

# Kingsway Park High School

## Inspection report

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<b>Unique Reference Number</b>	135795
<b>Local authority</b>	Rochdale
<b>Inspection number</b>	381923
<b>Inspection dates</b>	03–04 October 2011
<b>Reporting inspector</b>	Stephen Wall

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>	Foundation
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	1,143
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	David Roberts
<b>Headteacher</b>	Deborah Ball
<b>Date of previous school inspection</b>	n/a
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## Introduction

This inspection was carried out by five additional inspectors. Inspectors observed teaching and learning in 47 lessons taught by 47 teachers. They also held meetings with staff, groups of students and representatives of the governing body. They observed the school's work, and looked at documentation, including: information relating to the academic and personal progress of students; detailed analysis of students' attainment and progress; the school's self-evaluation; minutes from meetings of the governing body; and evidence to demonstrate how the school supports students whose circumstances may make them vulnerable. Inspectors also examined evaluations undertaken by the school to ensure that it meets statutory requirements with regard to safeguarding. In addition, 313 questionnaires completed by parents and carers were scrutinised along with questionnaires returned by staff and students.

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

- How well students achieve, especially in English and mathematics.
- How effectively leaders and managers drive improvement, especially in relation to students' achievement.
- How effectively the school uses assessment to improve students' achievement.
- How effectively leaders and managers develop the quality of teaching to maximise its impact on students' learning and progress.

## Information about the school

This is a larger-than-average-size secondary school in which the proportion of students known to be eligible for free school meals is well above average. The majority of students are from minority ethnic backgrounds, mostly of Pakistani heritage. The proportion of students who speak English as an additional language is well above average. The proportion of students with special educational needs and/or disabilities is also above average. Following the closure of two local high schools, students transferred to Kingsway Park High School which opened in September 2010 on a split-site. Since September 2011, it has occupied a single-site location. Nearly all of the current teaching staff was appointed from the staff of the two closed schools. The headteacher and a deputy headteacher were appointed externally in January 2010. The school is a National Challenge Trust school working in partnership with the local authority, another secondary school and a sixth form college, all of which have representation on the governing body. The school is housed temporarily on its present site while it awaits the planned construction and completion of a new school building. The school holds Healthy Schools status.

**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

This is a satisfactory school. It is improving rapidly and securely because good and purposeful leadership and management, including the governing body, are setting high expectations and tackling underachievement rigorously. Leaders and managers evaluate the effectiveness of the school accurately and use the outcomes astutely to prioritise and target actions on areas where the school could and should be doing better. As a result, students are making increasingly rapid progress in their learning. Attainment is rising securely, especially in English and mathematics. Consequently, the school is showing good capacity for sustained improvement.

In 2011, GCSE results were low. A significant proportion of students did not make at least expected progress from their Year 7 starting points in these key subjects, reflecting the legacy of underachievement inherited by this new school. School predictions, supported by inspection evidence, show that achievement, especially in English and mathematics is rising rapidly and securely. Significant gaps in the achievement of different groups of students in 2011 such as White British boys and between boys and girls are also closing rapidly. At the heart of the rapid improvement lies the rigorous action taken by the school to improve the quality of teaching and its impact on learning and progress. As a result, the proportion of good or better teaching is growing quickly. However, the school accepts that further improvement is necessary to accelerate students' progress even faster to overcome fully the legacy of underachievement.

The move to a single school site has been managed effectively. Students from the two schools that closed get on well together. Attendance has risen and is now above average, reflecting students' greater enjoyment and greater sense of purpose in coming to school. Behaviour is satisfactory and improving because the school has made its expectations clear and applies its rules and sanctions rigorously and fairly. However, in some lessons where teaching does not engage students effectively in learning, students show their lack of interest through lots of off-task chatter. The school provides good care, guidance and support for all its students, especially for those who may be vulnerable. Support for the large number of students who speak English as an additional language is good. It is enabling them to make increasingly rapid progress.

Leaders and managers are making very effective use of the school's status as a National Challenge Trust school. Strong partnerships are helping providing effective support in driving up standards rapidly and securely.

Up to 40% of 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?

- Improve further the impact of teaching on students' learning and achievement by making sure that:
  - all lessons are delivered with enough pace and variety to keep students on task and engaged fully in their learning
  - all lessons provide students with opportunities to develop their independent learning skills
  - students' speaking skills are developed consistently well by, for example, making sure that questioning encourages students to give extended answers
  - teaching is consistent in using assessment effectively to match tasks closely to the needs and abilities of different groups of students
  - the quality of marking is regular and helpful in showing students what they need to do to improve their work.

## Outcomes for individuals and groups of pupils

3
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Students work hard and with interest in the majority of lessons. They respond well to challenging tasks. They work well in groups and pairs. They listen respectfully to each other and enjoy contributing to the learning. In a minority of lessons, where teaching is not pitched at the right level or is too slow, students show their lack of interest by chatting idly among themselves; this acts as a brake on effective learning and progress. Students' attainment on entry to secondary education was generally well-below average. In 2011 attainment was low, especially in English and mathematics. The achievement of some groups of students such as White British boys and boys in general was significantly lower than other groups. Conclusive inspection evidence shows that the achievement for all groups of students, including those with special educational needs and/or disabilities, is rising rapidly and securely and that the gaps between different groups of learners are closing.

Students say that they are enjoying school much more now. 'Lots of lessons are more interesting. We do a lot less copying from the board. We learn a lot more. It's more fun,' is a typical student comment. Students feel safe in school. They know how important healthy lifestyles are. Participation rates in the wide range of sporting enrichment activities are high. Students enjoy taking on responsibilities in school. The school council is valued highly and was instrumental in designing the new school uniform and plans for the new school building. Older students especially enjoy supporting and caring for younger ones. Students are active in their local community.

They are increasingly proud of their school and the reputation of the school in the locality is growing. The rapid and secure rise in achievement, especially in English and mathematics, means that students' prospects for future economic well-being are improving securely. Students' good spiritual, moral, social and cultural development is seen in their strong respect for each other and in their tolerance and understanding of other cultures and religions.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	4
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
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>3</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>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

The quality of teaching is satisfactory overall and improving rapidly. The proportion of lessons that are good or better is growing securely. Good teaching gives students well-planned lessons that have a sharp focus on learning with clear objectives. In these lessons, students make good progress because they understand clearly what is expected of them. Similarly, good or better teaching engages students actively in their own learning. It is lively and stimulating with tasks that are appropriately challenging. In one Year 10 English lesson, for example, students made outstanding progress because the tasks they were given on a set text were imaginative, varied and thought-provoking. However, a minority of teaching is too slow and lacks variety. Teachers talk too much and deprive students of opportunities to work independently. Questioning does not require students to give extended answers thus acting as a brake on developing their skills and confidence in speaking. Teaching is making increasingly effective use of assessment data to match tasks to the needs and abilities of different learners. However, occasionally, tasks are either too difficult or too easy for some students. The quality of marking is inconsistent in showing students clearly what they need to do to improve their work and accelerate progress.

The good quality curriculum supports rapidly improving achievement effectively. It is well-thought out and planned to meet the different needs and abilities of learners. It provides good cross-curricular support for the development of students' numeracy and information and communication technology skills. It is becoming increasingly

<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

effective in supporting students' literacy skills. There is a wide range of enrichment activities in sports and the arts that are very popular and valued by students. They make a good contribution to students' personal development and their increasing enjoyment of the school.

Good care, guidance and support ensure that students feel safe in school. Innovations such as the free breakfast club promote students' punctuality to school and their attendance effectively. Students, parents and carers are very grateful that the school provided a free new school uniform when the new school opened. Students say how much this has helped their sense of belonging and pride in their new school. Transition arrangements from primary school are comprehensive and enable students to settle quickly into their new school. Students say that teachers are very approachable and quick to deal with any problems. Procedures to support students whose circumstances make them potentially vulnerable are fully in place and effective.

*These are the grades for the quality of provision*

<b>The quality of teaching</b> Taking into account:	<b>3</b>
The use of assessment to support learning	3
<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?

The inspirational and infectious leadership of the headteacher is pivotal in the school's successful drive for improvement. Other leaders and managers at all levels are providing good support in the drive to raise achievement and embed ambition. Monitoring and evaluation are rigorous, especially the monitoring of teaching and learning. As a result, the proportion of good or better teaching is growing rapidly. Team work across the school in the pursuit of improvement is growing strongly. Members of the governing body hold the school rigorously to account and also offer good support. Good relationships with parents and carers have been forged. Partnership with the Trust partner secondary school, the local authority and the local sixth form college are providing good support for raising achievement. For example, more-able Year 11 students are taught advanced level mathematics by staff from the sixth form college, to ease their transition to sixth form and to raise their aspirations.

The promotion of equal opportunities is good. The school is making rapid progress in closing the previously wide gaps in achievement between different groups of students. There are clear action plans in place to make sure the needs of all groups are met to maximise their achievement.

The school adopts recommended good practice and is meticulous in making sure that procedures for safeguarding are in place and followed. Training for staff in child protection procedures is regular and of good quality. Students show good knowledge of what constitutes unsafe situations and how to avoid or deal with them.

Community cohesion is promoted well. There is a clear action plan to guide activities. The school itself is a harmonious community. Students are active in their local community and take pride in representing the school publicly. Students are respectful and tolerant of different cultures and religions. The school evaluates accurately the impact of its actions to promote community cohesion.

*These are the grades for the 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>
<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>2</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>3</b>

## Views of parents and carers

There was an above average return rate of completed questionnaires from parents and carers. The questionnaires show that most parents and carers are happy with the education the school provides for their children. A few parents and carers think that the school does not take enough account of their concerns and suggestions. Inspectors discussed this with senior leaders. As a result, inspectors were satisfied that the school has a comprehensive range of procedures in place to receive and respond to suggestions and concerns. A few parents and carers also thought that school does not deal effectively with inappropriate behaviour. This was given careful consideration during the inspection and the outcomes are to be found in the body of the report: inspectors judge students' behaviour to be satisfactory overall.



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

Ofsted invited all the registered parents and carers of pupils registered at Kingsway Park 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 313 completed questionnaires by the end of the on-site inspection. In total, there are 1,143 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	90	29	193	62	14	4	7	2
The school keeps my child safe	107	34	184	59	6	2	5	2
The school informs me about my child's progress	94	30	178	57	23	7	3	1
My child is making enough progress at this school	77	25	195	62	19	6	5	2
The teaching is good at this school	77	25	202	65	16	5	3	1
The school helps me to support my child's learning	68	22	176	56	43	14	5	2
The school helps my child to have a healthy lifestyle	57	18	210	67	26	8	4	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)	108	35	170	54	15	5	3	1
The school meets my child's particular needs	66	21	191	61	31	10	4	1
The school deals effectively with unacceptable behaviour	95	30	162	52	28	9	12	4
The school takes account of my suggestions and concerns	53	17	195	62	28	9	13	4
The school is led and managed effectively	72	23	201	64	9	3	4	1
Overall, I am happy with my child's experience at this school	103	33	169	54	20	6	3	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 is for the period 1 September 2010 to 08 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.**



5 October 2011

Dear Students

### **Inspection of Kingsway Park High School, Rochdale OL11 2HJ**

Thank you for your warm welcome when I and my colleagues inspected your school recently.

Your school is providing you with a satisfactory and rapidly-improving quality of education. You are now making much better progress because the leadership and management of your school are setting much higher expectations and because the quality of much of the teaching you receive is improving securely. It was good to see that your attendance and punctuality have improved significantly. This is a sign that you are enjoying school much more and getting a lot more out of your education.

In order to improve your school further, I am asking the school to do the following things.

- Improve further the impact of teaching on your learning to raise your achievement even faster by making sure that:
  - all your lessons have enough pace and variety to keep you on task and engaged fully in your learning
  - you have more opportunities to find things out for yourselves
  - your speaking skills are developed consistently well by, for example, making sure that questioning encourages you give fuller answers
  - teaching always asks you to do things that are challenging enough
  - the quality of marking is regular and helpful in showing you what you need to do to improve your work.

In a short space of time your new school has made rapid progress. I am confident you will continue to do all you can to make sure it goes from strength to strength. I wish you all well for the future,

Yours sincerely,

Stephen Wall  
Lead Inspector

