This is an average size secondary school and the majority of students are from a white British heritage. The number of students with educational needs and/or disabilities is below the national average.

### **The distinctiveness and effectiveness of Christ the King College as a Roman Catholic/Church of England school are outstanding.**

The college has made significant progress since it opened in establishing a distinctive Christian ethos that is clearly understood and shared by all members of the community. Explicit Christian values guide the lives of students and adults and make a vital contribution to their personal development and growing spirituality. The Christian ethos contributes to the students' academic success through the high expectations for both teaching and learning which is based on Gospel values.

### **Established strengths**

- The extent to which students and other members of the college community articulate a Christian distinctiveness that makes a difference to their lives.
- The importance of worship and prayer in the life of the college.
- The inspirational quality of the college leadership to ensure that the Christian ethos has meaning and purpose for all members of the college community.

### **Focus for development**

- Equip students with the skills to explore and express difficult and challenging concepts in religious education (RE) and across all areas of the curriculum.
- Involve students to a greater extent in planning, leading and evaluating collective worship.
- As the college's chaplaincy provision evolves, review its roles and responsibilities including the formal planning and evaluation of collective worship, and ensure that governors have effective procedures to monitor its impact.

**The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners.**

The college has an explicit ethos based on clear Christian teaching that has been firmly established and put at the heart of the life and purpose of all that the college does. A strong outcome of this is the extent to which the vision and aims are shared by all members of the college community. It is the consistency with which the college's mission is understood and lived out that makes the Christian character outstanding. Students explain this very clearly. They say that the Christian ethos gives them "a direction" that embodies a "whole kind of ethical way of thinking" that "builds who you are". Students agree that the consistency with which this ethos is applied by all members of the college community ensures that "everyone is equal" and that there is "a strong expectation of fairness". Older students are able to reflect on this ethos with considerable maturity. It creates an environment with clear guidelines but which then allows students opportunities to express their views and opinions in diverse ways that give them the freedom to explore issues of faith and belief. This was evident throughout the inspection in the ease and enthusiasm with which students engaged in discussion on issues such as the effectiveness of prayer or the nature of forgiveness. An important aspect of the ethos is the celebration and encouragement of academic achievement. Students say that it is "OK to do well" and that the college has an attitude that positively supports success in learning. A key element of the success of the Christian ethos is the opportunities for students to develop a personal spirituality. There are very good opportunities for students to have quiet times on their own, or with friends, to be still or discuss issues that are important to them. They have a clear understanding of the importance of these times in developing spiritually. As one student said "you can't be spiritual without relationships". Relationships are at the heart of the college and are underpinned by the Christian ethos. Students refer to the college as one group with "everyone coming together". This is reflected in the college's approach to its pastoral work to support students with particular needs and the high quality of support for their learning which students appreciate is handled in a very sensitive manner.

**The impact of collective worship on the school community is outstanding.**

The college is a worshipping community where acts of collective worship and prayer are central to the life of the school. Worship and prayer are important for all members of the college community, governors, students, parents and staff. Collective worship is fully integrated to the school day, a variety of worship takes place daily encouraging a sense of Christian community to flourish. The worshipping traditions of both communities are catered for so that all can participate actively and fully. Collective worship is well planned. A detailed three year cycle is in place and all school leaders make a visible commitment to it. Opportunities are taken to underline the specifically ecumenical note of the school. Staff and students leading worship demonstrate clear personal witness to their faith and this is evident to all. Students feel very comfortable discussing their faith with each other and with staff. Parents express great confidence in this aspect of the school. Students particularly commented on the school prayers which they felt gave them a powerful sense of Christian community identity. Opportunities for monitoring and evaluating collective worship are increasing and have led to very practical developments such as the introduction of the 6<sup>th</sup> Form Worship Band. As the college expands and develops its 6<sup>th</sup> form it recognises the need to review the involvement of students in planning and leading acts of worship on a more regular basis.

**The effectiveness of the religious education is good.**

Evidence from latest data show that standards of attainment in religious education (RE) are good overall with students achieving levels that are at least in line with national expectations. When compared with other core subjects in the college students have historically not achieved as well. This situation is being addressed with the gap between performance in RE and other core subjects being rapidly closed. The leadership of RE have accurately identified how to improve standards in RE and have successfully implemented measures which are securing improvement. The outcome of this is that students have made excellent progress so far this academic year that is significantly above national expectations. Assessment procedures are very good. Students' achievement and progress are assessed regularly and the college has comprehensive systems in place that track

individual progress in RE which identifies those who need support. The overall quality of teaching and learning, based on evidence seen during the inspection and the college's own accurate monitoring, is good. Strengths in teaching include clearly identified learning outcomes that ensure progress is made in each lesson. Teachers are enthusiastic about their subject and effectively engage students in their learning. The move towards the use of specialist RE teachers has also made a positive impact on the quality of teaching. Sometimes teaching is satisfactory because there is a lack of challenge in the expectation of the extent to which students explore concepts at considerable depth. The RE curriculum has been substantially revised since the previous inspection and now more closely matches the needs of the students particularly through greater opportunities to engage students through stimulating learning activities. The introduction in September 2012 of a full course GCSE for all Year 10 students, and as an option at A level in the sixth form, is a reflection of the ongoing drive to improve RE provision. The college is keen to improve the number of students who take up RE at A level. Religious education makes a good contribution to the school's Christian ethos and is regarded by students as part of being a church school. The majority of students are positive about the subject and say that they like the opportunity to discuss and share ideas. There is a small number who do not have such positive views. Overall, RE has made very good progress since the previous inspection and has effectively addressed the areas for development identified in the previous report.

**The effectiveness of the leadership and management of the school as a church school is outstanding.**

The leadership and management are committed to ensuring that Christ the King College is a Christian community united in worship, prayer and service. The strength of faith has been a powerful factor in giving real meaning to the ecumenical foundation of the school. The strong leadership of the headteacher and chair of governors ensures that the distinctive ethos of the school is fully embedded. The school has rigorous, regular and appropriate mechanisms for reviewing, monitoring and evaluating its work. Expectations and levels of support are high. The governing body, made up as it is of representatives of both faith traditions, is a living testament to the distinctive nature of the school. The success of the transition over the last few years from 2 middle schools to an inclusive 11-18 school is a key example of this: the school has a visible Christian identity. Planning for the newly established 6<sup>th</sup> Form placed Christian values at the core and also demonstrated the self-confidence of the school in encouraging considerable student involvement. Religious education and collective worship are very well led and the school is planning to review and, if necessary modify, its chaplaincy provision as the school continues to grow. Both the governing body and the Chaplaincy Team demonstrate clearly the outstanding partnerships the school has developed. The school also plays an active role in both Diocesan and Local Authority Partnerships and is engaged with other partnerships such as with the University of Canterbury. Leaders at the school ensure that the school community is actively engaged with world faith and other global communities.



## Judgement Recording Form (NSJRF)

*This form is to be attached to the main SIAS report and returned to the diocese in which the school is situated and to the National Society.*

Name of school: Christ the King College  
Address of School: Wellington Road, Newport, Isle of Wight  
PO30 5QT

School URN: 135552  
Date of inspection: 19 March 2013  
NS Inspector's Number: 201  
Type of Church school: Voluntary Aided  
Number of pupils: 1108  
Phase of education: Secondary

**Has Diocesan Quality Assurance been obtained for this report?** Yes  
(delete appropriate word)

**Rating 1-4**

How distinctive and effective is the school as a Church school?	<b>1</b>
---	----------

How well does the school, through its distinctive Christian character, meet the needs of all learners?	<b>1</b>
--	----------

What is the impact of collective worship on the school community?	<b>1</b>
---	----------

How effective is the religious education?	<b>2</b>
---	----------

How effective are the leadership and management of the school, as a church school?	<b>1</b>
--	----------

The school meets the statutory requirement for collective acts of worship	<b>Yes</b>
---	------------

The school meets the statutory requirement for religious education *	<b>Yes</b>
--	------------

\* Voluntary Aided Schools (delete appropriate word)

The school meets the statutory requirements for Collective Worship		<b>Yes</b>
The school meets the statutory requirements for Religious Education		<b>Yes</b>
		<b>Grade</b>
<b>The distinctiveness and effectiveness of Christ the King as a Roman Catholic/Church of England school.</b>		<b>1</b>
<b>1</b>	<b>How well does the school, through its distinctive Christian character, meet the needs of all learners?</b>	<b>1</b>
1a	How well do the school's Christian values have an impact on all learners and enable them to flourish as individuals?	<b>1</b>
1b	How well does the Christian character support the spiritual, moral, social and cultural (SMSC) development of all learners whether they are Christian, of other faiths, or of none?	<b>1</b>
1c	How well does the Christian character of the school prepare learners to become responsible citizens?	<b>1</b>
1d	How well do key Christian values motivate the relationships between all members of the school community?	<b>1</b>
1e	How well is the spiritual development of learners enhanced by the school environment?	<b>1</b>
<b>2</b>	<b>What is the impact of Collective Worship on the school?</b>	<b>1</b>
2a	How positive are learners' attitudes to collective worship?	<b>1</b>
2b	To what extent do learners and staff derive inspiration, spiritual growth and affirmation from worship?	<b>1</b>
2c	How well does collective worship develop learners' understanding of Anglican traditions and practice?	<b>1</b>
2d	How effectively is the importance of worship demonstrated in the life of the school?	<b>1</b>
<b>3</b>	<b>How effective is the Religious Education provided by the school?</b>	<b>2</b>
3a	How high are the standards and how well do all learners achieve in RE? <i>(Aided schools only)</i>	<b>2</b>
3b	How effective are learning and teaching in RE? <i>(Aided schools only)</i>	<b>2</b>
3c	To what extent do learners of all faiths and of none demonstrate a positive attitude towards RE?	<b>1</b>
3d	How well does RE contribute to the spiritual and moral development of all learners?	<b>1</b>
3e	To what extent does RE promote the distinctive Christian character of the school?	<b>1</b>
3f	To what extent does RE promote community cohesion through an understanding of and respect for diverse faith communities?	<b>1</b>
3g	How effectively is the importance of RE demonstrated in the life of the school?	<b>1</b>
<b>4</b>	<b>How effective are the leadership and management of the school as a church school?</b>	<b>1</b>
4a	How well has the school leadership (including governors) engaged with distinctive Christian values in developing their vision for the school?	<b>1</b>
4b	How well is this vision understood by all stakeholders?	<b>1</b>
4c	How well do leaders and governors ensure that this vision is put into practice by all members of the school community?	<b>1</b>
4d	How well are leaders and governors preparing for the future leadership of church schools?	<b>1</b>
4e	How effective is the partnership between the school, the church and the wider community, including the parents?	<b>1</b>