

Kings International College for Business and the Arts

Inspection report

Unique Reference Number	132268
Local Authority	Surrey
Inspection number	366536
Inspection dates	12–13 July 2011
Reporting inspector	Gill Close 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	Comprehensive
School category	Foundation
Age range of pupils	11–18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	592
Of which, number on roll in the sixth form	20
Appropriate authority	Interim executive board
Chair	David Adams
Principal	Anthony Ryles
Date of previous school inspection	27 January 2010
School address	Watchetts Drive Camberley Surrey GU15 2PQ
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and three additional inspectors. They observed 27 lessons taught by 26 teachers, and held meetings with students, staff, the Chair of the Interim Executive Board (IEB), the School Improvement Partner and a representative from the local authority. Their observations of the schools work included tutorials, assemblies and support sessions. They looked at records of students attainment and progress, the schools improvement planning, self-evaluation, lesson monitoring documents, policies, minutes of IEB meetings, exclusion data and attendance figures. They also evaluated responses by 180 parents and carers to a questionnaire the school had issued in May 2011.

The inspection team reviewed many aspects of the schools work. It looked in detail at a number of key areas.

The improvement in attainment in Key Stage 4 and the sixth form, areas identified for improvement at the last inspection.

The use of assessment to plan lessons that meet all students needs and to give them clear guidance on how to improve, identified as an area for improvement at the last inspection.

The capacity of middle leadership to sustain improvement, given the imminent change in senior leadership.

Information about the school

Kings International College for Business and the Arts is a smaller than average-sized school. This is the last year of operation of its sixth form, which comprises a small number of students in Year 13. One quarter of its students are from a range of minority ethnic groups, the largest of which is of Nepalese heritage. One quarter of students speak a first language other than English, a few of whom are at an early stage of learning English. One quarter of students have special educational needs and/or disabilities, within which the main ones are specific learning difficulties and behavioural, emotional and social difficulties. The percentage of students known to be eligible for free school meals is below the national average. A higher than average proportion of students join the school after the beginning of Year 7, so that only eight out of every 10 receive their whole secondary education at the school.

The school has held specialist status in business and enterprise since 2004. The school is part of the Surrey Heath Area Partnership for Education (SHAPE), through which a range of courses is available at local schools.

When Kings International College for Business and the Arts was inspected in January 2010, it was judged to require special measures. This year, the school has been led by an executive principal, who is the principal of a local school, and by a head of college who has been seconded from the same local school. A soft federation between the two schools facilitates support in terms of curriculum enhancement and further exchanges of staffing. Two vice principals have also been seconded to the school. All four of these senior staff are due to leave at the end of this term, and appointments have been made to replace them from September 2011. An IEB has taken responsibility for the governance of the school and a shadow governing body is in place, with plans for the permanent constitution of a governing body in 2012.

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?

3

The school's capacity for sustained improvement

2

Main 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. Its successful passage out of special measures to giving a satisfactory standard of education is due to the excellent leadership of the executive principal, head of college and IEB. Their wise strategic and staffing decisions have built a team which works together well with a relentless focus on improvement and draws creatively on available resources. The depth of the schools excellent partnerships, in particular the very well-run soft federation, makes a substantial contribution to the range and quality of curriculum provision, students well-being and the strengthening of leadership and management at all levels. Leadership and management across the school is good. Accurate evaluation, informed by regular provision for all teachers of analyses of students attainment, is used effectively to drive up standards. The considerable impact on students performance demonstrates the schools good capacity for sustained improvement.

Students are learning well in lessons and they receive aptly targeted interventions, which are addressing their previous underachievement. Their achievement and overall progress are now satisfactory. Teaching is good overall, although there are small areas where it is weaker and leads to students making no more than satisfactory progress in lessons. In such cases, students spend too long listening passively and are not always challenged or given the support they require, such as to meet their language needs. Teachers do not monitor their progress well enough or involve them in assessing it. Improvements in teaching and in using data to track students performance have helped to raise attainment to broadly average in Key Stage 4 but the attainment of younger students has not risen as rapidly. Students attainment and progress varies slightly across year groups and subjects, with some weaknesses in mathematics. Staff have paid careful attention to tackling gaps in attainment between groups of students and have helped them to narrow, although gaps in progress are not as closely monitored.

A real strength of the school is the good level of care, guidance and support which staff provide for every student. The friendly welcoming atmosphere and excellent relationships between students and staff ensure that all students are looked after well and feel very safe. Students get on well with each other in a very cohesive school community. Their spiritual, moral, social and cultural development is good and they behave well. Students very much enjoy coming to school but some do not have good enough attendance to enable them to do well, particularly those who have special educational needs and/or disabilities or are known to be eligible for free school meals.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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What does the school need to do to improve further?

- Raise attainment, across all year groups, and accelerate students progress so that it is more consistent across years, subjects and groups, with a particular emphasis on mathematics. by improving teaching to consistently good or better, through:
 - sharing the good practice in learning actively through group work and discussion to ensure that all lessons involve this
 - using data for individuals and groups more effectively to plan lessons that challenge all and meet needs
 - providing more consistent opportunities for speaking and developing accuracy in language, particularly for those students with low levels of literacy and whose first language is not English
 - teachers monitoring each students progress more thoroughly during lessons, and using this to adapt their teaching immediately and, upon reflection, in the longer term
 - giving students a clearer understanding of how to improve during lessons and when marking their work, and involving them more in assessing their progress against clear targets.
- Raise attendance overall and of groups of students, and lower the proportion of students who are persistently absent.

Outcomes for individuals and groups of pupils

3

Students generally work hard in lessons and participate keenly when given group activities. This helps them to learn well in most lessons. Students with special educational needs and/or disabilities are supported effectively by teachers and teaching assistants, so they learn as well as their peers.

When students join the school their attainment is below average, and some have particularly low levels of literacy. The targeted literacy support for Year 7 students successfully raises their reading age and their confidence, giving them better access to learning across the curriculum. The schools data show that Year 11 students are on track for broadly average attainment and Year 10 students are on course to do better, although there is variation between subjects. Students who join the school after Year 7 or without Key Stage 2 results do not attain as highly as others, although students who speak a first language other than English make similar progress to their peers. Students make satisfactory progress overall, but it is faster across Key Stage 4 than across Key Stage 3, and differs depending on students prior attainment. In the majority of subjects, the good teaching this year has enabled students to make improved progress so that most have overcome any previous underachievement and are on track to meet or exceed their targets, but in some subjects they are not. Their achievement is consequently satisfactory.

Behaviour has improved since the last inspection as students pride in the school has increased. In many lessons it is outstanding, but there are a few occasions when students do not meet the schools high expectations. Exclusions and internal referral are used effectively to improve behaviour although the frequency of fixed-term exclusions is above average. The schools effective work has improved attendance to broadly average, but too

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many students are persistently absent and attendance is lowest for groups of students with special educational needs and/or disabilities or those known to be eligible for free school meals. Students receive guidance and work-related education which has helped them understand how to achieve their goals. Their levels of basic skills and attendance prepare them soundly for the future. Students take on responsibility as mentors and by expressing their views through the student voice system. The extent of involvement of different groups in decisions about their learning and in taking action on issues to contribute to improvements in the wider community is less marked. Students are very aware about factors that affect their health. A high proportion of them eat healthily at school and participate in the wide range of extra-curricular sporting and performing arts activities provided.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
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	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
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

How effective is the provision?

The good relationships and mutual respect between teachers and students, and knowledge of students as individuals, underpin the productive learning atmosphere in lessons. Teaching is now good, although there are a few lessons in which it is weaker. Generally, students are given challenging activities which they participate in keenly, working in groups and assessing how well they and others are doing against clearly understood criteria. Teachers know their subjects well, convey their enthusiasm and use their ongoing assessments to plan in detail how they will involve each student; for

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example, through probing questioning which makes them think hard and extends their understanding. Teaching assistants give well-focused support that enables students to develop independence, rather than directing them too narrowly. In the few lessons where teaching is no better than satisfactory, students do not have enough opportunity for speaking or group activity to deepen their understanding and refine their use of language. For students with low levels of literacy or who speak English as an additional language, in particular, this hampers good progress. In such teaching, data are not used well enough to design activities that challenge everyone and each student's progress is not monitored sufficiently well during lessons so that teaching can be adapted. In the best cases, marking shows students clearly how to improve and teachers follow up on their responses. Students know their target levels or grades but sometimes they do not know from marking or discussion during lessons how to improve or how to check the quality of their own and others work.

The curriculum offers a good range of academic and vocational pathways, including GCSE options and BTEC and, through its partnerships, diplomas, National Vocational Qualifications and some enrichment for gifted and talented students at an independent school. The curriculum is personalised to meet needs, offering an early start on triple science GCSE to higher attainers, and intensive support with reading and writing to Year 7 students who join the school with low levels of literacy. College placements and additional help with basic skills enable students whose circumstances may make them vulnerable to continue in education and achieve success. All students are entered for functional skills qualifications in mathematics, English and information and communication technology (ICT), but provision in literacy, numeracy and ICT is not consistently incorporated into the teaching of other subjects. Students praise the extensive support they are given if they are falling behind and to prepare them for examinations. They very much enjoy the wide range of enrichment and extra-curricular activities.

Staff know each student very well as an individual and give good help and support. Students say that they are able to speak frankly to staff about issues and readily turn to them if there is a problem. They speak highly of the support and advice they are given when joining the school and when choosing courses and future pathways. Those who join after Year 7 quickly feel part of the community. Very sensitive support helps those students whose circumstances may make them vulnerable, including those with special educational needs and/or disabilities, to thrive. Use of electronic registration in every lesson and electronic records for monitoring behaviour, together with increased consistency in application of policies and the provision of motivating rewards, have improved both attendance and behaviour. Well-tailored support enables students with behavioural, emotional and social difficulties to increase their confidence and behave better, and helps them keep up with any work they miss, particularly on days when they are supported off site. Meticulous tracking of each student's attainment and use of academic reports for those who fall behind contribute to improved personal development and learning. This is achieved through involving all teachers in setting targets for improved focus and performance, and evaluating against them in each lesson. However, there are a few shortcomings in the length of time for demonstrating progress and the specificity of how to improve.

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These are the grades for the quality of provision

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

How effective are leadership and management?

Senior leaders very effectively share their clear vision for raising attainment and progress through improved teaching and generate an enthusiasm which involves all staff in striving for this. Professional, cohesive teamwork is achieved through strong systems of accountability and line management. Leaders at all levels are involved in evaluation and planning which have accurately pinpointed relative weaknesses and successfully led to improved outcomes, although some criteria for success are not easily measurable. All teachers use data confidently to keep track of students progress and plan interventions. Concerted efforts have raised the quality of teaching and assessment, in particular where it was weakest. Senior and middle leaders regularly observe lessons and focus the areas identified for development effectively on increasing the progress made by individuals and groups of students. For most teachers, although not all, this has enhanced their skills in reflecting on their own practice and improving it. The IEB provides an excellent level of support and challenge, through which it determinedly ensures that all areas of weakness are addressed and statutory requirements are met. Its expert members frequently collect first-hand evidence from students, parents, carers and staff, which they use perceptively to influence improvement. They work closely with the shadow governing body in training and preparing them for their role.

The school takes vigorous steps to promote equality and tackle discrimination with the result that gaps in attainment are closing and discriminatory incidents are rare. It has pinpointed and supported underachieving groups, such as White British boys and students with low levels of literacy, and improved their performance. Policies are up to date, although action plans do not specify group targets and the reporting of impact for a wide range of outcomes, such as progress, attendance and participation. The school is a very cohesive community and has links overseas, but the actions it takes to promote community cohesion are not based on a clear analysis of its religious, ethnic and socio-economic context. The school provides regular information for parents and carers through a range of means and frequently surveys their views. It gives classes to help those who are not fluent in English support their childrens learning. The school places a strong emphasis on safeguarding and has good quality recruitment procedures and training for staff. Issues are followed up assiduously. Risk assessment and safety are built into the curriculum well, with the result that students understand how to keep safe and feel very safe, a view that is also strongly held by the parents and carers who responded to the schools recent questionnaire.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Sixth form

Senior leaders have managed the final year of the sixth form effectively, enabling the small number of Year 13 students to complete their BTEC and International Baccalaureate courses successfully and to obtain the qualifications they need for their future pathways. Attainment has risen since last year, and substantially since the last inspection. Middle leaders have worked together to provide the curriculum and care that has increased students progress and helped them to meet their targets. Teachers have kept a careful track of students performance and provided tailored teaching and support which have raised attainment and ensured that students achievement is satisfactory, although expected results for GCSE English and mathematics resits are variable. While students have benefited from personal attention, provision has been limited by the small numbers in many classes. Students have a mature attitude and get on well together, although attendance is below average. Some help younger students, for example with performing arts. Students find that the careers guidance has helped them to plan their next steps appropriately.

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	2

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

Views of parents and carers

Parental questionnaires are not normally distributed for monitoring inspections conducted under section 8 of the Education Act 2005, unless inspectors have specific reasons to request that the school does so. However, responses to the questionnaire the school issued to parents and carers in May 2011 show that almost all of the 180 respondents agree that their child enjoys school and is kept safe. Most agree that the school informs them about their child's progress and helps them to support their learning. Nevertheless, a few would like more frequent information about their child's attainment in relation to their targets. Inspectors found that a good range of information is provided for parents and carers, but some year groups do not receive a report in their first term and opportunities are missed for reports to contain explanatory notes about any underachievement. Attainment information provided to students to write in their planners each term is not consistently recorded. A few parents and carers want more frequent homework. Inspectors found that the provision of two-week-long homework activities for one subject at a time helps build students' independence and prepares them for GCSE coursework, but lowers the frequency with which students receive written feedback on how to improve their work and affects ways that parents and carers are informed about their child's learning.

Responses from parents and carers to Ofsted's questionnaire

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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	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 2010 and 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.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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.



14 July 2011

Dear Students

Inspection of Kings International College for Business and the Arts, Camberley, Surrey GU15 2PQ

Thank you for welcoming us so warmly when we visited your school and for telling us about it. We were impressed with the very friendly atmosphere and how well you all get on with each other and with your teachers.

We found that the school has improved and no longer requires special measures. The leaders and teachers have worked hard to achieve this success. They keep a good eye on your attainment and help if you fall behind. You make good progress during most lessons now, which has helped most of you to make satisfactory progress since you joined the school. This is because much teaching is good, but in some lessons you do not make such good progress. To make teaching consistently good in all lessons, we have asked teachers to:

give you more opportunities for working in groups and speaking to each other so you understand better and use language more accurately

make sure work always challenges you to think hard

check your progress in each lesson

give you clearer information about how to improve your work

involve you more in assessing your own and each others work.

You told us that you very much enjoy school and feel very safe. We saw that most of you behave very well, and in many lessons behaviour is excellent. Most of you have good attendance but some of you are absent too often, which holds back your progress. We have asked the school to improve attendance. Some of you help others as mentors or through your student voice, although you do not all have enough opportunities to help improve learning and become involved with activities in the local community. Staff look after you well and give you good advice about future choices.

I wish you success at school and in helping it continue to improve. You can do this by pushing yourself to think hard, assessing how well you are doing in each lesson and making sure you have good attendance.

Yours sincerely

Gill Close

Her Majesty's Inspector

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