



July 2017

Dear Parents/Carers,

You will be aware that we recently had an OFSTED inspection. I am delighted to report that Christ the King Catholic High School continues to be a good school.

A copy of the report is on the school website, please take a few minutes to read it. The report identifies many of the strengths of our school, including the strong progress made by your children and the improvements in behaviour over recent years. It is clear from the report that students feel safe, are well taught and enjoy coming to school. To achieve a judgement of "good" in the current educational climate is a real achievement and I am delighted for everyone connected with our school.

During the inspection the behaviour and effort of our students was exemplary which is a clear indication to me of how proud they are to attend Christ the King. Thank you for your continued support and please pass on my thanks to your children for all that they do to make our school the wonderful place that it is.

Yours sincerely,

Mr D Callaghan
Headteacher



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Mr Damien Callaghan
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Dear Mr Callaghan

Short inspection of Christ The King Catholic High School

Following my visit to the school on 7 June 2017 with John Leigh, Ofsted Inspector, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in April 2013.

This school continues to be good.

The leadership team has maintained the good quality of education in the school since the last inspection.

You have developed an inclusive community which strives to enable everyone to achieve their potential, spiritually, academically and personally. Since your appointment, you have strengthened the senior leadership team and introduced robust procedures that have raised standards and expectations. Leaders now take a more active role in monitoring the quality of teaching and learning and, as a result, challenge underperformance effectively. Pupils make good progress overall across a range of subjects from starting points which are below average.

The very large majority of staff who responded to the online survey are proud to work in the school and think that pupils' behaviour is managed effectively. Comments from staff include: 'We are a small school with a big heart.' Relationships between teachers and pupils are positive and encouraging.

You and your team have ensured that pupils who join the school at times other than the start of the year are welcomed and supported effectively. Pupils from different cultures and nationalities get on well with each other. A typical comment from pupils is: 'It's a really nice and friendly school, where you get a good education.' Pupils are polite and courteous. They behave well in lessons and around the school. Inter-house competitions develop pupils' self-confidence and loyalty.

Governors bring a variety of expertise and skills to their work. They are committed to the school and want the best for pupils. As one governor commented: 'We have high expectations and strive to be even better. It's a school where all pupils are known as individuals.' Governors visit the school regularly to see its work for themselves. They have a clear view of the school's strengths and areas for improvement. Governors provide good support and challenge to leaders. They have a secure knowledge and understanding of the quality of teaching and pupils' achievement.

At the last inspection, you were asked to ensure that the data records available in school are used more precisely to plan learning opportunities that better match the ability of pupils. You have taken effective action to resolve this issue. Staff now use assessment information effectively to tailor work more precisely to pupils' different needs. As a result of these improvements, the progress made by pupils has improved since the last inspection.

In 2016, the progress made by pupils, was strong in mathematics and languages. However, pupils did not achieve as well in humanities. The progress made by disadvantaged pupils and those pupils who have special educational needs and/or disabilities was not as good as it should be in English, humanities and information communications technology. You and your leaders have put in place strategies to address these weaknesses and there is already evidence of improvement. You recognise the need to accelerate the progress of low-ability disadvantaged pupils.

Safeguarding is effective.

Leaders have ensured that safeguarding arrangements are fit for purpose. Records are detailed and of high quality. Leaders have implemented a range of measures and carry out risk assessments to make sure that pupils are safe. They carry out checks on staff when they are recruited to the school to ensure that they are suitable to work with children. All staff and governors are trained on how to keep pupils safe. Safeguarding referrals are made in a timely manner and concerns are followed up appropriately. Leaders work effectively with external agencies and parents to protect the most vulnerable pupils.

Pupils feel safe. Their attendance is above average. Pupils say that bullying is rare and that they know to whom they can turn if they have concerns. The overwhelming majority of parents who completed Ofsted's online questionnaire, Parent View, feel that their children are safe and well cared for.

Inspection findings

- You recognised that pupils did not make good enough progress in humanities in 2016. You have taken action to address the weaknesses you identified. The recently appointed subject teachers are adding further strength to these subjects. Inspection evidence shows that the progress of pupils is now improving, particularly in key stage 3, because of effective teaching. Geography remains a

concern for you and you are working with leaders to secure better outcomes for pupils.

- In 2016, a small number of disadvantaged pupils and pupils who have special educational needs and/or disabilities did not make good progress in English, humanities and information communication technology. You identified that the coursework element in information communication technology was a weakness. Consequently, you have taken action to develop pupils' skills in producing coursework that is of better quality. The pupil premium funding is now used more effectively to provide interventions, such as one-to-one tuition, homework clubs and extra teaching sessions, to help these pupils catch up in these subjects.
- The additional funding for disadvantaged pupils also enables access to trips and extra-curricular activities. This ensures that these pupils have the same opportunities as others in school. Leaders check on the progress of disadvantaged pupils closely, and provide regular reports to the governing body. However, you recognise that there are still inconsistencies in outcomes for a small number of low-ability disadvantaged pupils in different year groups.
- Progress for pupils who have special educational needs and/or disabilities is now improving because of well-planned, individualised support from teachers and other adults. Pupils' needs are accurately identified and parents are fully involved. Additional funding has been used effectively to provide intervention strategies for this group of pupils, such as specialist support for pupils with dyslexia and autism.
- The number of exclusions has been higher than national figures over the past few years. This is partly because you raised expectations for pupils' behaviour. So far this year there has been a reduction in the number of exclusions. You have strategies in place to support vulnerable and challenging pupils and use fixed-term exclusions as a last resort. All staff have good training in managing challenging behaviour and support pupils well. Pupils that I spoke with said that behaviour has improved.
- You regularly evaluate the curriculum to meet the needs of pupils. For example, more time has been allocated to English, mathematics and science to meet the demands of the new, more challenging, GCSE courses. You are also in the process of introducing health and social care in key stage 4. Pupils who arrive from other countries with poor literacy skills are given additional support to help them catch up.

Next steps for the school

Leaders and those responsible for governance should ensure that:

- they further improve the progress of low-ability disadvantaged pupils
- the quality of teaching and pupils' outcomes in geography improve.

I am copying this letter to the chair of the governing body, the director of education for the diocese of Lancaster, the regional schools commissioner and the director of

children's services for Lancashire. This letter will be published on the Ofsted website.

Yours sincerely

Ahmed Marikar
Her Majesty's Inspector

Information about the inspection

During this short inspection we met with you, senior leaders, a group of middle leaders and a group of teachers. I met with four members of the governing body, including the chair of the governing body. I also held telephone conversations with representatives from the diocese and the local authority. Accompanied by senior leaders, we visited a number of lessons to observe learning and scrutinise pupils' books. We met with a group of pupils and spoke to others in lessons and around the school.

We took account of 30 responses to Parent View, Ofsted's online questionnaire for parents including three free-text comments. We also considered the views of 26 staff and four pupils through Ofsted's online questionnaires.

We looked at a range of documentation including the school's self-evaluation and information about pupils' attainment and progress. We also evaluated safeguarding procedures, including policies to keep children safe; records of training; safeguarding checks and attendance and behaviour information. I also undertook a review of the school's website.