

Christ The King Catholic High School and Sixth Form Centre

Stamford Road, Southport, Merseyside PR8 4EX

Inspection dates

21–22 September 2017

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Requires improvement
16 to 19 study programmes	Requires improvement
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a school that requires improvement

- Despite some recent improvements in the effectiveness of leadership, the quality of teaching and pupils’ outcomes are not consistently good.
- School leaders have not used additional funding for disadvantaged pupils effectively. Consequently, the attendance and outcomes of this group of pupils have not improved consistently.
- Despite improvements since the previous inspection, leaders have not ensured good outcomes for pupils in a range of subjects, including mathematics.
- The leadership of teaching is not effective enough. Senior and subject leaders have not ensured that recent improvements in teaching are consistently evident in all departments.
- Teachers do not routinely set pupils challenging enough work.
- Leaders have not been effective in ensuring strong outcomes for students across a range of subjects in the sixth form. This is because the quality of teaching is not regularly good.

The school has the following strengths

- Leaders’ work to develop pupils’ spiritual, moral, social and cultural education is effective. Pupils are well cared for and know how to stay safe.
- Many of the pupils who join the school with low levels of literacy or numeracy in Year 7 catch up quickly with their peers.
- Pupils who have special educational needs and/or disabilities are well supported and most make good progress.
- Pupils have positive attitudes to learning. Their conduct at school is good.

Full report

What does the school need to do to improve further?

- Ensure that systems to monitor and improve teaching and learning are consistently effective, including in the sixth form.
- Continue to improve outcomes so that all pupils can achieve what they are capable of, especially in mathematics.
- Ensure that teachers challenge pupils appropriately in lessons, to enable them to make good progress.
- Improve the attendance and reduce the persistent absenteeism of disadvantaged pupils.

An external review of the school's use of the pupil premium funding should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Leadership across the school is not always effective. Consequently, the recent improvements in teaching in some areas are not yet consistent or sufficiently embedded to secure good outcomes for all pupils.
- Senior leaders have an accurate understanding of the strengths and weaknesses of the school. Development plans focus on priorities which reflect the developmental needs of the school but some leaders do not monitor and review effectively the impact of actions effectively. Therefore, in these areas, improvements are too slow or not consistent.
- Leaders have not used the additional funding for disadvantaged pupils effectively. Leaders do not assess or review the impact of actions and interventions for disadvantaged pupils well enough, so improvements in the outcomes for this group are inconsistent and their attendance remains low.
- Subject leadership requires improvement because not all subjects are led well enough. Where leaders are effective in monitoring, teaching and outcomes are improving quickly. However, this is not always the case in some subjects, where pupils do not make the progress that they should.
- Pupils study a wide range of subjects in all key stages. Leaders say that they regularly review the courses that pupils are offered to ensure that they meet pupils' needs. At key stage 4, pupils follow academic or vocational options as well as the core subjects of English, mathematics, science and geography or history.
- The curriculum for developing pupils' spiritual, moral, social and cultural knowledge and appreciation of fundamental British values is a strength of the school. Leaders plan and evaluate the programme that pupils follow effectively. Pupils explore issues relevant to modern Britain and the values that underpin British society.
- School leaders provide a wide range of extra-curricular options for pupils. Activities offered include drama, music, sports clubs and the Duke of Edinburgh's Award. However, 42% of the pupils that responded to Ofsted's pupil questionnaire said that they rarely or never attend extra-curricular activities.
- Leadership of careers education, information, advice and guidance is effective. Information shared by school leaders shows that in 2016 the number of pupils who moved on to education, employment or training was above the national average.
- Staff, including those who are newly or recently qualified, say that the training planned by school leaders has supported improved teaching and pupils' progress. They say that training is tailored to their specific areas for development and that opportunities to learn from the strong teaching of others in the school is helpful in improving their own practice.
- Senior leaders have recently improved performance management systems and expectations, including their link to pay progression. Leaders set and review targets, which include those relating to the outcomes of pupils. Staff and school leaders are not automatically eligible for pay progression if they do not meet targets.
- Leaders have used funding for pupils who have special educational needs and/or disabilities effectively. The support for these pupils is well matched to their specific

requirements. Consequently, the funding is having a positive impact on the outcomes and attendance of many of these pupils.

- School leaders spend the Year 7 catch-up funding effectively. Most pupils with low starting points in literacy and numeracy make good progress. For example, inspectors heard pupils who have had extra support through the catch-up funding read well. These pupils described how their improvement in reading has made them more confident and successful learners across the subjects that they study. They said that they now enjoy reading.

Governance of the school

- Governance is effective.
- The governing body has recently elected new and additional governors, including a vice-chair, providing a more comprehensive range of skills and work-related experience. This helps them in fulfilling their duties more effectively than was the case previously.
- The support and challenge that governors provide for school leaders, including the headteacher, have become more rigorous and effective since the previous inspection.
- Governors have a clear understanding of the school's strengths and areas requiring improvement.
- Governors demonstrate good knowledge and application of financial capability. They have been effective in leading the school to a state of financial security following a period of budget deficits.

Safeguarding

- The arrangements for safeguarding are effective. The school has an ethos which gives the safety of pupils a high priority
- Leaders maintain good-quality safeguarding records. There are systematic procedures for checking the backgrounds of staff when they are appointed.
- Staff undertake training regularly. They are vigilant in identifying potential risks to pupils, such as sexual exploitation or radicalisation.
- School leaders work effectively with parents, carers and external agencies and take swift action when required. Referrals are followed up in a robust manner and record-keeping is good.
- Most pupils and parents say that pupils feel safe and are well looked after. Pupils have a clear understanding of the risks which might affect them and how to keep safe, including in e-safety. Pupils know whom to report concerns to and how to do this.

Quality of teaching, learning and assessment

Requires improvement

- Teaching is not consistently strong enough to ensure that all pupils make good progress. Despite recent improvements, including in English and mathematics, there is still too much variability between and within subjects.

- Teachers do not regularly use the information that they have about pupils to plan work at the correct level. Consequently, pupils do work that lacks challenge, such as in religious education and computing. Where the work set by teachers challenges the pupils, such as in science, they make good progress.
- Teaching in mathematics has improved since the previous inspection. School leaders have recently recruited experienced teachers with a strong track record. However, pupils do not make the progress that they should in mathematics because the quality of teaching remains inconsistent and pupils have not been taught well in the recent past.
- Teachers do not routinely assess pupils' ideas and work in line with the expectations of school leaders so the impact of assessment is inconsistent. Pupils are making strong progress when they are given time to reflect upon work and improve it. However, pupils' misconceptions remain across a range of subjects because assessment is not regularly good.
- Teachers do not always plan and use questioning effectively. They do not routinely ask pupils questions that expect them to think deeply or to respond with enough detail so that pupils do not make the progress that they should. Where questioning is more challenging, such as in English, pupils speak and write with more sophistication and fluency.
- Teachers across a range of subjects plan activities to improve pupil's extended writing effectively. As a result, pupils write at length with regularity, and because of this the quality of their written work is improving.
- Most teachers ensure good standards of behaviour and attitudes to learning. Consequently, pupils usually take care over the presentation of their work, bring the correct equipment and behave well.
- Teachers and other adults plan and support the learning of pupils who have special educational needs and/or disabilities effectively. School systems ensure that teachers know these pupils well. Accordingly, in most cases pupils who have special educational needs and/or disabilities make strong progress from their starting points.
- Pupils and parents say that homework is set regularly and the work that is set is usually of an appropriate standard.
- School leaders provided inspectors with reports that they send home to parents. These documents contain clear and useful information about pupils' recent outcomes. Most parents who responded to Ofsted's online survey, Parent View, said that they receive valuable information from the school about their child's progress.

Personal development, behaviour and welfare

Requires improvement

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils speak positively about their school and its values. They say that they feel well supported by one another and staff.

- Pupils learn to respect each other's differences and tolerate views that are different from their own. They learn about fundamental British values and other faiths and cultures regularly. Pupils say that bullying is rare and that neither they nor staff tolerate racism or homophobia.
- Leaders plan the transition of pupils from primary to secondary school effectively. Year 7 pupils are positive about the information and support that they have received in preparation for and during their first weeks at the school. They describe the school as a welcoming environment.
- Pupils know how to identify dangers and remain safe online. They are supported by the online safety systems established by school leaders.
- Pupils say that the school teaches them how to remain mentally and physically healthy, maintain a good diet and stay fit. However, some pupils say that more healthy eating options should be available to them at break and lunchtimes.
- The school provides effectively for the personal development and welfare of the very small number of pupils who attend alternative provision.

Behaviour

- The behaviour of pupils requires improvement.
- The attendance of disadvantaged pupils remains well below that of other pupils nationally and their rates of persistent absence require further improvement. However, information shared by school leaders shows that pupils' attendance overall is broadly in line with the national average. Systems introduced by school leaders have been effective in encouraging some pupils who have been persistently absent in the past to attend school more regularly.
- Most pupils behave well in lessons. They usually have positive attitudes to learning and take pride in their work.
- The school is a calm and orderly place. Pupils are polite and have positive relationships with one another and staff. Pupils treat the school environment with respect during lunch and breaktimes and do not leave litter lying around. They arrive punctually to lessons.
- School leaders manage the attendance, behaviour and safeguarding of the small number of pupils who attend alternative provision well.

Outcomes for pupils

Requires improvement

- Outcomes across a broad range of subjects including English and mathematics were significantly below the national average in 2016, As this was also the case in 2014 and 2015, the school met the government's definition of a coasting school. Provisional 2017 results indicate improvements but these are not yet sustained.
- Records provided by school leaders and inspectors' analysis of pupils' work show that more, but not all, pupils are now learning at a faster rate. Variation remains within and across subjects and different groups of pupils.

- The outcomes for disadvantaged pupils were significantly lower than for others nationally across a broad range of subjects in 2016. Information provided by school leaders shows that the attainment for disadvantaged pupils who took their examinations in 2017, and those who are currently in school, is improving. However, although there are signs that the differences between these pupils and others are diminishing, these improvements are inconsistent.
- Examination outcomes in English and mathematics were lower than the national average in 2016. Provisional 2017 results indicate that attainment in English has improved, especially in English language, and is now above average. In mathematics, outcomes remain lower than average and require improvement.
- The outcomes of the most able pupils have improved since the previous inspection. Their progress across a range of subjects in 2016 was broadly in line with that of others nationally.
- Most pupils who have special educational needs and/or disabilities make strong progress across a broad range of subjects, because their individual requirements are identified and met effectively by leaders and teachers.
- Leaders monitor the outcomes of the very small number of pupils who follow alternative provision effectively. Consequently, they are generally good.
- Information provided by school leaders shows that the proportion of pupils who progress to appropriate further education, employment or training is above the national average.

16 to 19 study programmes

Requires improvement

- In 2016, students' overall progress on academic and applied courses was below the national average. Provisional 2017 results indicate that, despite better results for disadvantaged students, outcomes remain below average overall and require improvement.
- Teaching is not good consistently. The work set for students does not routinely match their starting points, so they do not make good progress. However, students are challenged effectively in some subjects, including film studies and physics, so they make strong progress in these areas.
- School leaders have recently raised expectations and introduced systems to secure better outcomes and better teaching more regularly. These include subject reviews and student-mentoring programmes. However, these new initiatives are not yet well established and their impact is not firmly embedded.
- Students' attendance is good in Year 12 and they arrive punctually to lessons. Leaders have introduced systems and support to improve the attendance of the minority of students who attend less regularly in Year 13 and this is proving effective. Students have positive attitudes to learning and behave well.
- Leaders and teachers plan lessons for students retaking GCSE English and/or mathematics well. As a result, students' results are better than those of others nationally.

- Students can choose from a wide range of academic and applied courses. Some students follow a mixed academic and applied pathway. Therefore, 16 to 19 study programmes are tailored to individual needs, so almost all Year 12 students stay on their courses until completion in Year 13.
- The study programmes followed by students are a strength of the sixth form. Students complete a week-long work-experience placement in Year 12, related to their interests and/or career ambitions. Students say that they value the opportunities that broaden their experience, such as charity work. They are prepared for their life beyond school and are taught how to recognise and keep themselves safe from dangers.
- Sixth-form leaders support students with careers and further-education advice and guidance well. Consequently, almost all students move on to appropriate courses. Information provided by school leaders shows that more than 70% of recent leavers took up a university offer, with an increasing number studying at Russell Group universities.

School details

Unique reference number	104964
Local authority	Sefton
Inspection number	10036785

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Secondary comprehensive
School category	Voluntary aided
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in 16 to 19 study programmes	Mixed
Number of pupils on the school roll	1178
Of which, number on roll in 16 to 19 study programmes	253
Appropriate authority	The governing body
Chair	Alan Rayner
Headteacher	James Lancaster
Telephone number	01704 565121
Website	www.christtheking-school.com
Email address	lancasterj@christtheking-school.com
Date of previous inspection	11–12 November 2015

Information about this school

- The school meets requirements on the publication of specified information on its website.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress by the end of Year 11.
- The school meets the government's definition of a coasting school.
- The proportion of disadvantaged students and those supported by the pupil premium funding is in line with the national average.
- The number of pupils who have special educational needs and/or disabilities supported

by the school is well below the national average. The number of pupils who have a statement of special educational needs or an education, health and care plan is well below the national average.

- The school uses alternative provision for a small number of pupils.

Information about this inspection

- Meetings took place with school leaders, teachers, members of the governing body and representatives from the local authority and Archdiocese of Liverpool.
- Discussions were held with pupils to gather their views on issues including safeguarding, bullying, behaviour, teaching, careers guidance and the curriculum.
- Inspectors examined a range of supporting documentation such as the school’s self-evaluation, the school’s improvement plan, the school’s assessment information, the school’s pupil premium plan, minutes of governing body meetings, attendance and behaviour records and safeguarding documentation.
- Inspectors considered 245 responses to the Ofsted online pupil questionnaire, 128 responses to the Ofsted online parental questionnaire and 100 responses to the Ofsted online staff questionnaire.
- Inspectors conducted learning walks and lesson observations across a range of subjects and year groups. They were accompanied by school leaders on some of these lesson observations.
- Inspectors scrutinised the work in pupils’ books by undertaking a work analysis with school leaders.

Inspection team

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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