

Kingsford Community School

Inspection report

Unique Reference Number	132058
Local Authority	Newham
Inspection number	360356
Inspection dates	30–31 March 2011
Reporting inspector	Meena Wood HMI

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

Type of school	Comprehensive
School category	Community
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	1472
Appropriate authority	The governing body
Chair	John Cocking
Headteacher	Joan Deslandes
Date of previous school inspection	12 March 2008
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors (HMI) and five additional inspectors. The inspectors visited 59 lessons, observed 50 teachers, and held meetings with governors, leaders and managers, teaching staff and students. They carried out a number of short focused visits to classrooms and joint observations of lessons with the school's senior managers. They scrutinised the school development plan and other school documents, local authority reviews, governing body minutes, internal teaching and learning observations, students' work, questionnaires from parents and carers, student questionnaires and staff questionnaires.

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

- Whether teaching and assessment practice are sufficiently tailored to the needs of different minority ethnic and ability groups across the core subjects.
- The learning, progress and behaviour of underachieving students in lessons.
- The impact of leaders, managers and governors on accelerating students' achievement and achieving challenging targets.
- Two HMI visited the school on 21 September 2011 to gather additional evidence.

Information about the school

Kingsford is a large secondary school with specialist status in languages. It also has Confucius Classroom status. The extended school offers a wide range of activities including parental support through English for speakers of other languages classes, community access including adult classes, study support, and reading and homework clubs. The school is in a 14 to 19 partnership with all secondary schools in Newham, two local colleges and employers. Kingsford is a Leading Edge Partner School for independent and state school partnerships.

A high proportion of students have special educational needs and/or disabilities. The numbers with statements of special educational needs are low. Most of these students have moderate learning difficulties, behavioural, emotional or social difficulties, and communication difficulties. There is a small, but significant, number of students with severe and moderate learning difficulties and physical disabilities. Most students are from minority ethnic backgrounds; the main groups are Black African, Bangladeshi, White Other (Lithuanian is the largest group) and Black Caribbean. A very small minority, about 13%, are of White British backgrounds. The number of advanced bilingual learners is high, with a smaller number at the early stages of speaking English as an additional language. A high proportion of students are known to be eligible for free school meals.

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

Kingsford Community School is a satisfactory school with good capacity to improve. This is reflected in students' markedly improved attainment since its last inspection. It is also demonstrated in the rigour and success with which the school has tackled key aspects such as students' attendance, which is now high and the outstanding arrangements it makes to safeguard students.

The school has successfully established a harmonious and cohesive community for students from diverse cultures. Many of these students come from backgrounds that present significant challenges in terms of behaviours and varying levels of stability in family life. The school has worked effectively to provide a caring and responsive learning environment that has resulted in increasing proportions of students gaining five A* to C GCSE grades, including English and mathematics, over the last three years. However, there is some variability in the performance of subjects and a minority of students do not make the progress of which they are capable. This can be seen for instance in the progress made by a very small minority of students from White British backgrounds in 2010.

The school has established a responsive curriculum that offers students a good choice of academic and vocational subjects, most suited to their abilities and interests. In addition, a range of subject interventions, literacy and numeracy support for underachieving students, along with good academic guidance on next steps in Year 9, are having an impact on raising standards for Year 11 students. The school has effectively tackled some of the more challenging student behaviours and most students demonstrate a willing and keen attitude towards their learning. When given opportunities in lessons to participate in pair and group work, they make highly positive contributions.

The quality of teaching is improving and the school's evidence points to a higher proportion of good or better teaching than last year. However, inspectors observed considerable variation in quality between and within subjects. Assessment practice is inconsistent. In those lessons where teaching and assessment activities were well structured and challenged students of higher ability, whilst engaging those of lower ability, inspectors observed good progress. In too many lessons, however, teachers' planning of the learning objectives and success criteria did not take the full range of their students' prior attainment into account, and teachers did not check the knowledge and skills students were acquiring before moving onto the next activity. As a result, the pace of learning in these lessons was too slow. There are some good examples of assessment and marking but, across the curriculum, the quality of oral and written feedback on students' work, including marking, is too variable.

Pastoral support is good for students whose circumstances make them more vulnerable, and those with social, emotional and behavioural needs. The school has invested in highly

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personalised and effective academic support in lessons for students with severe and moderate learning difficulties and disabilities. While out-of-class support is good, there is some variability in the quality of in-class teaching and support for some students, for instance those who are learning English at the early stages.

The school knows its strengths and areas for further development. Whilst at times its self-evaluation is a little generous, the school has a clear understanding of the important steps it needs to take to secure improvement. Staff and governors are not content with successes achieved to date. Teaching is not consistently good and monitoring has not yet had sufficient impact on reducing its variability. Leaders know where improvement is most needed, particularly in securing consistently good teaching and use of assessment. With a demonstrable and positive track record since the last inspection and good leadership, management and governance, the school is well placed to continue improving.

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.

What does the school need to do to improve further?

- Increase the proportion of students, especially of White British backgrounds, attaining five or more GCSEs at grades A* to C including English and mathematics, and accelerate the learning and progress of all students through:
 - improving the quality of teaching and assessment across all subjects to ensure that work is better matched to all students' abilities
 - providing better in class teaching for those learning English at early stages and advanced bilingual learners
 - checking students' learning in lessons more thoroughly
 - ensuring students receive feedback that enables them to improve and that marking is consistently helpful and detailed in all subjects
- Strengthen procedures relating to the monitoring of teaching and assessment by:
 - ensuring all observers consistently focus on the assessment of students' learning and progress, particularly those who have been identified as being at risk of underachievement
 - systematic sharing of good practice across subject areas

Outcomes for individuals and groups of pupils

3

The majority of students are making the progress expected of them, and many are making good progress. In just under half of the lessons observed by inspectors, across a range of subjects, students made good learning and progress. In these lessons, teachers checked students' learning effectively, enabling periods of consolidation before moving on to the next activity or task and students were responsive to challenge through well-structured paired or group tasks. In a number of lessons, students were not making sufficient levels of progress because, for instance, planned activities did not fully meet their abilities. The school's data also show that while many students are making good strides in their learning, progress is slower and variable among particular groups and in some subjects. Some students with special educational needs and/or disabilities make good progress, for

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instance some who are receiving intense support in literacy and numeracy are making good progress.

While the school's own data point to continuing improvement for students, inspectors observed variability in learning, progress and the standard of work in students' books during lessons. Standards of some students' written work, especially those of lower ability and those with language and literacy needs, are not reflective of their potential, especially in terms of common weaknesses in written and oral skill such as spelling, grammar and punctuation, presentation and layout. Examination outcomes in information and communication technology and business studies are good. Although students' attendance is high, a small minority was observed by inspectors arriving after the start of lessons and this disrupted learning for others.

Students join the school with slightly below average levels of attainment, although for the majority who join outside the normal transfer times it has been significantly lower than this. While GCSE outcomes have been significantly below national averages for the past three years, there has been marked improvement over this time against almost every key indicator. Current and reliable data, including evidence from grades already achieved by Year 11 students in English, mathematics and science, show that further improvements will be made this year. For instance, 70% of students have already gained an A* to C grade in English. Attainment in modern foreign languages in 2010 was significantly better than the national average, reflecting the school's specialism in languages. Attainment in Spanish and Mandarin was better than in French. The school is successfully raising the achievement of a large number of students, but there is a gap between the performance of some groups such as White British students and their peers nationally.

Students report that the school is a very safe environment. Students' social and moral awareness are good, but there are fewer opportunities in lessons for them to develop greater cultural and spiritual awareness. Students appreciate their responsibilities in shaping school activities and contributing to their local communities and greatly enjoy the extra-curricular activities. Exclusions and persistent absences have significantly reduced this year and students report high levels of satisfaction with the good support they receive from the school 'that turns them around'.

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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	2
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	1
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 quality of teaching is improving and is satisfactory overall. Most teachers demonstrate strong subject knowledge and, in the best lessons observed by inspectors, use this effectively to inspire learning. Clear learning objectives and success criteria, effective questioning and use of peer and self-assessment by the teacher encouraged good levels of progress.

However, even within subjects, there is considerable variation in the quality of teaching and learning. On occasions, teachers and support staff do not plan lesson activities in line with the wide range of students' needs, or make enough use of assessment tasks to check students' learning before moving on to the next activity. This results in too many whole-class activities for long periods of time, which slow students' progress. Some less able students often show little understanding of the task and some have not acquired the necessary skills to complete the activity. In other lessons, students are provided with little opportunity to evaluate their own learning against the objectives' success criteria and to improve on their literacy skills. The school's literacy strategy offers students very effective out-of-lesson literacy support, but this is not coordinated sufficiently well with lesson planning across all subjects and year groups. The marking of students' work is of inconsistent quality across subjects. Even where marking is helpfully detailed, teachers do not consistently ensure that students redraft or correct work as necessary.

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Through diversifying the range of qualifications and subjects, increasing numbers of Year 11 students follow suitable programmes and are achieving improving outcomes since the last inspection. For instance, the school offers home economics, catering, food technology, and BTEC science and child care and, in the main, students have attained good or better outcomes in these subjects. A National Vocational Qualification (NVQ) in French is being offered this year with predicted good outcomes.

Consistency in the 14 to 16 provision across the partner schools has resulted in effective systems for ensuring the quality of the provision and monitoring of student outcomes. The school's specialist languages status has led to successful partnerships and a wide range of activities locally and globally. The teaching of Mandarin and community languages such as Urdu and Bengali has been highly successful in meeting diverse needs and interests. The school is a centre of excellence for the teaching of Mandarin and was one of the world's first Confucius Centres.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
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?

The headteacher provides inspirational leadership and sets challenging and ambitious targets for the school. Other leaders combine their varied levels of expertise and effectiveness to ensure that the school is well led. High expectations are a golden thread through the school, where 'every member of staff is seen as a leader' in his or her own right and is equally held to account for how he or she exercises this responsibility. Morale is high among staff and they share a common vision and commitment to school improvement.

Monitoring and evaluation are regular, including that of teaching and learning, and this informs the programme of support and challenge for staff. This is at the heart of the improvements across the school. Monitoring records show that lesson observations are evaluative and highlight strengths and appropriate areas for development for staff. However, they do not routinely identify the quality of learning and rate of progress for groups of students, especially those at risk of underachieving. Inclusion and equality of opportunity permeate the school. While there is a wealth of data relating to attainment and progress, there is some variation in the quality of reporting on learning and progress of some groups who have historically underachieved.

Governors are well informed and influential in shaping the strategic vision and direction of the school. They provide good support and effective challenge. They ensure good communication with parents and carers and take an active interest in the life of the

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school. The school has had a key role in working with other institutions in terms of sharing its exemplary safeguarding procedures and best practice.

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

Views of parents and carers

The vast majority of parents and carers who responded to the inspection questionnaire reported very favourably on their satisfaction with the school and the high levels of safety enjoyed by their children. A very small minority expressed concerns at some disruptive behaviour in the school and the lack of healthy lifestyles. Inspectors did not find sufficient evidence to support the concerns about behaviour and healthy lifestyles, and judged both to be good.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Kingsford Community School 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 291 completed questionnaires by the end of the on-site inspection. In total, there are 1472 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	153	53	131	45	6	2	0	0
The school keeps my child safe	142	49	149	51	0	0	0	0
My school informs me about my child's progress	147	51	141	48	2	1	0	0
My child is making enough progress at this school	134	46	155	53	2	1	0	0
The teaching is good at this school	131	45	155	53	3	1	0	0
The school helps me to support my child's learning	123	42	161	55	4	1	0	0
The school helps my child to have a healthy lifestyle	105	36	169	58	13	4	0	0
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)	144	49	140	48	1	0	0	0
The school meets my child's particular needs	116	40	167	57	4	1	0	0
The school deals effectively with unacceptable behaviour	158	54	127	44	6	2	0	0
The school takes account of my suggestions and concerns	97	33	176	60	10	3	0	0
The school is led and managed effectively	126	43	160	55	2	1	0	0
Overall, I am happy with my child's experience at this school	155	53	134	46	1	0	0	0

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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 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 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.

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.



1 April 2011

Dear Students

Inspection of Kingsford Community School, London E6 5JG

Thank you for the warm welcome you gave us when we visited your school recently. We enjoyed being in your lessons, looking at your work and talking to you and we were impressed by how well behaved and polite you were. These were the main things we found out about your school. Kingsford Community School is an improving school that provides you with a satisfactory education. The school is well led by an inspirational headteacher and an effective team and its prospects for future improvement look bright.

- Some of you make good strides in your learning and most of you make satisfactory progress in your work. The school is working hard to help those of you who are underachieving to make better progress through the additional help you receive and, as a result, standards are improving.
- Teaching is not yet consistently good enough to help all of you do as well as you might.
- Staff provide good care, guidance and support for you. They work effectively with those of you who find it difficult to attend school regularly to help you settle into the school community.
- The school provides you with a curriculum with a broad range of qualifications that meets your needs and helps you to improve your attainment.

To help the school improve further, the school's leaders have agreed to ensure that:

- all teachers consistently match lesson activities more closely to your abilities, involve all of you in your learning and give you precise feedback on how to improve
- all teachers mark your work more carefully and regularly and let you know how to improve
- all managers and teachers will monitor your learning and progress more closely so that you are all helped to produce better standards of work.

You can play your part by continuing to attend as well as you do, and being on time for your lessons. We wish you all the best for your future.

Yours sincerely

Meena Wood Her Majesty's Inspector

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