

# Kineton High School

## Inspection report

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<b>Unique Reference Number</b>	125734
<b>Local Authority</b>	Warwickshire
<b>Inspection number</b>	381121
<b>Inspection dates</b>	28–29 September 2011
<b>Reporting inspector</b>	Davinder Dosanjh HMI

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

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<b>Type of school</b>	Secondary
<b>School category</b>	Community
<b>Age range of pupils</b>	11–19
<b>Gender of pupils</b>	Mixed
Gender of pupils in the sixth form	Mixed
<b>Number of pupils on the school roll</b>	869
Of which, number on roll in the sixth form	122
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	David Savory
<b>Headteacher</b>	Julia Morris
<b>Date of previous school inspection</b>	17 September 2008
<b>School address</b>	Banbury Road Kineton Warwick CV35 0JX
<b>Telephone number</b>	01926 640465
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<b>Email address</b>	admin4110@we-learn.com

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<b>Age group</b>	11–19
<b>Inspection date(s)</b>	28–29 September 2011
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and four additional inspectors. Inspectors observed 32 teachers, visiting 33 lessons. Four of the lessons were observed jointly with senior leaders. Inspectors held meetings with senior leaders, groups of students, representatives of the governing body and staff. They observed the school's work and looked at documentation including improvement plans, the analysis and tracking of students' progress, records of lesson observations, students' work, and a wide range of other policies and school documents. The inspection team received 165 completed questionnaires from parents and carers, and scrutinised questionnaires completed by students and staff.

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

- The progress made by students in mathematics.
- The effectiveness of teaching in meeting the needs of different groups of students.
- The rigour of self-evaluation at all levels of leadership and management in monitoring and improving performance.

## Information about the school

Kineton High School is an average-sized specialist sports college situated in a rural location on the outskirts of Stratford upon Avon. The great majority of students are from White British backgrounds. The proportion of students known to be eligible for free school meals is low. The proportion with special educational needs and/or disabilities is above average.

**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?**

**2**

**The school's capacity for sustained improvement**

**1**

## Main findings

This is a good and rapidly improving school. Senior leaders, teachers and staff have demonstrated a shared vision and determination to improve the quality of what the school does. As a result, attainment has improved significantly since the last inspection. The attainment of five A\* to C grades at GCSE including English and mathematics is above the national average. Given students' broadly average attainment on entry to the school, this represents good progress. In English students make outstanding progress, but improvements in mathematics have been slower. Students with special educational needs and/or disabilities make good progress, but a small number of students who are at the 'school action' level of support do not progress as rapidly as their peers. Since the last inspection, the school has developed notable strengths in a number of areas; for example, safeguarding arrangements are outstanding and attendance is high. The school's specialism has permeated its culture and pedagogy. It has fashioned approaches to learning in the classroom and established a culture where it is cool to succeed, to play hard, to give of one's time and talent, and to take the lead. The good curriculum also plays a substantial part in ensuring students succeed and enjoy a wide range of opportunities. The sixth form provides a good quality of education for its students.

The school is a welcoming and a safe community. It provides a calm, pleasant and orderly environment where behaviour is good. Relationships between students and staff are good. Staff know each student well and they are given effective care, guidance and support throughout their time at school. Students enjoy school, feel safe and are actively involved in the school and wider community. They successfully lead sporting activities, and plan and deliver lessons to their peers and in local primary schools. The school provides good support for students whose circumstances make them vulnerable, and gives close attention to their needs.

Good teaching is the predominant experience for students at Kineton High School, and some of what they experience in classrooms is outstanding. Several teachers use assessment strategies in exemplary ways to ensure that students achieve their challenging targets. Teachers mark and grade students' work regularly, but do not always ensure that corrections and completions to work are carried out fully.

The school has an outstanding capacity to improve. Monitoring and evaluation of its work are rigorous and thus the school knows itself very well. The school has established a track record of continuous improvement and has ambitious plans to do even more in its pursuit of excellence. The rate of improvement in some areas such

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as English, attendance, the school's specialism in sport and overall standards has been impressive. Targeted professional development has ensured that teaching and learning are consistently good, with much that is aspiring to be outstanding.

**What does the school need to do to improve further?**

- Raise achievement in mathematics so that it matches that in English by:
  - ensuring that the quality of teaching in the department is consistently high
  - ensuring coaching by senior leaders uses best practice across the school
  - regularly monitoring students' books and teachers' assessments to ensure that the standard of work produced by students meets or exceeds their targets.
- Embed the revised provision and support for students with special educational needs and/or disabilities who are identified as 'school action', so the progress made by all students is more even across subjects and over time.

**Outcomes for individuals and groups of pupils****2**

Since the previous inspection, there has been a significant improvement in the standards reached by students by the end of Key Stage 4. Attainment in English is well above average and has been for a number of years. Attainment in mathematics is improving but does not yet match English because of the lack of consistently high quality teaching in the department. The current performance of Year 11 students shows that standards are rising again. This is reflected in the success of early entry GCSE in mathematics and success in module examinations in a number of subjects. Comprehensive use of performance data and detailed individualised tracking ensure that the progress made by different groups is carefully and regularly checked, with effective intervention strategies to remedy underachievement. The gap in attainment between boys and girls is smaller than that seen nationally. Students with special educational needs and/or disabilities who are at the 'school action' level of support do not progress as rapidly as their peers because in the past, courses did not meet their needs. Changes to the curriculum have addressed these issues and the current progress of 'school action' students shows more on track to achieve or exceed their targets across different subjects.

In the majority of lessons observed, progress and the quality of learning were good. Learning is strongest in lessons where there is an element of independence and students have opportunities to undertake self- and peer-assessment. Students' positive attitudes and evident enjoyment make a strong contribution to their good learning and progress. As a result, they achieve well during their time at the school. Students collaborate and discuss issues sensibly in groups, pairs or as a whole class. They settle to work promptly and teachers make frequent checks on learning.

Students feel safe, are confident that the school deals swiftly with any instances of bullying, and know who to talk to for support and help. Students know how to stay

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healthy, as reflected in their enthusiasm in participating in a wide range of sporting clubs and teams. This school has done much to improve its provision for developing students’ spiritual, moral, social and cultural awareness since the previous inspection, including providing an improved range of opportunities for students to develop an awareness and understanding of the different cultures in the United Kingdom. They engage enthusiastically in artistic, sporting and cultural opportunities and show, through their actions in lessons and around school, that they respect the needs and interests of others and make reasoned decisions about their behaviour based upon a strong moral code. Students develop good workplace skills and are well prepared for their next stage of learning or work. Lessons provide ample possibilities for collaborative and independent work, and students usually make good use of these opportunities. Students are keen to take on responsibility by acting as house captains and prefects.

*These are the grades for pupils’ outcomes*

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

## How effective is the provision?

The teachers expect that most students will reach high standards, but they expertly build in approaches that realise success with students who find the work difficult as well as those who can be stretched to reach the highest grades. As a result, students with special educational needs and/or disabilities are now receiving targeted support, appropriate tasks and resources in lessons. Allied to this are proven classroom methods that enable teachers to check that every student is making sufficient progress, and to note the development of their understanding during the course of each lesson. Extended records of students’ attainment enable the school to identify

<sup>1</sup> 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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quickly any students at risk of falling behind. Students know that their teachers want them to succeed. They ask for help when needed, know their suggestions are welcome, and often help each other to share understanding and make constructive criticism. This school culture contributes to students working hard in their lessons, making good progress and enjoying their experience of being in school.

The school curriculum is rich and meets students’ needs well. It includes a good range of academic subjects and some vocational alternatives in collaboration with local further education colleges. The size and isolation of the school have, in a few cases, meant that it has not been able to offer a fully attractive and worthwhile programme to some students whose circumstances make them vulnerable. The school now has strategies, including the ability to offer work-based programmes and a greater choice of college options, to better meet current needs. Especially significant are the range and take-up of the programme of activities offered outside the formal curriculum. Many stem from the sports college specialism, but there is a large number of other clubs and activities, and a good range of travel and cultural experiences are offered. More-able students can complete GCSE courses in Year 10 and follow advanced level courses in Year 11, such as AS-level mathematics.

Arrangements for the care of students are well organised. The mixed-age house system allows older students to mentor and support younger students. The relationships with outside agencies are good; advice is sought and appropriate actions are taken to help both the individuals and their family. Targeted support for those students displaying challenging behaviour or persistent absence has allowed individuals to overcome significant barriers to their learning. Careers advice and guidance are well structured at each key stage.

*These are the grades for the quality of provision*

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

**How effective are leadership and management?**

Much hard work and determination by senior leaders has brought about a significant rise in standards, and all staff are working together to drive the school forward and make the necessary improvements. The school is meeting and exceeding challenging targets. Rigorous tracking to check on students’ progress is an effective monitoring tool to support improvement. Middle leaders are held to account effectively for the working of their teams and teachers for the learning in their classroom. A rolling programme ensures that a detailed review takes place for each curriculum area. These are comprehensive, involve the governing body and students, and result in a

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clear set of actions for improvement, although in some areas such as mathematics and special educational needs the gaps between detailed reviews have sometimes been too long, with a resulting impact on the progress made. There has been a relentless focus on learning in the classroom. Professional focus groups and curriculum leader triads have been very effective in sharing good practice across the school.

The governing body is well informed about school performance and its members have regular discussions with staff. They conduct surveys with parents and carers and meet with students to gain an insight to how well the school is responding to their needs and interests. Safeguarding arrangements are robust and far exceed statutory requirements. They are rigorously implemented throughout the school so all staff and students are aware of safe practices, and in particular e-safety. The school enjoys highly positive relationships with parents and carers. There is regular communication and additional support from the family support worker. The headteacher’s weekly surgery attracts small numbers of parents and carers; all meetings are recorded with appropriate actions taken to follow up concerns.

The school has a wide range of partnership links with further education, employers, local schools, agencies and community organisations. These links contribute positively to the curriculum and to the opportunities they offer to students to develop their maturity and make a contribution to the community. The school promotes its specialism in sport through its partnerships, giving of its facilities and expertise but also by encouraging students to add value through their participation and leadership.

Leaders and managers have successfully pursued strategies to ensure equal opportunities for all and that discrimination, of any kind, is swiftly eliminated. Gaps in achievement between different groups have been closing and this can be partly attributed to the school’s efforts to ensure the learning in the classroom meets the needs of different students. The school made a very strong case for funding in order to provide additional facilities for disabled students on its site, demonstrating to its students that every person matters. The school’s clear analysis of its religious, ethnic and socio-economic context has aided its development of detailed and well-evaluated plans to promote community cohesion with its immediate and distant communities. The resulting strategies have led to a good range of learning opportunities for students. Links with schools in Sri Lanka, Mumbai and Birmingham enrich students’ understanding of how young people from different backgrounds live.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>



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<b>The effectiveness of the school’s engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Sixth form

Attainment is broadly average, with some fluctuation and subject variation, but has been rising over the past three years. Students make good progress during their time in the sixth form. Success and retention rates have been above average for the past three years and have steadily improved. Students’ personal development and well-being are good, with particular strengths resulting from a good range of leadership and management opportunities within and outside of school. Additionally, students’ contributions to supporting younger pupils and charities are particularly strong.

The good quality of teaching and use of assessment to support learning enable students to learn well, as demonstrated by their good and improved levels of achievement. The curriculum is under constant review by leaders and managers and is well matched to the needs and interests of students. The school supports students well. Leaders and managers have clearly defined improvement plans and there is an effective management structure designed to specifically support students’ academic and personal development. Good levels of evaluation, with resulting appropriate action, ensure that the needs of the students are paramount and responded to in a decisive and timely manner. This has led to a reduction in subject variation at A level, especially in the school’s sports specialism, and an improvement in outcomes.

*These are the grades for the sixth form*

<b>Overall effectiveness of the sixth form</b>	<b>2</b>
Taking into account:	
Outcomes for students in the sixth form	2
The quality of provision in the sixth form	2
Leadership and management of the sixth form	2

## Views of parents and carers

The majority of parents and carers who responded to the questionnaire were positive about the work of the school, and in particular agreed that their child enjoys school and is safe. The lead inspector had a detailed discussion with the headteacher about the results of the questionnaires and individual issues raised by parents and carers,

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while maintaining the confidentiality of the process, to inform the school's future work.

## Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Kineton High 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 165 completed questionnaires by the end of the on-site inspection. In total, there are 869 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	68	41	88	53	8	5	1	1
The school keeps my child safe	75	45	85	52	5	3	0	0
The school informs me about my child’s progress	55	33	91	55	9	5	1	1
My child is making enough progress at this school	53	32	85	52	11	7	3	2
The teaching is good at this school	48	29	95	58	5	3	0	0
The school helps me to support my child’s learning	43	26	89	54	22	13	1	1
The school helps my child to have a healthy lifestyle	40	24	93	56	20	12	5	3
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)	56	34	87	53	6	4	2	1
The school meets my child’s particular needs	56	34	90	55	8	5	3	2
The school deals effectively with unacceptable behaviour	48	29	85	52	19	12	0	0
The school takes account of my suggestions and concerns	39	24	86	52	21	13	1	1
The school is led and managed effectively	62	38	90	55	6	4	1	1
Overall, I am happy with my child’s experience at this school	71	43	79	48	10	6	1	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 8 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



30 September 2011

Dear Students

### **Inspection of Kineton High School, Warwick, CV35 0JX**

Thank you for making the inspection team so welcome at your school. We all enjoyed talking with you and you helped us to find out about your school. You go to a good and rapidly improving school. Some of its work is outstanding. The staff work well as a team and have achieved many improvements. Here are some good things we found out about it.

- The school is a calm, pleasant and orderly environment.
- The school promotes a trusting ethos, where concerns can easily be shared.
- Staff know each student well and work hard to care for and support you.
- You enjoy school, feel safe and behave well. The school makes outstanding arrangements for your safety.
- Your attendance has improved and is outstanding.
- The school provides good support for students whose circumstances make them vulnerable, and close attention is paid to their needs.
- The school's specialist status in sport brings you many benefits and provides a wide range of leadership opportunities which many of you take up.
- Teaching is consistently good, and an increasing amount outstanding.
- You make good progress while at the school and GCSE results have improved significantly. In English you make outstanding progress.

We have asked the school to make the following improvements.

- Raise achievement in mathematics to the high levels seen in English.
- Ensure that the revised provision and support for students with special educational needs and/or disabilities who are at 'school action' leads to more even progress across subjects and over time for all students.

We wish you all the very best in your studies and every success in the future.

Yours sincerely

Davinder Dosanjh  
Her Majesty's Inspector

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