

The Kimberley School

Inspection report

Unique Reference Number	122856
Local Authority	Nottinghamshire
Inspection number	380549
Inspection dates	16–17 November 2011
Reporting inspector	David Anstead HMI

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

Type of school	Comprehensive
School category	Foundation
Age range of pupils	11–19
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	1297
Of which, number on roll in the sixth form	147
Appropriate authority	The governing body
Chair	John Wilson OBE
Headteacher	Chris Teal
Date of previous school inspection	2 February 2009
School address	Newdigate Street Kimberley Nottingham NG16 2NJ
Telephone number	0115 938 7000
Fax number	0115 938 7001
Email address	office@kimberleyschool.co.uk

Age group	11-19
Inspection date(s)	16–17 November 2011
Inspection number	380549

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011



Introduction

This inspection was carried out by one of Her Majesty's Inspectors and four additional inspectors. The inspection team saw 38 lessons and two 'ready to learn' sessions taught by 40 teachers. Meetings were held with groups of students, the school council, staff and members of the governing body. Inspectors observed the school's work, and looked at students' books, analysed assessment data and checked policies. The views of 462 parents and carers, 183 students and 56 members of staff, expressed in questionnaires, were taken into account.

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

- How good is achievement in mathematics and the sixth form?
- Are higher attaining students being stretched sufficiently?
- How effective are the actions the school is taking to improve the quality of teaching and the use of assessment and are they improving quickly enough?

Information about the school

The school is larger than the average secondary. The proportion of students known to be eligible for free school meals is average. Around 6% of students are from several minority ethnic groups. There is a lower-than-average proportion of students whose first language is believed not to be English and the proportion of students with special educational needs and/or disabilities is average. The school has specialist status in technology.

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

2

Main findings

This is a good and rapidly improving school. Self-evaluation is outstanding, meaning that the school has an excellent appreciation of its strengths and weaknesses which informs its improvement work. What the school targets to improve, does improve and does so quickly. Consequently many aspects of the school's performance have improved markedly since the last inspection. Students now make better than expected progress and consequently, examination results have improved steadily over the last few years to be above average.

Staff evidently care passionately about the well-being and achievement of the students in their care. The impact of the outstanding care, guidance and support students receive is seen in the consistently good and improving outcomes and in the very high standard of school uniform. The school is a happy and harmonious community which students value and are proud to be part of. Accordingly, their attendance is exceptionally high.

The quality of teaching and use of assessment have improved to be good overall although there remain some inconsistencies in practice. Around 10% of teaching seen was outstanding. A large majority of lessons provide engaging and challenging learning activities but in a small minority of lessons, teachers tended to overly dominate learning by, for example, talking to the whole class for too long. This made for a dull experience for students because they had too few opportunities in lessons like this to work independently or collaboratively. Some teachers do not mark students' books regularly enough and sometimes pages were ticked but mistakes left uncorrected. Other instances were seen of teachers providing insufficient written guidance to students on how to improve their work. Teaching is good in the sixth form too, but in some lessons students have insufficient opportunities to learn independently, which is an important skill they need to develop for the next stage in their education, training or employment. The curriculum is good with well thought out provision for students to utilise and develop their literacy and information and communication technology skills when working in other subjects. Cross-curricular numeracy is less well developed.

The track record of improvements brought about since the last inspection is impressive. Past underachievement in mathematics has been tackled and students' performance is now satisfactory and continuing to improve. Overall achievement is now good and attendance has gone up from above average to now be high. The quality of provision and of leadership and management in the sixth form and in the

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

main school are much improved. Questionnaires completed by staff are overwhelmingly positive about the excellent leadership of the headteacher and his senior team, and the impact this is having on improving the school quickly. The ambition and drive demonstrated by senior leaders and the leadership and management of teaching and learning by senior and middle leaders is outstanding. Together with the exceptional contribution to the work and direction of the school made by the governing body, the school has a good capacity for sustained improvement.

What does the school need to do to improve further?

- Raise achievement to be outstanding by ensuring there is consistently good teaching in all subject areas and by increasing the overall proportion of outstanding teaching by:
 - ensuring that all teachers regularly mark students' work, correct mistakes and provide written guidance on how they might improve
 - providing more opportunities for students to work independently or collaboratively and particularly in sixth form lessons.
- Develop cross-curricular provision for numeracy so that students have opportunities to apply the skills they acquire in mathematics to different contexts when working in other subjects.

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

Attainment on entry is broadly average. Students make good progress during their time at the school so that examination results are generally above average and achievement is good. The proportion of students attaining five good GCSE grades, including English and mathematics, has improved sharply over the last few years and is now just above average. The school's performance on this important threshold measure is limited by relatively weaker achievement in mathematics although this is now satisfactory and catching up fast. Historically, lower attaining students and students with special educational needs and/or disabilities have made better progress than all other students at the school. In the most recent results for 2011, the relative performance of these different groups of students is similar. All students in 2010 and 99% of students in 2011 attained at least five GCSE grades which is indicative of the school's strong commitment to inclusion and the outstanding care, guidance and support students receive. The proportion of top A* and A grades awarded to higher attaining students in 2011 was just above the national average, indicating they are being sufficiently stretched.

Students say they feel safe in school and parents and carers indicated through a questionnaire that they are very happy with the school's arrangements for keeping their children safe. Rare instances of oppressive behaviour are well handled by the school and swiftly sorted out. Good behaviour makes a strong contribution to

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

promoting good learning because it enables teachers to provide more independent learning activities, more variety and less whole-class managed activities, although not all teachers choose to do this often enough. In a gripping chemistry lesson, for example, the teacher captured his students’ attention by opening with a video clip from an action movie where the main characters outrun an exploding fuel tank. He then swiftly moved into a demonstration in which he poured a similar fuel into a long channel and lit one end to show how quickly the flame raced along it. This imaginative opening to the lesson motivated students well during the subsequent independent learning activity in which they were keen to construct three-dimensional models of different fuels to explore why some are more flammable than others.

Students look smart because they adhere very well to the school’s high expectations for their standard of uniform. This, along with their high attendance and good attitudes to learning, makes a good contribution to their future economic well-being which is only limited by their satisfactory achievement in mathematics.

These are the grades for pupils’ outcomes

Pupils’ achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils’ attainment ¹	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
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	2
Taking into account:	
Pupils’ attendance ¹	1
The extent of pupils’ spiritual, moral, social and cultural development	2

How effective is the provision?

Teaching is characterised by interesting tasks which are delivered at a good pace. Teachers make it explicitly clear to students what is expected of them by the end of the lesson and link this well to assessment criteria. There are plentiful opportunities for independent learning and for team work in tackling tasks which require collaborative working in order for them to be successfully completed. Where teaching is weaker, it is often because the tasks provided are monotonous or involve the

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

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

whole class having to listen to teacher explanations for lengthy periods. Most teachers diligently assess and correct students’ work, providing them with good feedback on their current level of attainment and guidance about what they need to do to improve. However, the use of assessment by a few teachers was not good enough.

The curriculum is broad and balanced and meets students’ needs. There is a good range of after-school clubs and activities with notably high take up for those in sport and music. Year 11 students are appreciative of the extensive after-school support they can access to help them with their technology coursework, one of the school’s specialist subjects. Parents, carers and students are full of praise for the exceptionally thorough, sensitive and comprehensive care, guidance and support they receive.

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	1

How effective are leadership and management?

The governing body has strong links with the community and, together with a biennial survey they conduct, this ensures that they are extremely well informed about the reputation and standing of the school. Members of the governing body are prominent in school during the day through a programme of regular visits to classrooms. A great deal of the governing body’s time is devoted to evaluating in detail aspects of the school’s performance. As a result of all these activities, governors have an excellent understanding of the school’s strengths and weaknesses and of how well it is improving. When in the past performance has been lower than the school’s predictions, members of the governing body have been relentless in pursuing why the outcomes were lower than they had been expecting and in making sure any improvements required were put right. Excellent governance, combined with the outstanding ambition and drive of the headteacher and senior leaders, is bringing about rapid improvement in all aspects of the school’s work.

The school promotes equality of opportunity well because it is effective in narrowing gaps in achievement and attendance between different groups of students. Arrangements for safeguarding students are effective and well integrated into the work of the school. The school regularly evaluates its local, national and international context and reports this to the governing body. The promotion of community cohesion is good through, for example, links to schools in Africa and India.

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

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
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	2
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	2
The effectiveness with which the school deploys resources to achieve value for money	2

Sixth form

The 2011 examination results improved significantly on those for 2010 and success rates were in line with the national average. The proportion of top A* and A grades doubled between 2010 and 2011 but remain lower than is seen nationally. Attendance has improved enormously and is now high as a result of the excellent monitoring and support provided by a learning mentor. Sixth form outcomes are satisfactory and strongly improving.

The curriculum is satisfactory and offers a range of some 24 different AS and A level courses. There is limited provision for vocational courses in the sixth form and the AS and A level courses offered are timetabled for an hour less a fortnight than is recommended by the examination boards. The quality of teaching is good as in the main school although in some lessons, too much time is spent with students passively receiving information and not enough time devoted to allowing them to manage their own learning. Students speak highly of the outstanding quality of care, guidance and support they receive in the sixth form which is responsible for their high attendance and improving success rates. The school can point to examples of students who failed at a sixth form college but were so well supported on their return to this sixth form that they went on to succeed. The new leadership and management of the sixth form are having a good impact on improving provision and driving up examination results.

These are the grades for the sixth form

Overall effectiveness of the sixth form	3
Taking into account:	3

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

Outcomes for students in the sixth form	2
The quality of provision in the sixth form	
Leadership and management of the sixth form	2

Views of parents and carers

Parents and carers were most positive about the way the school keeps their children safe and about how well the school is led and managed. This reflects the good safeguarding arrangements, the outstanding care, guidance and support as well as the good behaviour and attitudes to learning demonstrated by students. The headteacher and senior leaders provide outstanding leadership and management. Parents and carers were less positive in comparison to national benchmarks about the way in which the school helps their children to live healthy life styles. Inspectors found that almost all students participate in three or more hours a week of sporting activity and the take up of after-school sports activities is extremely high. However, the proportion of students choosing to eat healthy school meals is lower than is usually seen.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at The Kimberley 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 462 completed questionnaires by the end of the on-site inspection. In total, there are 1297 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	132	29	281	61	32	7	8	2
The school keeps my child safe	145	31	297	64	11	2	2	0
The school informs me about my child’s progress	115	25	290	63	33	7	8	2
My child is making enough progress at this school	132	29	274	59	28	6	6	1
The teaching is good at this school	112	24	301	65	18	4	5	1
The school helps me to support my child’s learning	89	19	279	60	54	12	9	2
The school helps my child to have a healthy lifestyle	58	13	311	67	53	11	7	2
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)	101	22	284	61	19	4	5	1
The school meets my child’s particular needs	104	23	300	65	16	3	7	2
The school deals effectively with unacceptable behaviour	119	26	277	60	26	6	10	2
The school takes account of my suggestions and concerns	62	13	282	61	33	7	8	2
The school is led and managed effectively	143	31	276	60	11	2	5	1
Overall, I am happy with my child’s experience at this school	162	35	261	56	23	5	7	2

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 08 April 2011 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.



18 November 2011

Dear Students

Inspection of The Kimberley School, Nottingham, NG16 2NJ

Thank you for your friendly welcome when we inspected your school.

We found that your school is a good one. Teaching and the assessment of your work are good and, consequently, the progress you are making is also good. Your GCSE results are better than the national average and although AS and A level outcomes in the sixth form are still satisfactory, they are improving rapidly. The school looks after you extremely well, your behaviour is good and you told us that you feel safe at school. Your attendance is amongst the best in the country! The headteacher and senior staff are doing an outstanding job of making your school better.

I have asked the headteacher to continue to improve the school by:

- making sure your work in all subjects is regularly marked, that any mistakes are corrected and that your teachers explain to you how to improve your work
- ensuring lessons include more opportunities when you can work on your own or in small groups
- providing more opportunities in sixth form lessons for you to learn independently
- finding ways for you to apply the skills you have learnt in mathematics in other subjects.

You can help by maintaining your excellent attendance record and by following the guidance you get from teachers about how to improve your work.

With best wishes for your future.

Yours sincerely

David Anstead
Her Majesty's Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234, or email enquiries@ofsted.gov.uk.**