

Kingsley College

Inspection report

Unique Reference Number	132823
Local Authority	Worcestershire
Inspection number	360447
Inspection dates	4–5 October 2010
Reporting inspector	Michael Farrell

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Secondary
School category	Community
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	1050
Of which, number on roll in the sixth form	200
Appropriate authority	The governing body
Chair	Richard Middleton
Headteacher	Stephen Brownlow
Date of previous school inspection	30 September 2009
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Introduction

This inspection was carried out by five additional inspectors. They observed 31 lessons, 4 registration sessions and 2 assemblies, led by 31 different teachers. They held meetings with a governor, a representative of the local authority, staff and groups of students. They observed the college's work, and looked at development planning, data on students' progress, safeguarding policies and procedures, and examined 284 parental questionnaires alongside those from staff and students.

The inspection team reviewed many aspects of the college's work. It looked in detail at the following.

- the quality of teaching for different ability groups, including the extent to which teachers ensure that all students participate fully in lessons
- the suitability of the curriculum for the least-able students, and how well planning across the curriculum supports standards in the core subjects of English, mathematics and science
- the accuracy and reliability of assessment information and how effectively this is used to improve standards
- the effectiveness of strategies to improve the quality of provision and outcomes in the sixth form.

Information about the school

Kingsley College is a specialist performing arts school, formed in 2001 as part of the amalgamation of three high schools. A below average proportion of students are known to be eligible for free school meals. An average proportion of students has special educational needs and/or disabilities, but an above average proportion has a statement of special educational needs. Some 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. The proportion of students from minority ethnic groups is low, and very few students speak English as an additional language. In October 2009 the college was given a 'notice to improve'. In the summer of 2010, the headteacher retired. A new headteacher was appointed and at the time of the inspection had been in post for four weeks. The Chair of the Governing Body was abroad, and an acting-chair was fulfilling this role.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

4

The school's capacity for sustained improvement

4

Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement.

The college has some notable strengths. For example, it has a warm and welcoming ethos; students are courteous and caring because staff are exemplary models of courtesy and respect. Students feel safe because there are good procedures and practices to help ensure this. Spiritual, moral, social and cultural development is good because it is promoted well in religious education lessons, assemblies and aspects of performing arts. Attendance is above average and students are punctual to lessons. Almost all aspects of personal development are good because the care, guidance and support students receive are good, and clear procedures help ensure students make well-informed choices about their future lives. The college's specialism in performing arts effectively supports students' personal development and well-being, but does not contribute effectively to raising standards. In the sixth form, satisfactory leadership and management promote sound teaching and a satisfactory curriculum, while good care and support encourage students' good personal development and well-being. Students in the sixth form make adequate progress, but not enough are challenged by the college to reach the higher levels in examinations.

Despite these strengths, students' academic attainment is too low. Standards in English are declining and other skills relating to students' future economic well-being are inadequate. Learning is passive and progress is inadequate. There are some good lessons, but too often the pace of lessons is too slow, lesson activities are not challenging enough, and students are insufficiently encouraged to participate. Inadequate use of assessment means that teachers' expectations of students' progress are inaccurate, so that lesson planning does not match their needs sufficiently well and students of differing abilities progress at different rates. For example, students with a statement of special educational needs make good progress because they are well supported, including through good provision in the resource bases. However, other students with special educational needs and/or disabilities are not supported well enough to raise their low levels of attainment. Although there are good extra-curricular activities, the curriculum itself is inadequate. Planning across the curriculum does not help to raise standards in the basic skills of literacy, numeracy and information and communication technology (ICT). Also, the range of courses and examinations does not meet the learning needs of the least able students.

Leaders and managers are ineffective in embedding ambition and have been unable to improve teaching. The governing body has been ineffective in challenging low standards,

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and the information they receive from the college has been inaccurate. Resources are not well deployed to improve standards. Self-evaluation is poor because inadequate assessment leads to widely inaccurate predictions of progress, and judgements on the quality of teaching are too generous. The college does not have the capacity for sustained improvement because governance is inadequate, self-evaluation is ineffective, and since the previous inspection leaders and managers have failed to show that they can raise standards.

The new headteacher has acted quickly to identify weakness and has forthrightly conveyed to the governing body the unsatisfactory state of standards and provision. He is quickly gaining the confidence of staff and the governing body and beginning to show ways in which improvements can be made, but it is too early to see the impact.

What does the school need to do to improve further?

- 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 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.

Outcomes for individuals and groups of pupils

4

Students' achievement is inadequate. While there are subjects students enjoy and they like enrichment activities, they do not enjoy their learning as much as they should because they are not sufficiently engaged. The levels of attainment observed were significantly below national expectations, as has been the case for several years. Attainment in English declined between 2009 and 2010. In English, mathematics and ICT progress is too slow, although in 2010 school initiatives ensured that progress and attainment in mathematics improved from a low starting point. In the lessons observed, learning was typically too passive and as a result, students were not acquiring the skills, knowledge and understanding they needed to make sufficient progress. Students with a statement of special educational needs make good progress because they receive effective support, but

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the much greater number of students on 'school action' and 'school action plus' make inadequate progress because they are not well supported, and their attainment remains significantly below expectations.

Students feel confident that any concerns they may raise will be dealt with effectively by the pastoral team. They feel listened to and well informed about unsafe situations. A third of the staff and a minority of students said in their questionnaires that behaviour has not been good enough in the past. However, during the inspection, students were polite, well-mannered and behaviour was good in lessons and around the school. A high proportion of students are active in clubs such as those involving physical activities. They take part in college decision-making and demonstrate care about the local community. Students enjoy supporting charitable events that widen their horizons. Their knowledge and application of basic skills, teamwork and problem-solving are weak. The college has successfully intervened so that attendance is good. Students' good social and moral development is enhanced through the college's sense of shared values. Strong understanding of cultural diversity is well supported by the college's specialism. Students' sense of the spiritual is well developed in the best assemblies, for example where students in Year 9 were captivated to hear about a visit by sixth formers to help less advantaged young people in the United States of America.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	4
Taking into account:	
Pupils' attainment ¹	4
The quality of pupils' learning and their progress	4
The quality of learning for pupils with special educational needs and/or disabilities and their progress	4
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	4
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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How effective is the provision?

The quality of teaching and the use of assessment to support learning are both inadequate. Relationships with students are warm and trusting and behaviour is well managed. A few lessons are good. However, there are too many weaknesses in too many lessons. Inadequacies in the quality of teaching and learning since the previous inspection have resulted in low standards. Students do not participate actively enough in their learning, and teachers do not provide them with sufficient opportunities to manage or take responsibility for their learning. There is not enough paired and group work, and when it does occur it is too brief to secure good learning. Teachers' deployment of teaching assistants is inconsistent. Sometimes it is effective, but at other times their roles are unclear. In lessons, limited use is made of assessment to judge on-going progress and adapt the lesson content accordingly. Some marking of students' work is analytical and gives them guidance on what to do to improve, but not enough.

A range of courses provides appropriately for students' well-being and personal development, drawing on partnerships with other organisations. However, less-able students in Key Stage 4 are not offered a suitable range of courses and examination opportunities that match their needs, abilities and interests. In addition, planning across the curriculum does not sufficiently support the development and application of skills and knowledge in literacy, numeracy and ICT, and this holds back the development of students' key workplace skills. Enrichment activities are a strong feature of the college and are appreciated by students.

Strong, well-organised systems for care, guidance and support benefit all students, including those who are potentially most vulnerable. Support and advice are readily accessible for students. Students rate the support from the pastoral team highly and know to whom they can go for help. They value the good advice and guidance such as visits to colleges of further education that raise their aspirations and help them make well-informed choices about their future education and careers. The college has improved attendance to above average through a range of effective strategies, including conveying to both students and their parents and carers the importance of regular attendance and punctuality.

These are the grades for the quality of provision

The quality of teaching	4
Taking into account: The use of assessment to support learning	4
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	4
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Leaders and managers have been ineffective in improving teaching and raising standards. This is because their overgenerous judgements of teaching have not focused enough on

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the impact of teaching on students' learning, and their assessments of students' attainment and progress are inaccurate. The effectiveness of the governing body is inadequate. Governors do not have the skills, knowledge and understanding in order to challenge effectively senior leaders, not least because the information provided to them has been inaccurate. They are keen to do better and to receive training in how to interpret data on students' progress. The college's engagement with parents is satisfactory. Parents and carers report that they are properly informed about their children's progress.

Partnerships such as those with colleges, universities, companies and charities contribute well to promoting students' well-being but have less impact on promoting their learning. There is little bullying and any sign of discrimination is tackled with vigour. Variations in progress of different groups and the generally low achievement of students mean that the college does not secure equality of opportunity for its students. Good, secure safeguarding procedures and practices are in place and staff are confident and well trained to ensure students' safety. Community cohesion is promoted well through a careful audit of the college population, and clear plans to help ensure this area is developed further are in place. Students' inadequate outcomes mean that resources are not effectively deployed to achieve value for money.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	4
Taking into account: The leadership and management of teaching and learning	4
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	4
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	4
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	4

Sixth form

Students' results are below national averages, largely because they do not achieve enough higher grades in examinations. In relation to their previous attainment, however, students make sound progress and achieve satisfactorily. Teaching is based on an encouraging ethos and positive relationships between staff and students. However, assessment information is not used effectively to challenge the more-able students. The pace of lessons is steady rather than brisk and teachers do not always make the best use of

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opportunities to ensure students take responsibility for their work. The curriculum offers a satisfactory range of courses and examinations and strong extra-curricular provision contributes well to students' personal development.

Good care, guidance and support are much appreciated by the students, who feel valued and encouraged. Sound leadership and management focuses strongly on students' well-being and personal development. Students value the attractive learning environment a great deal. Leaders and managers have a clear understanding of the strengths and weakness of the provision, and are developing appropriate strategies to improve it.

These are the grades for the sixth form

Overall effectiveness of the sixth form	3
Taking into account:	
Outcomes for students in the sixth form	3
The quality of provision in the sixth form	3
Leadership and management of the sixth form	3

Views of parents and carers

The level of response to the Ofsted questionnaires was broadly average for a secondary school, and was generally positive. Where parents and carers wrote additional comments, there was an even balance of positive and negative views that helped to inform the inspection. The largest number of negative views was from parents and carers who felt that the college did not sufficiently help them support their children's learning. The area in which greatest confidence was placed was in keeping their children safe.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Kingsley College to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 284 completed questionnaires by the end of the on-site inspection. In total, there are 1050 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	79	28	180	63	22	8	3	1
The school keeps my child safe	71	25	198	70	7	2	2	1
My school informs me about my child's progress	48	17	188	66	33	12	2	1
My child is making enough progress at this school	51	18	179	63	24	8	5	2
The teaching is good at this school	39	14	188	66	29	10	4	1
The school helps me to support my child's learning	36	13	174	61	49	17	2	1
The school helps my child to have a healthy lifestyle	33	12	191	67	33	12	3	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	54	19	186	65	15	5	2	1
The school meets my child's particular needs	58	20	185	65	25	9	2	1
The school deals effectively with unacceptable behaviour	59	21	171	60	28	10	6	2
The school takes account of my suggestions and concerns	28	10	181	64	28	10	5	2
The school is led and managed effectively	42	15	187	66	19	7	3	1
Overall, I am happy with my child's experience at this school	71	25	181	64	22	8	4	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.

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.



6 October 2010

Dear Students

Inspection of Kingsley College, Redditch, B98 7UH

It was a great pleasure to meet you when my colleagues and I inspected your college recently. We were all impressed by your courteous behaviour. Thank you for talking to us and telling us what you thought about the college. You told us you especially enjoyed the extra activities provided.

We found the college was very welcoming. Your personal development is good because you are well cared for.

The sixth form is satisfactory. However, many things about the rest of the school are not good enough, these include: teaching, the curriculum and the way the school has been led and managed. Because of this, the college's overall effectiveness is inadequate, and it has been put into 'special measures'. Another inspector will come to the school several times to make sure it is improving sufficiently. In the meantime, we have asked staff and governors to:

- improve teaching and make sure you take part fully in lessons
- make sure the curriculum is suitable for all of you, and planning helps develop your literacy, numeracy and computer skills
- make sure the college knows more accurately how well it is doing by making better use of assessment and other information.

You can all help by making sure you really put your best efforts into taking part in lessons. I am sure you will meet this challenge.

I wish you every success for your future.

Yours sincerely

Michael Farrell

Lead inspector

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