

## PROTECT-INSPECTION

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Mr S Brownlow  
Kingsley College  
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Dear Mr Brownlow

### **Special measures: monitoring inspection of Kingsley College**

Following my visit to your school on 30-31 March 2011, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

The inspection was the first monitoring inspection since the school became subject to special measures following the inspection which took place in October 2010. The full list of the areas for improvement which were identified during that inspection are set out in the annex to this letter. The monitoring inspection report is attached and the main judgements are set out below.

Progress since being subject to special measures – inadequate.

Newly Qualified Teachers may not be appointed.

This letter and monitoring inspection report will be posted on the Ofsted website. I am copying this letter and the monitoring inspection report to the Secretary of State, the Chair of the Governing Body and the Director of Children's Services for Worcestershire.

Yours sincerely

**Clive Kempton HMI**  
**Her Majesty's Inspector**

## Annex

### **The areas for improvement identified during the inspection which took place in October 2010.**

- Raise the quality of teaching and learning so that by September 2011 at least 70% of lessons are good or better, by ensuring that:
  - lessons are conducted at a consistently brisk pace
  - lesson planning is based on accurate knowledge of students' individual progress
  - students are encouraged to participate fully in lessons by taking more responsibility for their learning.
  
- Improve the curriculum by ensuring that:
  - planning across different subject areas more effectively supports and improves literacy, numeracy and information and communication technology (ICT) skills
  - the range of courses and accreditations offered meet the needs and interests of all students, especially the least able.
  
- Improve the effectiveness of leadership and management by ensuring that:
  - monitoring and evaluation practices at all levels are based on regular, accurate and robust assessments that lead to focused, precise and effective interventions to raise standards
  - the governing body has the necessary skills, knowledge and understanding to regularly challenge the performance of the college.

## **Special measures: monitoring of Kingsley College**

### **Report from the first monitoring inspection on 30-31 March 2011**

#### **Evidence**

Inspectors observed the school's work, scrutinised documents and met with the vice chair of the governing body, a group of parents and carers, a representative from the local authority, had a telephone conversation with the School Improvement Partner and the Chair of the Governing Body, and spoke to four groups of students. They observed 69 teachers, two cover supervisors and senior staff teach 71 lessons. The procedures for safeguarding students were also checked and found to meet requirements.

#### **Context**

Since the full inspection in October 2010, eight staff have left the school, some for other teaching posts. A further six staff have indicated that they will leave for other posts or retire, two at the end of the spring term 2011 and four at the end of the academic year. Four new staff have been appointed. Three staff are on maternity leave and two agency staff are currently used. Thirteen students have left the school, the majority from Year 9 when the school went into special measures. Eight have joined from other schools, including students joining the sixth form. There is a new Chair of the Governing Body and four new governors have been appointed. The headteacher was new to the school in September 2010, just prior to the full inspection.

#### **Pupils' achievement and the extent to which they enjoy their learning**

At the last inspection attainment was below the national average in the main school and average in the sixth form and this remains the case. Attainment in English and mathematics remains below the national average at GCSE, especially in English. This has been due to a legacy of underachievement and weak tracking of students' progress. Boys make less progress than girls, especially those with lower ability, and girls considerably outperform boys at GCSE. The only students, as a group who make satisfactory progress are the higher ability girls and those students in receipt of free school meals.

Evidence from this visit and from school and local authority review data indicate that students are beginning to make quicker progress in some lessons. They are enjoying their lessons more now and say that they are much clearer about what they are expected to learn in some lessons. Students in all year groups still have a lot of catching up to do in order to reach and exceed age-related expectations. One student described the school as, 'beginning to climb a very large hill, but still has a long way to go'. The targets the school has set in order to raise attainment are not

challenging enough to ensure that students consistently make good progress. The school has detailed information about the attainment of each student, but the senior manager with responsibility for data is not able to judge students' progress with sufficient rigour or to report the percentage of students in various groups who are making good or better progress. Year 11 students identified as being below their target are offered revision sessions but a quarter does not attend in English and a fifth in mathematics.

Some good support from the local authority has resulted in positive improvements in English. Currently, 48% of students are predicted to achieve 5A\*-C grades including English and mathematics, an increase of 9% from the 2010 results, although still below the national average. Similar slow and steady progress was observed in mathematics, although slower in science.

### **Other relevant pupil outcomes**

Attendance remains above average overall and has improved among those students who are persistently absent, where the percentage now matches that found nationally. Fixed term exclusions have risen from a similar period last year to 26 one-day exclusions in the autumn term and 11 in the spring term. There have been no permanent exclusions. Behaviour in lessons and around the school is good except in the few lessons where the behaviour policy is not implemented or where learning activities are not sufficiently engaging. While some students' behaviour is compliant there are clear signs of positive behaviour in the majority of lessons where students are actively engaged in their learning. Low attainment in English, mathematics, science and ICT does not help students develop sufficient skills that will contribute to their economic well-being when they leave school or move to further education.

Students are polite and courteous to visitors and are willing and confident to talk about issues. They generally display a strong moral code, although some chew gum contrary to the school rules. Some areas of the school promote spirituality and encourage students to stop and reflect on good quality displays of work and other stimuli on the walls especially the sixth form block, the mathematics teaching area and within the art faculty.

### **The effectiveness of provision**

Staff have worked hard to improve the quality and consistency of teaching. A teachers' learning group and lesson planning clinics have been established and all staff now use an agreed lesson planning format. A marking policy has been recently established, although not used consistently. The local authority, senior staff and the School Improvement Partner have supported subject leaders to observe lessons through joint observations of teaching and learning. A growing percentage of teachers follow agreed guidelines, although inconsistency remains. All lessons on this monitoring visit were observed jointly with a member of the senior management

team to confirm their judgements and gauge their accuracy in making judgements, which is now more accurate. However, only 20% of the 71 parts of lessons observed on this monitoring visit were judged to be good or better, much lower than the school's 35% expectation and 70% target. Nearly one third of lessons were judged to be inadequate. Too much time is either spent with the teacher talking or going over work covered in previous lessons. As a result, the pace of learning is slow. Too often there remains a lack of clarity in the learning objectives which are often not sufficiently focused on the intended learning. There is a lack of clear progression and low standards of presentation of work are often accepted. Expectations of how much students will learn in lessons are not high enough, and, as a result, students are not making enough progress. This notwithstanding, students have noticed a change in teaching quality since the last inspection, especially the sharing of lesson objectives and the regular checking during some lessons that they have all understood the work. Some students are well supported by the teacher or teaching assistant, especially those who are less able, but inconsistencies remain in the level of support provided by some teachers and teaching assistants.

There has been some improvement in the curriculum. Two new software packages, one for English and another for mathematics, have been introduced although it is too early to assess their impact on attainment. Insufficient examples were seen of planning for activities that support literacy, numeracy and ICT across the curriculum. However, positive examples include the scaffolding of writing in BTEC sport, technology and science. An initial curriculum audit carried out by the senior staff identified weaknesses in the curriculum as a whole and the extent to which it met students' needs. As a result, three pathways were created for Year 9 students as they made their option choices for Key Stage 4 so that they can follow a curriculum more suited to their needs. This process was well supported and popular with parents and carers. A similar review of the curriculum took place for the transition from Year 11 to the sixth form. Three pathways were again established to suit the different ability and career aspirations of students. Very soon after the new headteacher was appointed in September 2010, OCR National ICT and BTEC science were introduced to ensure that more students were able to succeed with a course better suited to their ability.

Progress since the last section 5 inspection:

- Raise the quality of teaching and learning so that by September 2011 at least 70% of lessons are good or better – inadequate
- Improve the curriculum - satisfactory

### **The effectiveness of leadership and management**

The new headteacher has begun the task of embedding ambition and driving improvement successfully. While some are still reluctant to change, many of the staff

and some of the leaders and managers are aware of the necessity for change. There are still leaders and managers at all levels, including some key senior staff and heads of department, who do not have the necessary skills to support the drive for improvement, but they have been identified and support is being provided. The headteacher's self-evaluation of the effectiveness of the school is accurate and has identified underperformance amongst some senior staff and lack of management accountability. Roles and responsibilities have now been clarified and more accountability built into job descriptions. While this is a positive move, leaders and managers at all levels are still not sufficiently held to account for raising attainment.

The school improvement plan is overlong, with too much repetition. The local authority development plan often reiterates the same information. The two plans are not sufficiently focused on short term achievable goals that can focus all the staff on the most important things and be used by governors to hold the school to account. Targets in the plan to raise standards, while setting goals higher than current attainment, are not sufficiently challenging to ensure the school enables students to achieve their full potential.

Governance has been strengthened with good support from the local authority through a series of appropriate training in how to interpret data. Members of the governing body are currently engaging in Governor Mark, an accredited course that will enable them to be fully aware of their roles and responsibilities.

Parents and carers have noticed improvements since the appointment of the new headteacher. Communication has improved and he is a visible presence around the school. One parent described his impact as 'massive' and 'putting the basics in place'. They describe a renewed energy and focus and say their children talk of how lessons are more interesting and there is a stronger focus on learning.

The specialist arts college status has not had enough impact on raising whole school attainment. The arts are not visible enough around the school despite the high quality of some of the resources such as the theatre. Attainment is broadly similar to national averages in the arts subjects except in music and music technology, where it is above average, although numbers are relatively small.

While weaknesses remain in the overall quality of leadership and management at all levels, a lot of ground work has been done to clarify roles and responsibilities and provide training. Leaders and managers acknowledge the extensive support they have received for monitoring activities, work trawls and joint lesson observations. This has made them more accountable and increasingly aware of the significance of the role they have to play in raising attainment. The effectiveness of management at all levels has improved since the last inspection, albeit from a very low baseline.

Progress since the last section 5 inspection:

- Improve the effectiveness of leadership and management – satisfactory

### **External support**

There has been a wide range of support from external agencies. The local authority has provided good support through its improvement advisers and subject consultants who have been proactive in leading reviews of identified departments and arranging visits of key staff to outstanding schools to see models of good practice. The School Improvement Partner has also been a regular visitor and supported the school with appropriate advice and guidance. A purposeful partnership has been established through regular visits and the brokering of external services to support the school. The local authority statement of action meets requirements and clearly sets out the actions the local authority will carry out to support the school. Its action plan duplicates a lot of the information and targets in the school development plan. It misses the opportunity to be more strategic by collaborating with the school to produce a single plan identifying short-term measurable targets, actions and milestones which can be specifically supported by key local authority consultants. Currently there is no evaluation of the impact of these consultants on raising attainment. The impact of the Schools' Trust partners has been appropriate. The other school in the Trust provides a positive model for the school and opportunities to share expertise.

### **Priorities for further improvement**

- Ensure that all staff know what is meant by a learning objective.
- Plan lessons with clear and measurable learning objectives and progressive activities.
- Improve the leadership skills of all those with posts of responsibility.
- Devise a single, short term development plan in collaboration with the local authority and share it with all the staff.
- Identify a few key priorities for one term with measurable success criteria and state what external support is needed.
- Collect and analyse data to measure students' progress.