

THE VALIDATION REPORT



This report to the Bishop of the Diocese under Canon 806 of the Code of Canon Law is also the report to the governors of the school on religious education. For Christian maintained schools, the report also fulfils the requirements of Section 48 of the Education Act 2005.

NAME OF SCHOOL	Christ the King College
ADDRESS	Wellington Road Newport Isle of Wight PO30 5QT
URN	135552
CHAIR OF GOVERNORS	Canon David Lisseter
HEADTEACHER	Mrs Pat Goodhead
NAMES OF VALIDATORS	Ms Rosemary Olivier Mr Alan Brown
DATES OF THE VALIDATION VISIT	26 th & 27 th April 2010

Information about the school

Number of pupils on roll	931
Number of boys	440
Number of girls	491
Number of statemented pupils	31
Percentage of Christian pupils	99.9
Number of teaching staff	62
Number of support staff	44
Percentage of Christian staff	94%

Christ the King College was opened in 2008 as a joint Church of England and Catholic school. As part of the change in the age of transfer on the Isle of Wight, the school was a pathfinder for the transfer from middle school to secondary. At present, it retains Key Stage 2 students in years 5 and 6 and has year 9 students from September 2009. By September 2013, it will be an 11-18 secondary school, providing all-through mixed joint faith Christian education for the first time on the Island. Students from all areas of the Island travel to the school, representing a significant commitment from young people and their families.

The school was founded from the two Catholic and Church of England middle schools and occupies both previous sites.

Students come from a range of socio-economic backgrounds, but there are relatively few from minority ethnic groups.

The Governing Body has been constituted to represent both communities and the Foundation Principles are jointly signed by the Anglican Bishop of Portsmouth and the Catholic Bishop of Portsmouth.

The school's effectiveness in providing Christian education

The College is an exceptional example of a Christian school, where Gospel values underpin planning and provision. Religious education (RE) is good and the ethos is outstanding in the College community, leadership and management and the wider community. The spiritual and moral development of students is also outstanding.

The strong leadership of the Principal gives personal witness to the ethos of the College. She is well-supported by the senior team and by the Governing Body, who share her vision for inclusive Christian education.

The staff are committed to the care and support of their students and share the Principal's high expectations of standards and behaviour.

Religious Education is well-taught and is in accordance with Christian doctrine.

a) Key strengths of the school

- Strong and inclusive Christian ethos.
- Outstanding Christian leadership and witness by the Principal.
- Outstanding witness of senior leaders to the values of the College.
- Emphasis on the value of each person and encouragement to each to achieve his or her best.
- Outstanding support by many staff members to the progress, welfare and care of individual students.
- Strong tradition of faith in action through charity fund-raising.

b) Key areas for development

- Continue to improve standards and assessment in Religious Education.
- Continue to raise the profile and status of Religious Education.
- Make chaplaincy a College-wide issue, including more opportunities for students to lead worship.

c) Progress since the last validation

Christ the King College has been in existence since September 2008.

Previous inspections were of the two middle schools. The current College Principal was head of the previous Church of England middle school and led the Catholic middle school prior to the amalgamation. The same Chair of Governors continues in post alongside the Principal.

Many issues for action from the previous inspections have been addressed; however, consistency of assessment in RE is still under development.

d) Summary of parents' views of the school

145 questionnaires were returned to the College; the response rate was just over 15%.

Of the responses received, the majority were very supportive of the College and its ethos and Religious Education programme.

Parents were appreciative of the efforts the College makes to keep them informed and spoke of the commitment of many parents as governors and in the parents' association.

Many parents appreciate the unique opportunity offered to their children to learn about their faith and to develop their moral understanding in a Christian context. There were several comments on the positive benefits of the two schools having come together. Parents spoke favourably of the family-feel to the College in spite of its increased size.

THE SCHOOL AS A CHRISTIAN COMMUNITY

WHAT THE SCHOOL SAYS

SECTION A1: The school community	Outstanding	Good	Satisfactory	Inadequate
	✓			

Key strengths identified by the school

- The Mission Statement and the Aims of the College were defined by staff during the amalgamation process and are retained as core to the College's functionality. Its ethos is cited positively by parents.
- Staff work together collaboratively, and are mutually supportive. Staff and student relationships are of a high quality.
- Across the whole curriculum Christian values consistently encourage, nourish and challenge the 'SMSC' development of all learners, by both implicit and explicit references.
- College Council is active, taking responsibility for College matters, having a budget, and involved in staff appointments.
- Student Leaders are present at College events, such as at the recent Parent Partnership Evening where they acted as guides, or at the Carol Service where they were ushers. Older students also provide support to younger ones through the Vertical House Forms.
- Community cohesion in the College is strong, and this extends beyond the College boundaries.
- Staff are inducted into the work of the College by meeting appropriate colleagues and receiving a detailed College Handbook. This applies to staff who are on short and permanent contracts.
- Visitors are seen as strangers who are new friends, and are welcomed and guided.

Areas identified for development by the school (include timescale for action)

Within the College Development Plan 2009-2012, the following actions are identified:

- Build on the use of progress data to support students' needs.
- Review all policies and procedures annually with reference Christian teachings, including celebration of student achievements and students' contributions as citizens.
- Inform and engage parents in College developments regarding the Christian Ethos.

VALIDATORS' JUDGEMENT

SECTION A1: The school community	Outstanding	Good	Satisfactory	Inadequate
	✓			

Key strengths

- Inclusive and welcoming community.
- Good and mutually supportive relationships among staff.
- Excellent role modelling by staff of the Gospel values.
- Care for the vulnerable.
- Young people aware of and articulate about the College's Christian dimensions and strengths.
- Integration into one College has been well-managed; all see themselves as part of one organisation.
- College council and student leaders play a visible part in the College.
- Older students support younger learners, especially through the vertical house system.
- New staff have appropriate induction into the nature and ethos of the Christian school.
- Support from governors of the vision and the journey in which the College is engaged.
- Strong sense of pride in their school among all year groups of learners.
- Good use of religious artefacts throughout the College give focus to prayer and reflection.

Areas identified for development

In addition to the areas for development already identified by the school itself:

- Continue to build on existing strengths and, as the College grows, develop the sense of community and retain cohesion.
- Ensure that parents remain well-informed about the College and are included fully in consultations and developments.

WHAT THE SCHOOL SAYS

SECTION A2: Leadership and management	Outstanding	Good	Satisfactory	Inadequate
	✓			

Key strengths identified by the school

- The SLT is mindful of the example set by Our Lord in his leadership of his own team and his actions towards those who were coming to Him for the first time. They are working with Directors on the development needs of each Directorate, but also in the manner of these improvements so that they are implemented in a Christian mindset.
- The College considers that, in the daily operation of the College, leadership at Senior, Directorate and Subject level is at least good and more commonly is outstanding given the impact that actions have on learning and students' development.
- The Governing Body is supportive, but is also prepared to challenge, when reviewing documents or presentations by College staff. They are actively involved in the MER process.
- The Self Evaluation Process consists of Subjects SEFs, Year SEFs, Directorate Monitoring and Evaluation as well as the College SEF. This is in addition to a belief that the profession of teaching is one in which self evaluation applies to each teacher in each room with each class. Improvement plans are contained within the subject SEFs, the MER for each directorate and the Strategic Development Plan.
- Improvement is also a part of staff development, through subject sessions held after the end of the day on Mondays, as well as individual Performance Management meetings and agreements.
- The Principal and the Chair of Governors have been presented with the Isle of Wight Award by the High Sheriff of the Island. One of the Assistant Principals sits on the Anglican Board of Education.

Areas identified for development by the school *(include timescale for action)*

Within the College Development Plan 2009-2012, the following actions are identified:

- Establish an outstanding climate for learning by developing and supporting all staff, promoting unity and devolved leadership especially at middle leadership.
- Review all policies and procedures with reference to Christian teachings and with reference to the Foundation Principles.
- Sustain, build on and develop further the College's distinctive Christian ethos.

VALIDATORS' JUDGEMENT

SECTION A2: Leadership and management	Outstanding	Good	Satisfactory	Inadequate
	✓			

Key strengths

- Commitment by the Principal and by other key leaders to the ethos of the College, including the opportunities for each young person to develop his or her own gifts and talents.
- Key commitment to the ethos of the College in the management of staff.
- Wide range of extra-curricular activities, which are offered, encouraging participation.
- College focus on staff improvement, offering training and development at all levels.
- Self-evaluation carried out at all levels.
- Good integration between staff at all levels.

Areas identified for development

In addition to the areas for development already identified by the school itself:

- Continue to provide effective induction for new staff into the ethos of the Christian College.
- Maintain and develop good self-evaluation of the Foundational Principles of the College.
- Maintain staff development in the light of the College's success in building a Christian community.

WHAT THE SCHOOL SAYS

SECTION A3: The wider community	Outstanding	Good	Satisfactory	Inadequate
	✓			

Key strengths identified by the school

- The Christian character of the College has a significant impact on the learners' understanding of their role in local, national and global communities.
- Senior staff attend local meetings for Catholic and Anglican middle and primary schools, as well as Diocesan Conferences. Contact with the Diocesan offices is initiated when support or guidance is required, and is always welcomed.
- There is a diverse worshipping community on the Island, and this is reflected in the student and staff profiles.
- Students are involved in activities on the Island (Sport Leadership) (Care Home visits), and in the region (Southern EBP, Global Rock Challenge). Additionally, students were asked by the High Sheriff for the Island Community to design her personal Christmas Card, which demonstrates the regard for the College is at all levels of the community.
- Staff and students are aware of the most pressing cultural bridge to build, which was between the two faith traditions. This has been done effectively as students see themselves as one body, and respect that some people go to the Mass while others attend Holy Communion, as well as all coming together for daily worship. This has made community cohesion excellent, and allows other activates to come forth in support.
- Charities are supported through the Houses as well as a whole College (Children in Need).
- The College holds the International Award for its work in fostering links with organisations beyond the UK.

Areas identified for development by the school *(include timescale for action)*

Within the College Development Plan 2009-2012, the following actions are identified:

- Sustain, build on and develop further the College's distinctive Christian ethos.
- Enhance further student awareness of, understanding of and contribution to local, national and global community cohesion.
- Develop the College's role in promoting community cohesion through partnership working with a local, national and global dimension.

VALIDATORS' JUDGEMENT

SECTION A3: The wider community	Outstanding	Good	Satisfactory	Inadequate
	✓			

Key strengths

- Good links with the communities of the various parishes, especially through priest visits to the College.
- Good support from governors, who accompany student activities.
- Voluntary help from parents and members of church communities: local community cohesion.
- A wide range of extra-curricular events provides opportunities to take young people off island and to meet peer groups.
- Mutual respect for major Christian traditions and for other faith groups in the UK.
- International award, help for Haiti, examples of community cohesion beyond the UK.

Areas identified for development

In addition to the areas for development already identified by the school itself:

- As the College grows in size and develops 14-19 provision, consider opportunities for further community involvement of older learners, locally and globally.

CURRICULUM RELIGIOUS EDUCATION

WHAT THE SCHOOL SAYS

SECTION B1: Leadership and co-ordination of religious education	Outstanding	Good	Satisfactory	Inadequate
	✓			

Key strengths identified by the school

- RE has Directorate status even though it is a subject in itself, and is seen as one of the core subjects for curriculum planning. To this end, for administrative purposes it operates within Humanities, but for MER it has its own system that identifies areas of good practice and areas for development. As such, it is line managed by an Assistant Principal who reports to the Principal and the Governing Body at least once a half term.
- RE is given curriculum time in line with the other two humanities, and Y9 students begin their GCSE course as part of the College's commitment to RE being taught at a high level.
- The SoW for RE follows local guidelines, with the format being comprehensive in identifying key learning points.
- All students follow the agreed course of RE, and it is a core subject as part of KS4.
- Staff have access to the comprehensive SoW and the support of their own colleagues and the Director regarding to their delivery of the material, including differentiation.
- The College's reporting system keeps parents aware of the attainment and progress of students.
- To involve the maximum number of teachers in the teaching of this core subject, there are 25 RE teachers across the three key stages.
- The RE department's policy and practices are based upon the Christian faith and its values. Discussions and direct teaching take place about values, morality and the Christian faith. Students are exposed to the reasons and Biblical background behind these values.

Areas identified for development by the school *(include timescale for action)*

- Craft GCSE courses for the 3-year KS4, and the Y7 and Y8 SoW to be amended over the next two years to be a grounding for GCSE.
- Bring staffing of the department into the 'secondary model' involving more specialists in teaching RE by Sept. 2011.
- Increase the opportunities for students to demonstrate higher learning skills so that their behaviour becomes outstanding due to its learning focus from Sept. 2010.

VALIDATORS' JUDGEMENT

SECTION B1: Leadership and co-ordination of religious education	Outstanding	Good	Satisfactory	Inadequate
		✓		

Key strengths

- The place of Religious Education in the documentation of the College and the College's self-evaluation and monitoring programme.
- The established links between Religious Education and other areas of the curriculum.
- The allocation of curriculum time and resources given to Religious Education.

Areas identified for development

The validators agree with the areas identified by the college, with the proviso that emphasis be particularly laid on the following areas:

- Staffing for the Religious Education department to be brought into the secondary model, with more specialist teachers, as soon as possible.
- The establishment of a central teaching area for Religious Education.
- Identify areas for more cross-curricular teaching and the use of transferable skills in the development of religious education.
- The schemes of work for years 7 and 8 to be reviewed.

WHAT THE SCHOOL SAYS

SECTION B2: Attainment and progress in religious education	Outstanding	Good	Satisfactory	Inadequate
		✓		

Key strengths identified by the school

- RE is a discreet subject and therefore has its own Monitoring, Evaluation and Review document.
- Students are attaining well at each key stage, and progress towards expectations at GCSE is excellent. At the end of 2007/8 58% of the students achieved level 4+ and at the end of 2008/9 78% achieved level 4+. The latter being in line with the KS2 SATs results for English and Maths.
- The level of support is good as teachers are able to ask useful questions of classes and individuals, and look to draw out the ideas that are offered. This is seen in many lessons.
- Students' attitudes to the subject have been increasing due to the quality of teaching.
- Students are confident in their spiritual and moral awareness, and have an enthusiasm to explore openly and with respect their beliefs and those of others. Students have a growing understanding of Christian faith and practice. They also have an understanding of other faiths.
- The College's Living and Learning Together policy is implemented fully within the department.
- Assessment is variable in reliability, but is secure, as staff are not specialists in the subject.
- The average progress made by each year group is good as it is in line with, or above, 2 sublevels. Girls make more progress in RE than boys.

Areas identified for development by the school *(include timescale for action)*

- Identify the reasons for differential attainment of boys and girls, and decide upon action by Sept. 2011.
- Review the curriculum for KS3 to project into KS4, ensuring it is Christo-centric and Gospel based by Sept. 2010.
- Write lesson by lesson plans for St Mark's Gospel and Christian Ethics by Sept. 2011.
- Co-ordinate the Year 7 to 11 RE Curriculum into a coherent scheme with differentiation by Sept. 2010

VALIDATORS' JUDGEMENT

SECTION B2: Attainment and progress in religious education	Outstanding	Good	Satisfactory	Inadequate
		✓		

Key strengths

- The progress made and the good attainment of students through the academic strategies used in Religious Education in Year 9.
- The attitude of the students to Religious Education, particularly their appreciation of good teaching and the enjoyable nature of the subject.
- The support given to students in Religious Education across the ability range.

Areas identified for development

The validators support the areas identified by the college and add the following points:

- Address progression in Religious Education.
- Continue to monitor standards in Religious Education in relation to other subjects, especially English.

WHAT THE SCHOOL SAYS

SECTION B3: Quality of teaching	Outstanding	Good	Satisfactory	Inadequate
		✓		

Key strengths identified by the school

- The majority of RE teachers demonstrate 'good' teaching, with some being outstanding. This is known through observations within the subject and of teachers delivering other subjects.
- The SoW is used as a robust toolkit for lesson planning, from which clear objectives can be taken and success criteria developed. Key words are used as part of the development of subject skills and PLTS.
- Regular use is made of assessment data to inform teaching and learning. A range of learning strategies appropriate to students' needs and subject content is evident. Students are often reflective and are actively engaged in their learning and assessment.
- Assessment is able to provide meaningful data which is held on SIMS, updated each half term.
- The level of support is good as teachers are able to ask useful questions of classes and individuals and look to draw out the ideas that are offered.
- The classrooms used are good for purpose, and many provide a stimulating environment when technology is utilised to greatest effect.

Areas identified for development by the school *(include timescale for action)*

The following aspects are to be developed through 2010 and 2011:

- Increase the reliability of assessment data by making staff aware of the criteria for the working levels/grades of students
- Share good practice in the delivery of material, particularly with staff who begin the GCSE course in Y9.
- Share good practice in the use of questioning and development of the processes that allow students to reflect on the information they encounter and so consider their faith position.

VALIDATORS' JUDGEMENT

SECTION B3: Quality of teaching	Outstanding	Good	Satisfactory	Inadequate
		✓		

Key strengths

- Teaching is good, with some being outstanding.
- Planning is meticulous in Religious Education across the College.
- There are very good resources for Religious Education in the College.
- A good range of teaching strategies is employed.

Areas identified for development

In addition to the areas identified by the college, the following are noted by the validators:

- To improve the learning environment for teaching and learning in Religious Education.
- Develop more effective assessment procedures.
- Identify areas of the Religious Education curriculum where students' creativity and imagination can be expressed and stretched further, whilst retaining and building on the academic rigour.

SPIRITUAL AND MORAL DEVELOPMENT

WHAT THE SCHOOL SAYS

SECTION C1: Spiritual development	Outstanding	Good	Satisfactory	Inadequate
	✓			

Key strengths identified by the school

- Students experience some form of worship every morning, and there is a rota that is published for this. The planning of collective worship is always thorough and creative. Students are attentive during these sessions.
- Parents are involved through the half-termly Mass and Eucharists, as well as the Parents' Prayer Group.
- Collective worships are taken by College staff, predominantly but not exclusively SLT, as well as by the local Catholic and Anglican clergy. Students are involved in developing worship within their forms, and in the latter two terms of the year, the forms lead worships within the key stage.
- Plans are on-going to develop the Christian inputs for students, being piloted through the work of Youth for Christ.
- There are whole College worships, held roughly once a term, and the College also allows students to partake of Mass/Eucharist usually once a term. Prayers are said at the end of each Staff Briefing, and before the start of a Staff Meeting. Prayers are published on College Newsletters, in formal and intercessory styles.
- Prayer boxes are available on both College sites.
- Parents are invited to attend some Celebration Worships, and are welcomed to College Services (350 people at the Carol Service).
- The local Anglican and Catholic clergy are members of the Governing Body, joined also by the Archdeacon of the Island and a local Catholic Deacon. The two former clergy are active in the College in supporting students and staff.

Areas identified for development by the school *(include timescale for action)*

Within the College Development Plan 2009-2012, the following actions are identified:

- Develop further the College's distinctive Christian ethos, including students, parents and staff in the process.
- Build on the spiritual development of students in response to the changing age range through continuous self-review of policies and practice.
- Sustain and deepen staff awareness and recognition of existing contributions to students' spirituality.

VALIDATORS' JUDGEMENT

SECTION C1: Spiritual development	Outstanding	Good	Satisfactory	Inadequate
	✓			

Key strengths

- Excellent programme of worship and range of settings.
- Good provision for young people to respond to prayer and to worship, to be actively involved.
- Students value the worship and recognise its importance in their lives, as do parents.
- Good support from local clergy for worship.
- Governors' Chaplaincy Leadership Group has a clear vision of the need to develop Chaplaincy further.
- Evidence of a rich ethos developed in subjects other than RE, e.g. Art, English and Science.

Areas identified for development

In addition to the areas for development already identified by the school itself:

- Further develop opportunities for students to understand, participate in and especially to lead worship.
- Widen the remit of the Chaplaincy provision, to include all providers in planning the Chaplaincy programme, thus increasing its whole-College coherence.

WHAT THE SCHOOL SAYS

SECTION C2: Moral development	Outstanding	Good	Satisfactory	Inadequate
	✓			

Key strengths identified by the school

- Across the whole curriculum Christian values consistently encourage, nourish and challenge the 'SMSC' development of all learners, by both implicit and explicit references.
- Behaviour incidents are logged using SIMS, as are student achievements.
- There are Celebration Worships within the rota. Additionally, there is an annual Celebration of Achievement Evening, where formal prize giving takes place, with the plaques/awards being kept by the student.
- The Living and Learning Together policy is a robust behaviour management framework that sets out expectations and consequences.
- Reconciliation and forgiveness is encouraged through the pastoral support system.
- The role model given by staff includes the Form Tutors as they are always the first point of contact for a student, a second adult VHF tutor is allocated to each student, and the Y9 PAMPs programme provides a further role model.
- Global Rock Challenge covers Moral and Spiritual development.
- Students are very proud of their College, and their attitudes are extremely positive, which is reflected in conversations that students have with staff and visitors.
- Parents are welcome in the College, and the vast majority are satisfied with the service they receive.
- Personal relationships is covered in PSHE and further supported through Science Syllabus, both of which are addressed with sensitivity.

Areas identified for development by the school *(include timescale for action)*

Within the College Development Plan 2009-2012, the following actions are identified:

- Review all policies and procedures annually with reference Christian teachings, including celebration of student achievements and their contribution as citizens, and ensuring the College's Foundation Principles remain at the core.
- Develop staff awareness, understanding and confidence in supporting the moral development of students as the age profile of the College increases.

VALIDATORS' JUDGEMENT

SECTION C2: Moral development	Outstanding	Good	Satisfactory	Inadequate
	✓			

Key strengths

- Key role of student leaders and College Council, with due responsibility for improvements in the College.
- Rewards structure encourages positive behaviour management and emphasises the need for Christian reconciliation among all in the community.
- Living and learning programme supports young people, by having high expectations of their attitudes and commitment.
- Staff in all areas model respect and courtesy to all in the College.
- Welcoming reception personnel and areas in both sites.
- Significant investment by the College in staff in pastoral support contexts, to enable all learners to feel welcome and to achieve.
- Prospectus, newsletters and website make the College's ethos explicit.

Areas identified for development

In addition to the areas for development already identified by the school itself:

- Plan for the development of the positive rewards programme to meet the needs of older learners, when necessary.
- Continue to invest in links between home, College and parish, to provide secure support for all learners.

SOURCES OF EVIDENCE FOR THE VALIDATION

As part of the validation process:

One validator spent a preliminary half-day in the school, meeting with the principal, assistant principal and the head of the RE department to discuss the school's self-review report.

The validation took place over two school days with two validators, when interviews and discussions were held with:

- The Principal
- Members of Senior Leadership team
- The Head of RE
- Staff and Governors
- The Parish Priest
- The Chaplaincy Governor and Chaplaincy team members
- Members of the College Council
- Parents and students.

Four staff briefing sessions were observed.

Seven religious education lessons across KS2 and KS3 and two lessons in other subjects were observed.

Four acts of Collective Worship were observed.

An analysis was made of responses to the parental questionnaire by the College and verified by the validators during their visit.

A range of documentation from the school was scrutinised, including:

- Section 48 self-review form
- Staff handbook
- RE departmental handbook
- School prospectus
- Section 5 inspection report
- Ofsted self-evaluation form (SEF)
- Governors' policy documents
- Minutes of meetings
- School development plan
- Evidence of the assembly rota
- Prayer booklets
- Parental questionnaires
- Examination data.

Informal feedback was given to the Principal and Assistant Principal, Chair of Governors and to the Head of RE at the end the process.

Conclusion

The validators would like to thank the Principal, staff, governors, parents and students of Christ the King College for their warmth of welcome and their open and honest contribution to discussions.