

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Christ the King College

Vision

Via Veritas Vita

The Way, The Truth, The Life.

Living, learning and working together as shown by Jesus Christ.

Christ the King College is living up to its foundation as a Church school and is enabling pupils and adults to flourish. It has the following notable strengths.

Notable Strengths

- The strong Christian vision of the school is deeply embedded and lived out throughout Christ the King College. Together with its associated values, it determines the actions of senior leaders and staff. It is the foundation upon which the success of the school is built, enabling students and adults to flourish.
- Students are valued and cared for with compassion. A highly skilled pastoral team uses a wide range of agencies, both internal and external, to provide support and guidance. The chaplains and local clergy support this work strongly. Time is generously made for students to share their anxieties and their joys, helping them to thrive.
- A broad range of curricular and extra-curricular opportunities and experiences extend students' horizons. They reflect the joint denominational foundation of the school. As a result, students are able to develop their beliefs and views within a highly supportive Christian environment.
- The school is highly inclusive and values and nurtures the diversity of talents amongst the students and staff. It celebrates success with dignity and fosters a sense of pride and belonging. Students who have special educational needs and/or disabilities (SEND) or those who are vulnerable benefit from carefully planned additional support.
- The governing body knows the school exceptionally well and is committed to its success as a joint denominational school. Their careful and assiduous monitoring and evaluation ensures that it lives out its vision and mission with dedication.

Development Points

- Deepen students and adults' understanding of spirituality. This is to give greater opportunities for reflection across the school and to enhance students' spiritual development.
- Make the provision for religious education (RE) in the Sixth Form more explicit. This is to enable students to have the opportunities to engage with challenging ethical, theological and philosophical concepts.
- Ensure greater consistency in the quality of teaching and learning in RE at both Key Stages 3 and 4. This is to allow students to make faster progress from their respective starting points.



Inspection Findings

Vision and Leadership

The Christian vision, deeply rooted in theology, plays a pivotal role at Christ the King College. Senior leaders have placed a renewed emphasis upon its meaning and have carefully woven it into daily practices. As a result, its impact is clearly visible. It is central to decision making, policies, relationships and everyday school life. For example, the rewards system is based around 'V points' which students gain for living out the vision. Together with its associated values of respect, inclusivity, fairness, challenge and integrity, it guides this joint denominational school. Consequently, students and adults flourish. Leaders constantly check on its impact through surveys and everyday conversations. Governors know the school exceptionally well. They hold it to account, systematically monitoring and evaluating the implementation and impact of the vision. They act upon their findings rapidly. The vision guides their actions. For example, when faced with difficult decisions, they ensure that it is uppermost in their thinking. Its impact is well summarised by students. They say that it is always something to stand by and pushes them to higher things.

Vision and Curriculum

The curriculum is driven by the vision. It is intentionally designed to give students a wide range of opportunities. Departmental leaders use Jesus' words of being 'the way, the truth and the life' as a tool to frame their planning. As a result, it enables students with a variety of interests to use and discover talents and gifts which then allow them to flourish. A vast range of extra-curricular activities, ranging from sports to clubs to visits, exemplify the vision in action. The curriculum is carefully tailored for those students with SEND and additional needs. Staff know their students well and appropriately adapt learning where this is needed. Spirituality is explicitly planned for within curriculum subjects as moments of 'awe and wonder.' For example, in science students consider the complexity of the creation of the universe. It is strongly enhanced through some out-of-school time activities such as the annual pilgrimage to Taizé. However, there is not always a deeper understanding of the width and breadth which spirituality encompasses.

Worship and Spirituality

Thoughtfully planned and evaluated by the chaplains, collective worship themes are relevant to students. Year group and form worship are enhanced by morning and end of day prayer. The increasing development of prayer stations, including in the chapel, allows space for stillness in a busy day. Year group collective worship is usually led by the school chaplains and increasingly by members of staff. Visitors, especially when their contribution involves opportunities for student participation, are appreciated by students. However, there are less opportunities for students, other than Sixth Formers, to play a part in school worship, narrowing its impact. Year group worship frequently involves listening to one of the student worship bands. For many students this is the highlight of worship and a spiritual moment. Being together, with music, Bible reading and time to be calm contributes to students and adults' spiritual development. Themes are followed up in form worship with discussion and related activities. Nevertheless, the impact of saying the morning prayer and of collective worship on students' spiritual development is sometimes reduced. This is because there is not always enough time for reflection. Some students enjoy the lunchtime non-denominational 'Youth for Christ' meetings. These give them opportunity to discuss faith and develop their spirituality. Local clergy from both the Anglican and Catholic churches provide strong support for school worship. Termly services, often involving Eucharistic worship, take place in local churches fostering the links with them further.

Vision and School Culture

The school is happy and welcoming, valuing its students and their individual talents. Its ethos is driven by the vision resulting in a culture that is highly inclusive. This leads to relationships between students and adults that are warm and trusting. Students are respectful, polite, tolerant and live well together. Those who have additional needs are supported very effectively by well-qualified support staff. The pastoral team make



themselves readily available to students needing help or just 'space'. The college chaplains are another source of valuable support. Creative and other therapies including art, Lego and even 'Mario Kart' sessions are highly effective in reassuring students. Involvement in 'Dance Live' group performances outside of school help those who lack confidence. Parents rightly appreciate the lengths to which the school goes to help its students. For some this has been truly transforming. Enabling good mental health is a fundamental principle for the school. Staff are well cared for and valued, supporting each other in times of difficulty. Extensive professional training means they are confident in their work. Senior leaders take the work-life balance of staff seriously with their innovative overnight digital silence protecting their personal lives. Staff are listened to and surveys are followed up thoroughly. Leaders are a highly visible presence around the school and are compassionate. Thus, students and adults thrive.

Vision, Justice and Responsibility

As a direct consequence of understanding the vision, students show a strong sense of responsibility. They stand up for the 'truth'. Pupil anti-bullying ambassadors and equality and rights advocates emphasise the importance of inclusivity and diversity. Partnerships with outside agencies such as the Salvation Army and the local food bank enable students to help others. The eco group takes its responsibility for caring for the planet and making ethical choices very seriously. Its participation in the Coat of Hopes pilgrimage is a visible testimony of the importance that students place on this. The worship band fundraised for the local hospice. As a consequence of these experiences and work in the curriculum, students possess a good understanding of fairness and justice. Wider opportunities for students to provide practical support to those for whom life is a struggle enhances their understanding of justice. For example, working in a village in Peru enriches students' understanding of the way they can actively help others.

Religious Education

RE is well led by the head and second in department. It has high status within the school with a generous allocation of curriculum time. The recently revised curriculum in the lower school is well sequenced. It enables students to develop a secure understanding of Christianity alongside a broad range of religions and non-religious worldviews. It incorporates philosophical and theological arguments and work on how people of different faiths and cultures live. As a result, it provides a sound foundation for GCSE. The department works closely with both dioceses, attending network meetings and training. In the Sixth Form, the core RE curriculum is not discrete. This means that there is less opportunity for a well-sequenced study of religious, moral, ethical and spiritual topics.

The quality of teaching and learning in RE is inconsistent. Some is of high quality with a good level of challenge which deepens students' understanding. A variety of activities such as drama, debates and discussions engage students. Assessment and feedback practices have been revised to ensure that students are more aware of how well they are progressing and can improve their work. The subject leaders provide support to the significant number of teachers who are not RE specialists. Teaching at A level is of high quality with positive progress and outcomes. Students in Key Stage 3 are making sound progress. At Key Stage 4, outcomes and progress are more variable. Some students do not have the depth of previous knowledge upon which to build. Governors monitor and evaluate the teaching and learning in RE assiduously. They have a clear understanding of the needs of the subject and are ambitious for its ongoing development.

Information

Address	Wellington Road, Newport, Isle of Wight, PO30 5QT		
Date	16-17 July 2026	URN	135552
Type of school	Voluntary aided	No. of pupils	1120
Anglican Diocese	Portsmouth		
Catholic Diocese	Portsmouth		
Headteacher	Andrew Montrose		
Chair of Governors	Elizabeth Burden		
Inspector	Marcia Headon		