

Inspection of a good school: Christ The King Voluntary Academy

Darlton Drive, Arnold, Nottingham, Nottinghamshire NG5 7JZ

Inspection dates:

10 and 11 May 2023

Outcome

Christ The King Voluntary Academy continues to be a good school.

What is it like to attend this school?

Christ The King Voluntary Academy is a welcoming and close-knit community where pupils thrive. Positive relationships are at the heart of the school's ethos. Pupils and students treat each other with tolerance and respect. The school's 'CARE' values embed this in their everyday life and pupils enjoy the sense of community that it provides.

Leaders have high expectations of behaviour and learning. They show determination to achieve their vision 'to provide the best education and care for all in a living faith community'. Pupils achieve well, especially the most disadvantaged. Pupils behave well in lessons and around the school site. They know what is expected of them.

Bullying and discrimination of any kind are not tolerated. Leaders deal with any bullying swiftly and effectively. Pupils are confident to report bullying and appreciate that they can do so anonymously using the 'STOP' anti-bullying email. They know that staff will take their concerns seriously. Pupils feel safe in school.

Younger pupils relish the opportunities on offer to develop their interests and spiritual understanding, such as the eco-team, social action club and the recent performance of 'Annie'. They especially enjoyed the visit to The Briars Centre.

What does the school do well and what does it need to do better?

Leaders have a clear and ambitious vision for the quality of education that pupils receive. They have developed a curriculum that offers a broad range of subjects at key stage 3. In key stage 4, pupils choose from a range of academic and vocational courses to give them a depth of understanding. An increasing number of pupils study a language. Leaders have made changes to the science qualifications to meet the needs of all pupils. Leaders have adapted the curriculum well for pupils with special educational needs and/or disabilities (SEND). Pupils with SEND are supported well.

Most subject leaders have identified the knowledge that pupils must learn and have thought carefully about the order in which teachers should teach this knowledge. This helps pupils to build their knowledge securely over time. However, in a small number of subjects, leaders need to continue to refine the curriculum to ensure that curriculum plans outline the precise knowledge they want pupils to know.

Teachers have strong subject knowledge and use this to help pupils understand difficult concepts. Teachers receive good opportunities to develop their skills and share practice with other schools in the Trust. Teachers use assessment well to check pupils' understanding and identify gaps in learning. Pupils respond well to the feedback provided by their teachers. They use this to improve their knowledge and understanding.

Students in the sixth form are offered a good range of subjects. They appreciate the efforts that teachers make to help them and, as a result, they achieve well. Students play a full part in the life of the school and are given good leadership opportunities through the 'CARE Charter'. Students were keen to explain how they have supported younger pupils, for example, by acting as role models, helping them practise their reading and mentoring them.

Leaders provide opportunities for all pupils to read every day. Many pupils have become 'Reading Millionaires'. Leaders ensure that those who are in the early stages of learning to read, and those who have fallen behind, receive support and intervention. As a result, pupils quickly gain the knowledge and skills they need to become confident, fluent readers.

Pupils and students learn about how to prepare for the next steps in their education. They meet employers and learn about different careers that relate to the subjects they are studying. Leaders have planned this work carefully to ensure that all pupils understand the opportunities that they have for their futures. Some older pupils feel that the wider curriculum offer does not cater for their interests. As a result, take-up is not as high as it should be.

Leaders at all levels talk with enthusiasm and pride about the journey the school is on. Staff are supportive of the leadership of the school and are proud to work here. They told inspectors that leaders carefully consider their workload and well-being. Staff said that they feel valued and supported in their role.

Trustees and governors have a clear understanding of the school's strengths and weaknesses. They use this information well to support school leaders, for example with the curriculum and safeguarding.

Safeguarding

The arrangements for safeguarding are effective.

Staff confidently and competently identify pupils and students who may be at risk of harm. Leaders' systems for reporting concerns are appropriate. They ensure that timely actions are put in place to help support pupils and their families, when required. Leaders

work in close partnership with external agencies to ensure that vulnerable pupils receive the support they need. Pupils learn how to stay safe in a range of situations, including online. Pupils are confident that there is someone to talk with if they have a concern.

Leaders provide staff with high-quality safeguarding training, including how to recognise child-on-child abuse. They have the right procedures in place to deal with sexual harassment and sexual abuse.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, the precise knowledge that pupils need to learn has not yet been identified. In these subjects, pupils do not access the depth of learning that they could. Leaders should ensure that the precise knowledge that pupils need to learn is identified in these subjects as it is in others.
- Not all pupils take part in the school's wider curriculum offer. For some pupils, the wider development offer does not match their interests. Leaders should ensure that the wider development offer matches the interests of more pupils so that take-up improves.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in September 2014.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

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.

School details

Unique reference number	138810
Local authority	Nottinghamshire County Council
Inspection number	10269251
Type of school	Secondary
School category	Academy converter
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	853
Of which, number on roll in the sixth form	88
Appropriate authority	Board of trustees
Chair of trust	James McGeachie
Headteacher	Joanne Love
Website	www.christtheking.notts.sch.uk
Date of previous inspection	13 March 2018, under section 8 of the Education Act 2005

Information about this school

- The headteacher took up her post in September 2020.
- The school is part of Our Lady of Lourdes Catholic Multi Academy Trust.
- The school uses two registered alternative providers and two unregistered providers to educate a small number of pupils.
- The school meets the requirements of the Baker Clause, which requires schools to provide pupils in Years 7 to 13 with information and engagement about approved technical education qualifications and apprenticeships.
- The most recent Diocesan Canonical Inspection took place in March 2016.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The inspectors carried out deep dives in art, English, geography and mathematics. For each deep dive, inspectors discussed the curriculum with leaders, visited lessons, spoke to teachers and pupils and looked at samples of pupils' work.
- The lead inspector also visited a range of other lessons as well as the Damascus Centre and the Independent Study Room.
- Inspectors met with leaders responsible for behaviour, personal development, reading, the sixth form and the provision for pupils with SEND.
- Inspectors met with groups of pupils from key stages 3, 4 and 5.
- The lead inspector met with the designated safeguarding lead to discuss the actions taken to keep pupils safe. He reviewed a range of documents related to safeguarding, including the school's single central record. Both inspectors spoke with staff and pupils about safeguarding.
- Inspectors reviewed a range of documents, including the school's self-evaluation and improvement plan, and information concerning pupils' behaviour.
- The lead inspector met with representatives of the trust, including the chief executive officer, and a member of the local governing body.
- Inspectors considered the responses to Ofsted's online questionnaire, Ofsted Parent View, and considered the results of the Ofsted staff and pupil questionnaires.

Inspection team

Sue Vasey, lead inspector

Ofsted Inspector

Sean Kelly

Ofsted Inspector

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