

Christ The King College

Address: Wellington Road, Newport, Isle of Wight, PO30 5QT

Unique reference number (URN): 135552

Inspection report: 12 May 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Achievement

Expected standard 

Pupils achieve broadly in line with national averages. This is also true for pupils who are disadvantaged. Their achievement has improved over time and is evidence of the impact leaders have made. Pupils across the school know and remember more about what they have learned. They produce work which demonstrates this and use subject-specific vocabulary in their writing.

Pupils with special educational needs and/or disabilities receive the support they need to achieve well from their starting points. This means that pupils are well prepared for the next stages in their education, employment and training.

Leaders ensure that pupils with gaps in their reading, spelling, handwriting and mathematics catch up. The interventions are effective and allow pupils to access their learning across the curriculum.

Curriculum and teaching

Expected standard 

Leaders have a clear understanding about the effectiveness of the curriculum and teaching. They take well-considered actions to make improvements. The curriculum is ambitious for pupils, including those with special educational needs and/or disabilities (SEND). It is well sequenced from Year 7 to Year 13. Leaders ensure that teachers have the subject knowledge they need to deliver the curriculum.

Teaching is generally effective. Leaders have implemented a shared approach to teaching across the curriculum. This includes 'do it now' activities at the start of lessons, effective explanations and appropriate tasks to develop learning. In the most effective subjects, teachers identify what pupils know and what they have not yet grasped. Teachers then modify learning to ensure that any gaps are filled. However, this practice is not yet consistent. This means that a minority of pupils, including those with barriers to learning, develop some gaps in their understanding.

Leaders have designed clear interventions to help pupils with gaps in reading, spelling, handwriting and mathematics. Expert staff ensure that these gaps are closed. Teachers adapt learning for pupils with SEND, ensuring that they get the support they need. This enables them to access the same curriculum as their peers. Effective teaching ensures that these pupils overcome their barriers.

Inclusion

Expected standard 

Leaders place a high emphasis on inclusion. Pupils are well known to staff. This makes them feel that they belong. Leaders focus on ensuring that pupils are well prepared for the next stages in their education.

Leaders use effective systems to identify the barriers to learning for pupils with special educational needs and/or disabilities (SEND). Leaders ensure that teachers know the

adaptations that pupils with SEND need. Teachers receive thorough training to put in place these adaptations. Leaders have effective systems in place to monitor pupils' progress. Leaders then make swift changes to ensure that pupils with SEND get the support they need.

Leaders have developed an evidence-based pupil premium strategy. They ensure that they allocate funding to help disadvantaged pupils to progress well. The strategy is effective at ensuring that barriers to learning are overcome. This approach is not yet as precise as the process to support pupils with SEND.

Leaders develop positive relationships with local agencies including the virtual school and the local authority. This enables pupils who are known or previously known to social care to get the support they need. Where leaders use alternative provision, it is well considered and in the best interests of pupils. Leaders review it on a regular basis.

Leadership and governance

Expected standard 

Governors and school leaders have an accurate understanding of the school's strengths. The focus on the quality of education is evident. This means that teaching and the curriculum have continued to improve. Leaders have ensured that pupils with special educational needs and/or disabilities and those who are disadvantaged are prioritised. Leaders have ensured that the high-quality professional development programme is focused on supporting pupils with barriers to their learning. Leaders safeguard time for teachers to engage in discussions about teaching and enhance their practice. Leaders are also aware of the areas of the school that are still improving. They are taking clear actions to address them. This includes the strategies they have in place to improve attendance. Governors not only hold school leaders accountable, but also provide them with effective support. They complete their statutory duties and are positive ambassadors for the school.

Staff feel well supported by leaders. They enjoy working at the school. Leaders communicate effectively with staff about why changes are made. They ensure that workload and wellbeing are always considered.

Leaders have built positive relationships with parents. Parents are supportive and engaged in school life. Leaders are always looking to improve. They have developed relationships with local schools, the local authority and schools from the mainland. This has enabled leaders to continue to improve using the best practice from others.

Personal development and wellbeing

Expected standard 

Leaders have designed a coherent and well-sequenced curriculum across the full breadth of personal development. Well-trained teachers deliver the knowledge that pupils need to know. Assemblies, tutor times, and external speakers supplement the curriculum. Pupils learn to be kind, resilient and caring individuals. They embrace difference and celebrate it. Leaders model this, and it resonates with the whole school community.

Pupils have a general understanding of fundamental British values and protected characteristics. They can talk about how to be healthy and stay safe both online and in the community, including water safety, which is important in the context of the school's location.

Pupils learn about relationships and sex and health education. This is at an age-appropriate level, developing in detail as they get older. Leaders adapt the curriculum well for pupils with special educational needs and/or disabilities (SEND). This includes the use of one-to-ones and effective task adaptations.

Leaders have developed a sophisticated pastoral system. Professionals both inside and outside of the school meet on a regular basis to discuss pupils' needs. This enables leaders to put in both preventative and reactive support. Pupils value this and recognise the positive impact it has on their wellbeing.

Careers education is highly effective and inclusive. Pupils meet employers and education providers and experience the world of work. Pupils with SEND and those who are disadvantaged receive additional support. This targeted approach ensures that pupils are well informed to make ambitious choices for their future.

There is a range of well considered and inclusive extracurricular activities and trips. Clubs include sports, performing arts and chess. Trips go to local places of interest and to the mainland. Pupils with SEND and those who are disadvantaged enjoy these opportunities and receive support so they can attend.

Post 16 provision

Expected standard 

Leaders know students in the sixth form well. The inclusive ethos means that students have a sense of belonging. Leaders ensure that students are on the right courses. They receive expert careers advice which is tailored to individual needs. Students in the sixth form go on to ambitious destinations in education or employment.

Students arrive at the sixth form with lower-than-average starting points. They then make progress in line with national averages. Leaders have designed an ambitious curriculum which is well sequenced. Teaching is of a high quality and consistent. Teachers use their expert subject knowledge to engage students. Secure systems check students' understanding. This ensures that misconceptions in the sixth form are identified and addressed well. Students with special educational needs and/or disabilities and those who are disadvantaged receive effective support. Adaptations to the curriculum and targeted support enable them to achieve well.

Students benefit from a range of wider opportunities. This includes taking a leadership role across the school. Students value the responsibility and enjoy supporting younger pupils and raising money for charity. Some students have raised money to travel to Peru to work with local communities.

Needs attention

Attendance and behaviour

Needs attention 

Although attendance has improved at the school, it is still below the national average. Leaders have taken appropriate actions to rectify the situation. However, it is too early to

see the impact of this. Leaders analyse data and use the information to identify patterns in attendance. Leaders then engage with families to find out why pupils are not attending. They then put support in place. This approach is having an impact on individuals and some groups but not yet a consistent improvement across all groups of pupils.

Leaders have highly effective routines across the school. Pupils know the rules, and they follow them. They are respectful to staff and to each other. Leaders have developed a purposeful learning environment. Pupils are attentive in lessons and, in many cases, self-disciplined and ready to learn. Bullying is rare. Pupils are confident that leaders will deal with it. If harassment happens, leaders have effective systems in place. This means that not only does it stop but also education is provided to prevent it from happening again. Where leaders adapt their behaviour systems for individual pupils, they are appropriate. They include the use of pastoral support and adaptations in lessons. These enable individual pupils and others to learn effectively.

What it's like to be a pupil at this school

Pupils are proud of their school. They value the warm relationships they have with each other and with staff. Pupils feel safe. They are confident that leaders will address any concerns that they may have. Pupils benefit from the high-quality pastoral care.

Pupils behave well in both lessons and social times. Bullying is rare and is dealt with appropriately. Pupils are polite and respectful to each other and adults. Pupils meet the high expectations of leaders. They are attentive and have started to develop their independent learning skills.

Pupils do not yet attend school often enough. This includes pupils with special educational needs and/or disabilities (SEND) and those who are disadvantaged. Leaders have a range of strategies in place to improve attendance. These are appropriate, but it is too early to see positive impact.

Pupils enjoy their learning. They benefit from the well-organised, engaging curriculum. Pupils appreciate the consistency of teaching approaches across lessons. Leaders are still embedding effective checking for understanding so that misconceptions can be addressed more securely. Pupils achieve broadly in line with national averages. This has improved over time.

Pupils with SEND and those who are disadvantaged are well supported. Pupils' needs are identified precisely by leaders. Pupils then have effective adaptations to their learning. This enables pupils to achieve well from their starting points.

Pupils appreciate the clubs and visits they can attend. This helps pupils to pursue their interests. For instance, they frequently participate in lunchtime sports, performing arts, and chess clubs. Pupils benefit from the high-quality careers provision. They receive excellent advice from Year 7 to Year 13. Pupils get the information they need to make informed decisions about their next steps in education, employment or training.

Next steps

- Leaders should ensure that checks for understanding are consistently and effectively implemented across subjects to ensure that misconceptions are addressed.
 - Leaders should embed their attendance strategy fully, so that it results in pupils' high attendance, particularly for disadvantaged pupils and pupils with special educational needs and/or disabilities.
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About this inspection

The chair of the board of governors in this school is Elizabeth Burden.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, other senior leaders, members of the local governing body, a representative from the local authority and representatives from both dioceses, during the inspection.

The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

The inspectors confirmed the following information about the school:

The school is registered as a joint-faith comprehensive school. It is aligned with both the Church of England and Catholic diocese in Portsmouth. The school last statutory inspection of and Anglican and Methodist schools was in 2018.

The school makes use of one alternative provision which is registered.

Headteacher: Andrew Montrose

Lead inspector:

Paul Grundy, His Majesty's Inspector

Team inspectors:

Judith O'Hare, Ofsted Inspector

Mark Marande, Ofsted Inspector

Ginny Rhodes, Ofsted Inspector

Paul German, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 12 May 2026

School and pupil context

Total pupils

1,047

Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 1,067

School capacity

1,700

Well above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 1,154

Pupils eligible for free school meals (FSM)

27.81%

Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 28.9%

Pupils with an education, health and care (EHC) plan

2.20%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.09%

Pupils with special educational needs (SEN) support

15.47%

Close to average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 13.4%

Location deprivation

Below average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

English and maths GCSE

Percentage of pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (final)	42.0%	45.4%	Close to average
2023/24 (final)	40.1%	45.9%	Close to average
2022/23 (final)	28.9%	45.3%	Below

Attainment 8

A measure of pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (final)	44.8	46.1	Close to average
2023/24 (final)	41.3	45.9	Close to average
2022/23 (final)	41.0	46.3	Below

Progress 8

How much progress pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	-0.29	-0.03	Close to average
2022/23 (final)	-0.49	-0.03	Below

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils achieving grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (final)	19.5%	25.8%	Close to average
2023/24 (final)	24.4%	25.8%	Close to average
2022/23 (final)	20.0%	25.2%	Close to average

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (final)	32.8	34.9	Close to average
2023/24 (final)	32.1	34.6	Close to average
2022/23 (final)	32.0	35.0	Close to average

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	-0.95	-0.57	Below
2022/23 (final)	-0.94	-0.57	Below

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (final)	19.5%	53.1%	-33.6 pp
2023/24 (final)	24.4%	53.1%	-28.7 pp
2022/23 (final)	20.0%	52.4%	-32.4 pp

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (final)	32.8	50.4	-17.7
2023/24 (final)	32.1	50.0	-17.9
2022/23 (final)	32.0	50.3	-18.3

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24 (final)	-0.95	0.16	-1.11
2022/23 (final)	-0.94	0.17	-1.11

Destinations after 16

Destinations after 16

Percentage of pupils staying in education or employment for at least 2 terms after the end of secondary school (key stage 4).

Year	This school	National average	Compared with national average
2023 leavers (revised)	95%	92%	Average
2022 leavers (revised)	95%	93%	Average
2021 leavers (revised)	96%	94%	Average

16 to 18 performance

A-level average point score

The average points that students achieved per A-level entry.

Year	This school	National average	Compared with national average
2024/25 (final)	30.65	35.00	Below
2023/24 (final)	33.13	34.38	Close to average
2022/23 (final)	31.67	34.16	Close to average

A-level value added

A score showing students' progress between the end of key stage 4 and the end of their academic qualification studies.

Year	This school	National average	Compared with national average
2024/25 (final)	0.0	0.0	Close to average
2023/24 (revised)	-0.2	0.0	Below

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	10.3%	8.4%	Above
2023/24 (3 term)	9.3%	8.9%	Close to average
2022/23 (3 term)	12.1%	9.0%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	31.5%	23.4%	Above
2023/24 (3 term)	26.4%	25.6%	Close to average
2022/23 (3 term)	36.1%	26.5%	Above

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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