

Kingsley College

Inspection report

Unique reference number	132823
Local authority	Worcestershire
Inspection number	386170
Inspection dates	13–14 March 2012
Lead inspector	Clive Kempton HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Education, Children's Services and Skills (HMCI) the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Secondary
School category	Foundation
Age range of pupils	13–18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	962
Of which, number on roll in the sixth form	152
Appropriate authority	The governing body
Chair	Paul Lowe
Headteacher	Stephen Brownlow
Date of previous school inspection	4 October 2010
School address	Woodrow Drive Redditch B98 7UH
Telephone number	01527 523088
Fax number	01527 514245
Email address	office@kingsley.worcs.sch.uk

Age group	13–18
Inspection date(s)	13–14 March 2012
Inspection number	386170



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

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

© Crown copyright 2012



Introduction

Inspection team

Clive Kempton HMI

Her Majesty's Inspector

Mick Saunders

Additional inspector

Judith Goodchild

Additional inspector

This inspection was carried out with one day's notice. The school has been subject to special measures and monitored by the same HMI for the last three monitoring visits. On this fourth special measures monitoring visit, as the school has made sufficient progress, it has been taken out of special measures. On this inspection, inspectors observed 62 lessons taught by 62 teachers. Observations were carried out jointly with a member of the senior management team. A meeting was held with the same group of parents who have been consulted at all the three previous monitoring visits to gauge their impression of the progress the school has made. Discussions were also held with the headteacher and senior staff; nine groups of pupils; the Chair of the Governing Body; representatives from the governor strategy group; a representative from the local authority; an educational consultant who has been supporting governor development; heads of department; newly qualified teachers and other staff. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection; observed the school's work; and scrutinised the school development plan; the schools system for monitoring and supporting teaching and learning; and checked that the school meets the requirements to ensure that students are safeguarded.

Information about the school

Kingsley College was formed in 2001 as part of the amalgamation of three high schools. It is an average-sized school compared to others with a small sixth form. Most students are White British. The proportion of students from minority ethnic groups is low, and very few students speak English as an additional language. The proportion of students known to be eligible for free school meals is below average. An average proportion of students is disabled, has special educational needs, or have a statement of special educational needs. A small number of these students attend either the mainstream autism support base or the base for students with moderate learning difficulties, both of which are on site and managed by the college. In October 2009, the college was given a notice to improve. In the summer of 2010, the headteacher retired. The current headteacher was appointed. The school was placed in special measures in October 2010. Since then, there have been significant staff changes.

The school meets the government's current floor standards, which sets minimum requirements for students' attainment and progress.

Inspection judgements

Overall effectiveness	3
Achievement of pupils	3
Quality of teaching	2
Behaviour and safety of pupils	3
Leadership and management	2

Key findings

- In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures. Kingsley College is now a satisfactory and rapidly improving school. Parents and students agree. One parent described the school as having made 'a massive leap forward'. The sixth form is satisfactory. The school's overall effectiveness is not good because students make satisfactory rather than good progress.
- Teaching quality is good. It has improved significantly due to rigorous monitoring, support for individual teachers and appropriate whole-school professional development. There is no inadequate teaching in the school and an increasing percentage that is good or outstanding. All teachers now have much better skills in measuring the progress of their students.
- As a result of the improved teaching quality, students' progress has accelerated and achievement is now satisfactory in the main school. At the last inspection, attainment was below average. It is now broadly average and improving year on year. While improving, the progress of disabled students, those with special educational needs and those known to be eligible for free school meals is slower than their peers, in part due to their erratic attendance. In the sixth form, students attain higher standards in Year 13 than in Year 12.
- The behaviour of students is satisfactory. Behaviour for learning in lessons is good. However, outside the classroom in less formal situations, students, especially Year 9, do not consistently show respect for others.
- The leadership of the headteacher is outstanding. He is ably supported by a strong senior leadership team. Leaders and managers at all levels have been rigorously held to account and have risen to his challenge. Self-evaluation is honest and accurate, and action planning is sharp and focused. Middle leaders have developed significant skills in leading and managing their teams. The governing body is holding the school to account. The curriculum is good and provides a range of appropriate pathways for students of differing abilities.

Schools whose overall effectiveness is judged to be satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Devise appropriate strategies to accelerate the progress and improve the attendance of students known to be eligible for free school meals and those who are disabled or have special educational needs.
- Devise strategies to improve the attainment of Year 12 students studying AS level examinations.
- Improve the behaviour of Year 9 students in less formal situations.

Main report

Achievement of pupils

The achievement of the vast majority of students is improving rapidly. They are now making good progress in lessons and are beginning to catch up, although achievement is still satisfactory overall. Year 9 students join the school with attainment below that expected for their age, especially in English and mathematics. Reading and basic mathematics calculation skills are particularly weak for many students, especially disabled students and those with special education needs including those within the mainstream autism base. This slows their progress. Use of an accelerated reading programme for targeted students ensures that some make more rapid progress and are able to access more of the curriculum. Inspectors listened to Year 9 students read. Some of the weakest readers in the school with low reading ages try hard to sound out the letters of unfamiliar words, but do not enjoy reading and find it difficult to access subjects such as history and science which use more complicated vocabulary or, as one student described them, 'strong words'. These students are not provided with enough guidance on appropriate books with vocabulary that would encourage them to read and develop their confidence as readers. The most able readers read with confidence, fluency and understanding. While some are avid readers at home, some able pupils choose not to read for pleasure.

Considerable effort has been focused on Years 10 and 11 to ensure these students catch up on the basic skills, knowledge and understanding they should have learned in previous years. This has been successful in increasing their rate of progress. Current school data shows that over time, 81% of students are making satisfactory progress across the school and 55% are making good progress. Evidence from each of the previous three HMI monitoring visits of the school and on this inspection demonstrates that at each visit, students have been making faster progress and are catching up. Achievement in the sixth form is only satisfactory due to a legacy of weaker leadership which is now being addressed. Students attain higher standards in Year 13 A2 exams than they do in Year 12 AS exams. There remains too much variation in outcomes between subjects and not enough students gain the higher A

and B grades.

There has been a stronger focus on ensuring that students use literacy and numeracy skills across the curriculum. Strategies, such as a higher profile for learning times-tables in tutor times and the use of subject-specific vocabulary displayed in all subject classrooms, have improved outcomes and student confidence in English and mathematics.

Quality of teaching

Of the lessons observed during this inspection, 76% were good or better and none was inadequate. There is no difference in the quality of teaching in the sixth form, where a similar percentage of lessons are good or better. This all presents a very different picture from when the school was inspected in October 2010. As a result of this good teaching, students' progress is accelerating and students are making up for previous underachievement.

The good teaching is characterised by clear learning objectives and a plan for the lesson that develops learning through a range of stimulating activities, contributing well to students' spiritual, moral, social and cultural development. Frequent opportunities for questioning to challenge individual students and check that all have understood the work ensures that they make progress in the lesson and remain engaged with their work. Marking is regular and provides points for improvement or further challenge to clarify misunderstandings. In a Year 9 science lesson on solar energy, students conducted experiments to judge the best angle to mount a solar panel for maximum efficiency. Good use of humour and a practical application of solar energy use at peak television viewing periods led to a lively debate. In the decreasing number of lessons where teaching does not come up to this standard, there are missed opportunities to challenge and motivate all students and some of the learning activities are more banal.

Parents and carers also judge that the quality of teaching has improved. They report that their children talk about school work at home and have more homework that they are now expected to complete. They appreciate that there is a more exciting curriculum with engaging activities and more opportunities for their children to find out things for themselves. Inspectors agree. Some of the more engaging and challenging homework that the students have to complete is researching for the next lesson. Parents are supportive of this increase in independent work at home. Their views of the school have changed. A recent parent and carer questionnaire identified that 91% of parents would rate the school as good or better, compared with 51% a year ago.

Behaviour and safety of pupils

The behaviour of students in lessons is good. Parents agree. Due to the rigorous focus on questioning by teachers, all students are now engaged in lessons because they know they will be asked a question at some point. Students remarked how this questioning strategy had rapidly improved the consistency of behaviour in lessons. No inappropriate behaviour was observed in any of the 62 lessons observed. Outside the classroom, there is more ambivalence about behaviour, especially of students in

Year 9. Some lack of respect for school rules was evident, such as shirts not tucked in, litter discarded on the floor and some occasional boisterous behaviour. This demonstrates that behaviour is still no better than satisfactory overall. The number of fixed-term exclusions is lower than in previous years but it is not reducing quickly enough.

The number of late arrivals at school each day is monitored and is decreasing but is still too many, averaging 15 students per day across all year groups. Attendance is average and has improved in step with the national figures, although the attendance of those students known to be eligible for free school meals, disabled students and those with special educational needs is below that of their peers, and a contributory factor to their slower academic progress. Some of these students have a history of poor attendance.

Behaviour and racist incident logs show that there is slow but steady improvement. During 2010/11 the number of behaviour incidents recorded was 27. In the same period during 2011/12, the number had only reduced to 23. Specific bullying incidents are reported and followed up. They often emanate from social networking website incidents after the weekend, especially among girls. In the past, these incidents have resulted in physical or verbal arguments, or individual students being ostracised by their peers. There is compelling evidence that such extreme events are now reducing as there is a lower tolerance for bullying and poor behaviour. When staff are made aware of bullying incidents, they are quick to deal with them and involve all parties, parents and, where appropriate, the local community police officer, in reaching solutions.

Leadership and management

The headteacher has very high expectations. One student commented, 'The headteacher is superb. He is respected for being kind but in authority.' In a short space of time he has had to deal with significant staffing turbulence as 40 staff have left, resigned or moved to other schools, some due to his relentless focus on improving the quality and consistency of teaching across the school, and his unwillingness to tolerate mediocrity. There has been an insistence by senior staff that any leader with a post of responsibility should teach at least to a good standard. Staff have benefited from good support to improve their teaching from the local authority or from members of the teaching and learning group within the school. The formation of a governor strategy group has ensured that the headteacher and senior leaders are held to account, especially for students' progress and improving the quality of teaching. The changes over the past 18 months have clearly demonstrated the school's capacity to make rapid changes to improve student outcomes.

Middle leaders have also developed their confidence to manage their own staff team. They have more opportunities to monitor individuals and support provision. One commented, 'The whole school is much more rigorously set up now.' There remains some inconsistency among middle leaders, especially in the support for disabled students and those with special educational needs, including those in the mainstream autism base. This inconsistency has been identified by the headteacher. A recent change to the management of this area is a positive move and these students are already demonstrating better progress.

The curriculum is now good. The rapid and sustained improvement in the quality of teaching and the rationalisation of the curriculum to ensure more appropriate pathways for all students have had a positive impact. Behaviour has improved and there is greater evidence of students' spiritual, moral, social and cultural development within lessons. Learning is more exciting due to a more stimulating curriculum. Its focus on improving literacy and numeracy across the school is better meeting the needs of all learners.

Leaders and managers promote equality and tackle of discrimination on a daily basis. The arrangements to safeguard students meet regulatory requirements.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.

15 March 2012

Dear Students

Inspection of Kingsley College, Redditch, B98 7UH



Thank you for the warm welcome you gave the inspectors when we visited your school. We enjoyed talking to you, looking at your work and watching you learn. I thought you would like to know the outcome of the inspection and what you can all do to further improve the school. The school has changed a lot since it was last inspected in October 2010. It is now satisfactory and rapidly improving, so that it no longer requires special measures. The standard of your work has improved, you are making faster progress and those leading and managing the school have demonstrated that they can continue to improve the school without me having to come back each term and check. Well done to all of you.

Your headteacher has done an outstanding job in making sure that improving teaching in the school has been a major priority. There have been many staff changes. All the teachers work hard, and they have helped you to make better progress, with support for those of you who need extra help. Teaching quality is now good and your test results are similar to students in other schools. I believe you could all do even better though, which is why the school is not judged good or outstanding. Those of you who are disabled or have special educational needs still have further to go to catch up. Some of you are away from school too much, which means that you miss key learning and find it hard to catch up. Your behaviour is good in lessons but this is not the case for some of the younger students outside lessons.

To make the school even better, I have asked your headteacher and senior staff to do the following things:

- improve the progress and attendance of students in receipt of free school meals and those with disabilities and special educational needs
- improve the attainment of Year 12 students studying AS level examinations
- improve the behaviour of Year 9 students in less formal situations.

You can all play your part in making the school even better by always behaving sensibly outside lessons and by making sure you do not miss school unnecessarily.

I wish you all the best of luck for the future. I will still keep an eye on the school from a distance to make sure that you all continue to make good progress.

Yours sincerely

Clive Kempton HMI
Her Majesty's Inspector

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