

Christ the King Sixth Form College

Sixth form college

Inspection dates

7–10 March 2017

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

Summary of key findings

This is a good provider

- Governors, leaders and staff at all levels have high ambitions for learners, and raise successfully learners' expectations.
- A very high proportion of learners on A-level programmes achieve three A-level qualifications and progress onto higher education.
- The proportion of learners who achieve a GCSE A* to C grade in English is very high.
- Most teachers ensure that lessons are lively, engaging and fun. Teachers' passion for their subject motivates learners to work hard and succeed.
- Learners develop good skills in oracy, debating and persuasive argument. As a result of their studies, learners are articulate, socially confident and very well prepared to take their place at the highest levels of business and academia.
- Learners benefit from the many opportunities available to them to develop good personal and social skills through undertaking charitable work, volunteering and peer mentoring.
- Managers and staff prepare learners exceptionally well for life in a cosmopolitan society. Learners develop a strong social and moral conscience, and have a good understanding of the individual dignity and value of human life.
- Learners benefit from exceptionally good personal help that enables them to overcome the multiple barriers to learning that many face.
- Learners receive very good help with their studies from teachers, library staff, learning support assistants and mentors.
- High-quality careers guidance ensures that learners make well-informed decisions about their future careers.
- Although the majority of learners achieve the grades expected of them, not enough learners achieve high-grade passes in A-level subjects, particularly in science and mathematics.
- The proportion of learners who achieve a GCSE A* to C grade in mathematics is low.

Full report

Information about the provider

- Christ the King (CTK) is a Catholic sixth form college situated in Lewisham, south London, with an additional site at Brockley and a third site at Sidcup, in the London Borough of Bexley. The college's provision is for 16 to 19 study programmes, mostly at level 3, and includes vocational diplomas and certificates in a wide range of subjects. The college also offers a smaller amount of provision at levels 1 and 2.
- Learners are recruited from over 200 schools in London. Many of these schools have their own sixth form provision. However, their entry criteria exclude most learners who study at CTK. Consequently, learners begin their studies with much lower grades at GCSE than their peers at more selective sixth form colleges. Lewisham is one of the most socially deprived local authorities in the country. Most learners are of black and minority ethnic heritage and a significant proportion come from disadvantaged backgrounds. Learners have many faiths and none. Just under half of all learners are Catholic.

What does the provider need to do to improve further?

- Improve the proportion of learners who achieve high grades in A-level subjects by:
 - ensuring that when teachers review learners' progress against their target grades, they make clear to learners precisely the skills and knowledge they need to further improve on to make good progress
 - ensuring that when teachers monitor learners' progress in lessons, they focus carefully on the extent to which learners improve incrementally their subject knowledge and understanding
 - ensuring that teachers set work in lessons that is suitably complex, especially on second-year academic programmes.
- Leaders and managers need to ensure that learners make good progress in developing the mathematical skills, knowledge and technical language they need to achieve at least a grade C in GCSE examinations.
- Leaders and managers need to evaluate the quality of provision more accurately across all subjects, and implement action plans that have precise and measurable success criteria, in order to eradicate the remaining areas of underperformance.

Inspection judgements

Effectiveness of leadership and management

Good

- Leaders and managers have maintained the high standard of provision found at the previous inspection despite merging with a second failing school. They have the highest aspirations for their learners to achieve despite learners' often low academic starting points. This high aspiration ensures that most learners achieve very well and become confident and articulate members of society.
- Leaders and managers promote successfully the values of the college, including those that stem from its Catholic mission. A strong culture of tolerance and mutual respect permeates daily life and learning at the college, and is central to the decision-making of leaders, managers and staff. Learners settle quickly into life at college and thrive in an atmosphere where they are able to develop their own understanding of life in a fast-changing world. They learn to recognise what their own positive contribution to society could be.
- The very good partnerships that leaders and managers maintain with employers, universities and local schools benefit learners exceptionally well. The broad curriculum offer that results ensures that learners who come to college with low previous academic success flourish and re-engage quickly with their learning. Managers work closely with partners to evaluate and shape both the subjects offered and the many extra events, societies and trips that are made available to learners that consolidate and enhance their learning.
- Managers' oversight of the standard of teaching, learning and assessment is detailed. Through the broad range of staff development activities and research projects, staff are helped effectively to become more reflective in their practice. However, managers have not yet secured consistently good teaching in all subject areas, particularly in science and mathematics, or ensured that learners on level 3 programmes achieve high-grade passes.
- Leaders have a very successful strategy in place to ensure that learners develop high-level skills in English. Leaders recognise that good skills in English and mathematics are the key to learners' future success in employment, academia and life. Leaders and managers now have an appropriate strategy in place to secure the same high standards of learners' skills and knowledge development in mathematics. However, it is too soon for inspectors to measure the impact of this strategy on the progress made by current learners.
- Managers' own evaluation of the quality of provision is insufficiently rigorous and their resulting action plans have not yet secured improvement in all subject areas. Current action plans for improvement are not sharp enough, and do not identify measurable steps to secure improvement in a timely manner. As a consequence, managers are not able to identify and prioritise the key actions to take, or to evaluate sharply the impact of their actions.

The governance of the provider

- Governors have a good understanding of the strengths and weaknesses of provision, and are clear about the improvements which are still required. Through their careful scrutiny of leaders' and managers' work, they provide appropriate challenge, ensuring that leaders and managers are held to account well and work effectively.
- Financial management remains strong. Since the previous inspection, the vision of governors and leaders to provide high-quality learning for the young people of Lewisham has seen the college take on a second failing school within the borough. Through careful management of resources, governors and leaders have secured rapid improvement to the quality of teaching, learning and assessment and learners' achievements. Work to enhance the buildings and learning resources at the new campus has ensured that learners on all sites enjoy the same high standard of learning.

Safeguarding

- The arrangements for safeguarding are effective. Leaders, managers and staff at all levels place learners' safety as a high priority. They ensure that learners are knowledgeable about all aspects of safeguarding, including the risks associated with social media and working online. Managers and staff are trained to an appropriate level and respond rapidly and appropriately to any concerns learners raise.
- Managers have developed good working relationships with relevant agencies and use these well to protect learners from the risks associated with gang membership, and/or from those who promote radical and extreme ideological views. Dedicated senior staff on each site have a very good overview of the wide-ranging personal and social challenges to their well-being that many learners experience. Managers coordinate the work of external agencies, teachers and other staff very effectively to provide rapid and sustained help to learners.

Quality of teaching, learning and assessment

Good

- Learners are extremely motivated to succeed and achieve well because knowledgeable teachers are highly effective in sharing their own passion for their subject with them. Most learners work hard and are eager to complete the work teachers set them.
- Much teaching and learning is lively and fun, particularly at levels 1 and 2. For example, teachers make good use of short film and video clips to prompt debate and provide opportunities for learners to reflect on their own views and those of others. Teachers are highly effective in explaining complex topics in a clear and accessible manner to learners who then apply these theories well to their own learning.
- Learners develop good skills in English and a high standard of subject-specific academic language. Learners present their ideas with precision and conviction in their written work. In the subjects where learners have the highest achievement, such as history and sociology, learners' confidence and their ability to debate and articulate a position or theory is particularly commendable.
- Teachers provide particularly effective additional opportunities for learners to catch up on learning they may have missed, and to consolidate their learning further. Learners make good use of these extra study sessions to deepen their understanding of their subject.
- Teachers successfully help learners to see the relevance of what they are learning and

how their learning relates to their potential future employment. For example, learners applied market research data in both a qualitative and quantitative manner as part of a corporate marketing plan.

- Learners benefit from wide-ranging help and guidance from teachers and staff that helps them to overcome the personal challenges that many face. Learners have confidence that their teachers will find the time and space outside lessons to help them develop suitable strategies to manage their work and personal circumstances effectively.
- In a minority of subjects at level 3, teachers do not ensure that learners have a clear enough understanding of the skills and knowledge they need to focus their efforts on in order to achieve the highest standards of work. As a result, while learners pass their qualifications, too few achieve high-grade passes.
- Teachers do not focus closely enough on developing learners' mathematical skills and knowledge in vocational and academic lessons. In GCSE and functional skills mathematics lessons, learners are not prepared sufficiently for their examinations. On A-level programmes, a significant minority of current learners are making slow progress.

Personal development, behaviour and welfare

Good

- Learners develop high levels of tolerance and mutual respect because managers and staff encourage them to re-examine their viewpoints and to challenge effectively the stereotypical views of others. The weekly tutorial programme is used particularly effectively to review and reflect on current affairs and newsworthy items.
 - Learners have a good understanding of how to succeed and thrive in a cosmopolitan and socially diverse community. Through their volunteering, peer mentoring and the contributions they make to running extra-curricular activities, learners make a lively and positive contribution that improves the quality of life at college and within their communities.
 - Managers provide good specialist help for learners with additional study needs, particularly those requiring adaptations to teaching resources, such as for those with a sight loss. Learners for whom the college receives high-needs funding participate well at college, acting, for example, as learner ambassadors.
 - Teachers ensure that learners benefit from the widest possible opportunity to practise and develop their wider life skills through their academic studies. For example, learners develop good project management skills through planning a response to a humanitarian crisis for a project set by the Ministry of Defence.
 - Learners' behaviour while at college and in classes is extremely good, as is their attendance at lessons. Learners move quickly between their lessons, are punctual and arrive well prepared for their learning. Learners are self-assured and develop a strong sense of positive self-worth as a result of their time at Christ the King.
- Most learners develop good independent study skills. Teachers, staff and mentors have established with learners a positive approach to independent study and self-directed

learning. Many learners work hard outside lessons and make good use of the learning resource centre to complete their homework, assignments and course work. Learners benefit from the close attention of library staff who help them to establish and maintain good study skills.

- Learners benefit from highly effective impartial careers advice from experienced specialist advisers that enables them to make informed choices about their future education and employment. Learners take part in a wide range of activities that increase their awareness of possible career pathways. These include internship programmes with national employers, legal firms and financial service providers. As a result, a high proportion of learners progress into higher education, higher apprenticeships and employment.
- Learners know how to keep themselves safe, including when working online and using social media, and have a good understanding of how to protect themselves from cyber bullying and online grooming. Managers, teachers and staff ensure that learners are well aware of the potential dangers posed by those who may have radical or extreme views. Learners know to whom they should refer any concerns that they may have. Instances of bullying are very rare.
- Not all learners on vocational courses have sufficient opportunity to put into practice within the workplace the skills and knowledge they have learned while at college.

Outcomes for learners

Good

- The proportion of learners who successfully completed their qualification improved in 2015/16 and is high. Learners on level 1 and 2 vocational programmes achieve particularly well. The majority of learners on AS-level programmes make the progress expected of them relative to their prior attainment, and most learners achieve three A-level passes at the end of their second year of study.
- Most learners achieve their functional skills qualification in English and the proportion of learners who achieve a GCSE A* to C grade is very high. Teachers focus closely on learners developing further their technical and academic language, and most learners improve their oracy skills well.
- Learners develop good skills, both study and work-related, that benefit them in their future employment and careers. Teachers ensure that learners' work is of an acceptable standard, and on vocational courses it is mostly good.
- Learners who require additional help to complete their studies, those on free school meals and those in the care of the local authority achieve far better than their peers. Learners for whom the college receives high-needs funding achieve as well as, or better than, their peers. They make good progress from their starting points, and progress well through college and into university. Managers monitor the achievement of different groups of learners carefully and have appropriate strategies in place to improve any differences should they occur.
- Learners' progression to higher education is excellent with a good proportion going to prestigious universities. The proportion of learners who commence an apprenticeship on completion of their studies and those gaining employment is steadily increasing but

remains modest.

- Learners' achievement is high on level 3 programmes in subjects such as health and social care, engineering, modern foreign languages, and in art, media and publishing. However, learner achievement in science subjects and mathematics, remains low. This remains an area of weakness from the previous inspection.
- Too few learners on level 3 programmes achieve high-grade passes, and on A-level programmes the proportion achieving high grades is low.
- Too few learners improve their skills in mathematics beyond level 1 and the proportion of learners who achieve a GCSE A* to C grade in mathematics is low. Too few learners improve their grade from a D to a C or above on retaking their examinations. Managers recognise that strategies to improve learners' mathematics skills have had limited impact.

Provider details

Unique reference number	130416
Type of provider	Sixth form college
Age range of learners	16+
Approximate number of all learners over the previous full contract year	2,688
Principal/CEO	Jane Overbury
Telephone number	020 8297 9433
Website	www.ctksfc.ac.uk

Provider information at the time of the inspection

Main course or learning programme level	Level 1 or below		Level 2		Level 3		Level 4 or above	
	16–18	19+	16–18	19+	16–18	19+	16–18	19+
	20	-	262	-	2,332	15	-	-
Number of apprentices by apprenticeship level and age	Intermediate		Advanced		Higher			
	16–18	19+	16–18	19+	16–18	19+		
	-	-	-	-	-	-		
Number of traineeships	16–19		19+		Total			
	-		-		-			
Number of learners aged 14 to 16	-							
Number of learners for which the provider receives high-needs funding	11							
Funding received from:	Education Funding Agency							
At the time of inspection, the provider contracts with the following main subcontractors:	-							

Information about this inspection

The inspection team was assisted by the vice-principal, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of learners and employers; these views are reflected within the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all relevant provision at the provider.

Inspection team

Jules Steele, lead inspector	Her Majesty's Inspector
Lynda Brown	Her Majesty's Inspector
Joyce Deere	Ofsted Inspector
Susan Gay	Ofsted Inspector
Paul McGivern	Ofsted Inspector
Howard Browes	Ofsted Inspector
Tracey Griffin	Ofsted Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Learner View

Learner View is a website where learners can tell Ofsted what they think about their college or provider. They can also see what other learners think about them too. To find out more go to www.learnerview.ofsted.gov.uk.

Employer View

Employer View is a website where employers can tell Ofsted what they think about their employees' college or provider. They can also see what other employers think about them too. To find out more go to www.employerview.ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.gov.uk/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2017