

## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

<b>Christ the King College</b>	
Christ the King College, Wellington Road, Newport, Isle of Wight. PO30 5QT	
<b>Current SIAMS inspection grade</b>	<b>Good</b>
<b>Diocese</b>	The Anglican Diocese of Portsmouth and the Roman Catholic Diocese of Portsmouth
Previous SIAS inspection grade	Outstanding
Local authority	Isle of Wight
Date of inspection	19-20 June 2018
Date of last inspection	19 March 2013
Type of school and unique reference number	Secondary I35552
Interim Executive Headteacher	Matthew Quinn
Inspectors name and number	Marcia Headon 761 and Ursula Clark

### **School context**

Christ the King College is a larger-than-average joint Roman Catholic/Church of England secondary school. There are 1624 pupils on roll. They come from across the whole island. 75.5% come from Church of England families and 20% from Roman Catholic families. The majority of pupils are from a white British heritage. The proportion of pupils who are disadvantaged is below the national average. The proportion with special educational needs and/or disabilities is above the national average. The principal retired in March 2018. Interim arrangements for leadership are currently in place with an executive headteacher, who is overseeing the school on a part-time basis, and a head of school.

### **The distinctiveness and effectiveness of Christ the King as a joint Roman Catholic and Church of England school are good**

- The joint Roman Catholic/Anglican foundation enriches the pupils' lives and offers a model of co-operation of Christian community living.
- The very strong pastoral care, based on gospel principles, allows pupils to feel fully supported in their learning and to develop as confident and articulate young people.
- The central role of prayer and the importance placed on it by pupils and staff make a significant contribution to the ethos of the school community.

### **Areas to improve**

- Ensure that the quality of collective worship is monitored more closely, that pupils play a greater part in leading it and are given opportunities to evaluate its impact in order to deepen their spiritual development.
- Review the time allocation given to the teaching of religious education at Key Stage 4 so that pupils are given more curriculum time, thus enhancing their progress and attainment in the subject.
- Review the role of the chaplaincy, including procedures for monitoring its effectiveness, so that it plays a more prominent role in the life of the school and helps to develop the Christian distinctiveness.

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

Christ the King College lives out its stated aim to be a joint Roman Catholic/Anglican secondary school which is truly ecumenical. All who apply to come to the school are left in no doubt of the expectation which is placed upon them that they will share fully in the Christian ethos of the school. Its distinctive joint faith influences all aspects of school life. Christian teaching explicitly underpins the values of the school. Care, kindness, compassion and respect based on the teachings of Jesus permeate the community. Older pupils relate this to the mission statement and, as one pupil said, 'the presence of our faith in the midst of us is vital to the school's success'. Younger pupils found articulating the school's values more difficult and were less clear on the meaning of the mission statement. Pupils attain well. At GCSE, the percentage of pupils achieving a higher-grade pass in English and mathematics was above the national average and well above the local authority average. Most pupils made secure progress from their starting points. Disadvantaged pupils made slightly less progress than other pupils. However, in English these pupils made excellent progress by the time they reached Year 11. This reflects the support given to these pupils, which stems from the school's strong beliefs that staff will nurture everyone within a strong Christian environment. In the sixth form, at A level and in vocational qualifications, students made good progress from GCSE. The personal development and well-being of pupils is a high priority. Based on gospel principles and the mission statement, the school provides strong pastoral support for pupils, especially those who are in need. Pupils, staff and parents all agree that when they need help or support, it is given freely and in a manner which ensures respect and dignity are upheld. Relationships across the school are very strong. The school is inclusive and, as one Year 11 pupil said, 'there is a feeling of faith and love here and we all look out for each other regardless of whatever faith we are'. Pupils respect their denominational differences and show tolerance to those of other faiths or whose faith is less secure. Behaviour is generally good. When incidents happen, restorative justice and reconciliation are used to ensure a speedy resolution. Pupils feel safe in school. Although the school promotes good attendance it is just below national averages. Religious education (RE) supports the school's mission statement strongly and the spiritual, moral social and cultural (SMSC) development of pupils has been very thoroughly mapped against the RE curriculum. The chaplaincy exerts a positive pastoral influence on the school. By the time they leave school, most pupils have acquired a secure spiritual vocabulary and talk freely about their faith. Younger pupils are far less confident in doing so. The majority of pupils have a secure understanding of Christianity as a multi-cultural world faith. The school helps those who are less fortunate, through charitable events such as participating in World Challenge and helping to fund-raise for a local cancer charity and CAFOD. Sixth-form students have undertaken mission work abroad.

### **The impact of collective worship on the school community is good**

Pupils enjoy collective worship and find it a valuable time for reflection. None are withdrawn from collective worship. Collective worship is planned centrally around themes which link to the values of the school or the liturgical calendar. All staff are expected to deliver collective worship and are provided with resources to help them. However, they have been given no training in delivering class worship. As a result, there is inconsistency in delivery and in the impact of class collective worship. Year-group and house worship are led by a variety of people, which means pupils are well exposed to a variety of traditions and liturgies. A Christian greeting is given to open most worship and all include Biblical references and prayer. The ambience created for collective worship activities varies but an atmosphere of reverence is not always created in big gatherings in the school hall. There is use of music, especially through the Worship Band, which also holds concerts outside of school. This is highly popular with the pupils, who consider it aids worship through providing a focal point. Pupils see the services of Mass or Holy Communion, as central to the life of the school. They are held regularly and well attended. Many pupils go to Mass or Holy Communion or pray before important events such as examinations. Prayer is seen as important by pupils. They talk openly about it as a way of talking to God and of its value in their lives. The staff act as a good role models in demonstrating the value and importance of prayer. Staff have their own prayer group and all governors' meetings in the school open with prayer. The sixth form have their own collective worship in form times. This has a significant impact on their spiritual development and the relevance of their collective worship allows them the opportunity for personal responses. Some sixth-form pupils lead collective worship for the lower school house and year worship. Pupils recalled the impact of collective worship led by a sixth former who had been working on a charity mission abroad. They said it made them very aware of the needs of those who were less fortunate. The sixth-form students read at the local civic service. Pupils from each class are involved in leading year-group worship once during the year. They write their own prayers and can decide how the given theme is to be presented. Other opportunities exist for them to be involved, such as acting as servers at Masses and Holy Communion. Each classroom has a prayer station, but how these are used varies across the school. Pupils demonstrate a growing understanding of the concept of the Trinity, which they say has been taught to them in collective worship. Currently, there is no formal monitoring or evaluation of the quality of worship by senior staff or governors. Pupils have not been asked to evaluate its impact and this hinders its development.

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

Religious education is a core subject and all pupils take it as a GCSE subject. Attainment is at national averages. Disadvantaged pupils achieve broadly in line with their peers but boys do significantly less well than girls. In the sixth form there is currently no taught core RE, although in form time students enjoy ethical and philosophical discussions. A small number of students take the subject at A level, although the numbers are increasing. At A level, students generally attain well. Most pupils, particularly less-able pupils, make less rapid progress at Key Stage 3 than at Key Stage 4. The majority of the pupils whom the inspectors met stated that they enjoyed RE. Nevertheless, a recent pupil survey, undertaken as part of a monitoring review of the subject, indicated that some pupils found the subject less stimulating. At Key Stage 4, pupils particularly enjoy the debate in lessons and the relevance of the subject to their lives. They develop a good range of skills and are well prepared for the GCSE examination. At Key Stage 3, a greater emphasis is placed upon pupils acquiring knowledge rather than developing skills of analysis and interpretation and exploring questions of meaning. The quality of teaching in RE is inconsistent. In some lessons, where work is challenging, high expectations are set and work is personalised to the needs of learners, pupils make rapid progress. In other lessons where there are too many low-level activities which lack variety, pupils take far less pride in their work and presentation is much weaker. There is sometimes not enough time given for pupils to reflect and deepen their spiritual understanding. The RE teaching team are all subject specialists. They are strongly committed to the development of RE within the school. The RE curriculum at Key Stage 3 has recently been redesigned and is based on the agreed syllabus for Anglican and Roman Catholic schools. It is very appropriate and covers Christianity as well as other faiths. RE makes a good contribution to the whole curriculum. Links are made between subjects. For example, environmental issues being studied in geography were well supported by a philosophical and ethical discussion in RE. Assessment systems are developing well in RE but currently there has been no cross moderation with any other school to ensure standards and progress are being measured accurately. As a core subject, RE has less time than other major subjects. This puts considerable pressure on the RE department. They are compensating for this by holding lunchtime and after-school sessions. The leadership structure of the department is also not on a par with other core subjects. The department regularly scrutinises the work in books and recently the senior leadership team has carried out a review of the subject, which included lesson observation.

### **The effectiveness of the leadership and management of the school as a church school is good**

The school is currently in a period of transition with the appointment of an interim executive headteacher and a new interim head of school due to take up her post in September. This, inevitably, is causing some uncertainty amongst staff. However, the strong Christian ethos of the school remains as firm as ever. The school's Christian mission statement that, 'We believe that Jesus is the way, the truth and the life' is widely known and articulated by all members of the school community. The executive headteacher, who works part-time at the school, is highly experienced and has brought freshness to the school. He is strongly committed to the further development of its Christian distinctiveness. He has quickly ascertained where the strengths of the school and its areas for development lie. He has been aided by the substantive deputy headteacher who is acting as head of school. He brings continuity to the Christian distinctiveness. Currently, with the governors, the executive headteacher is conducting a review of the vision and values of the school. The Christian ethos is currently woven into the school development plan priorities, although there is no separate section devoted to Christian distinctiveness. This aspect of the school has been discussed by the governors but not formally monitored. They have not fully addressed the issues from the previous inspection. The governors are now beginning to monitor the school's effectiveness as a church school in a more systematic and structured manner. A number of vacancies still exist on the governing body but the current members pay regular visits to the school and are very supportive. They are fully aware of the challenges which face the school, especially financially. They are seeking to promote good relationships with the Diocese and the local authority and to resolve the issue over the payment for buildings. They value the support given to them by the Catholic Diocese and the local authority in finding an interim executive headteacher. The student sixth-form leadership team has an ethos champion who wishes to ensure that student opinions about the importance of the school as an inclusive Christian family community have a prominent voice. Staff have been supported in developing as leaders of church schools and a number have now gone on to lead in other schools. The head of RE is currently undertaking a certificate in Catholic education. The school has strong links with many local churches, and clergy from both denominations are regular visitors. The chaplain plays an important role in the pastoral life of the school which is valued by all. However, the role of the chaplaincy, which is currently part-time, is underdeveloped. Parents support the school and speak highly of the way in which their children are being nurtured and are developing within a strong faith community.