

# CTC Kingshurst Academy

Cooks Lane, Kingshurst, Solihull, B37 6NU

**Inspection dates** 30–31 January 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- All groups of students achieve well. Disabled students and those with a special educational needs make equally good progress as others.
- The academy is taking successful action to reduce the gaps in performance between those who may be more disadvantaged and other students.
- The quality of teaching is good and some is outstanding. Teaching has improved since the last inspection. Most teachers plan their lessons to ensure that students achieve as well as they should.
- Students behave well and feel very safe. They have a good understanding of the academy's high expectations of behaviour and say that only a very small minority finds these difficult to meet at times.
- The principal provides strong leadership. Leaders and governors have successfully recruited staff who completely endorse and support the academy's ambitious commitment to its students.
- There are high expectations of all who work at the academy. Systems for checking performance are rigorous and any weaknesses are quickly dealt with. Morale is high and staff are proud of what has been achieved.
- The sixth form is good. Students achieve well and make a positive contribution to the life of the academy.

### It is not yet an outstanding school because

- Lessons are sometimes too dominated by the teacher, with insufficient opportunity for independent learning and insufficient challenge for the most able students.
- Teachers do not always make sure that students respond to what has been asked of them when their work is marked.
- Students' number skills are not well enough developed across all subjects.

## Information about this inspection

- Inspectors observed 44 lessons or parts of lessons, amounting to 24 hours in total. Ten of these lessons were observed jointly with senior leaders.
- Inspectors listened to students read and visited classrooms with senior staff to look at how well disabled students and those with who have special educational needs were learning. Inspectors also visited lessons with senior staff to look at students' progress in mathematics, English, science and their learning in a wide range of other subjects.
- Discussions were held with senior and middle leaders, staff, the Chair of the Governing Body and one other governor and with groups of students.
- Inspectors observed the school's work and looked at the school's self-evaluation and planning documents, external evaluations of its work and examples of students' work.
- Inspectors took note of the seven responses to the online Parent View survey and spoke to groups of parents and carers at the beginning and end of the school day. Inspectors also analysed 27 questionnaires returned by staff.

## Inspection team

Michael Merchant, Lead inspector	Additional Inspector
Andrew Saunders	Additional Inspector
Catherine Robinson-Slater	Additional Inspector
Rosemary Myers	Additional Inspector
Anne White	Additional Inspector

## Full report

### Information about this school

- The school is an above average-sized secondary school with a larger than average sixth form.
- The majority of students are of White-British heritage.
- There are below average numbers of students who are learning English as an additional language.
- The proportion of students eligible for the pupil premium (additional funding from the government for groups of students including those known to be eligible for free school meals) is above average.
- The proportions of disabled students and those who have special educational needs supported through school action, school action plus, or with a statement of special educational needs, are broadly average.
- A very small number of students attend a Solihull College or the local Jaguar Landrover plant as part of their programmes of study.
- The school meets the government's current floor standards, which set the minimum expectations for students' progress and attainment.
- There have been significant changes to the senior and middle leadership of the school since the last inspection and large numbers of teachers have recently left or joined the school.

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

- Increase the proportion of outstanding teaching across the school and further the rate at which students make progress by:
  - making sure that all teachers plan work in every lesson that fully challenges the most able students
  - developing students' investigation skills in lessons so that they become more independent and less reliant on their teachers
  - checking carefully that every student responds to the very helpful marking provided by most teachers
  - making sure that all subjects make as strong a contribution to students' number skills as they do for their literacy skills.

## Inspection judgements

### The achievement of pupils

is good

- Students join the academy with attainment that is broadly that expected of their age, although in recent years a much higher proportion have entered Year 7 with reading and writing skills that are below those expected.
- Students' attainment at GCSE, as shown by their average points score, is significantly above average. Attainment is particularly high in English where 78% of students gained grades A\*-C in 2012.
- GCSE results in mathematics declined in 2012 and some students made weaker progress in mathematics than in their other subjects. The reasons for this have been identified and quickly addressed so that both attainment and progress have improved sharply. School data shows that more than 70% of students in Year 11 are on track to gain grades A\*-C in GCSE mathematics in 2013.
- Detailed information presented by the academy provided firm evidence to show that students make good progress in most subjects, including English and mathematics. In lessons observed during the inspection, students' achievement was nearly always good, and in some cases, outstanding.
- Disabled students and those with special educational needs are identified quickly and carefully targeted support means that they make good progress in relation to their starting points.
- The academy has introduced one-to-one tuition and provided extra staffing to help students who are eligible for the pupil premium. As a result, these students do well across many subjects and the gap between this group and others was smaller than it is nationally.
- The academy is particularly successful at improving students' literacy skills. This is evident in most subjects, where opportunities are provided to promote students' confidence and skills in speaking, listening and reading. Students' confidence and skills in dealing with numbers, however, are not consistently developed across the school.
- Some students study courses at a local college of further education and a small number follow courses at places away from the school. Their progress is checked carefully by the school. Most are achieving well and gaining the necessary skills to gain suitable employment or further training.
- Where the school thinks it appropriate, students are entered early for examinations. There is no evidence that this causes students, particularly more-able students, to attain lower final grades than they would do otherwise.
- Students in the sixth form make good progress and nearly all students complete their courses successfully. Attainment of students following the International Baccalaureate is close to the world average.

### The quality of teaching

is good

- Teaching has greatly improved since the last inspection. Nearly all teaching seen was good and

some was outstanding, a picture that confirms the school's own view of teaching over time. Teachers expect much of their students and communicate great enthusiasm for their subjects. Students have great respect for and confidence in, their teachers and this supports students' learning well.

- Teachers check students' progress regularly, providing extra help to those who are in danger of falling behind. This helps all students to make good progress. Teaching assistants are used well to support students, especially those who learn at a slower pace.
- Teachers ask probing questions that extend students' understanding. Students respond well in lessons and listen attentively to teachers and to each other. For example in an outstanding Year 10 science lesson, students made excellent gains in their knowledge and understanding of osmosis as a result of the teacher's masterly use of questions to tease out students' understanding of the topic.
- Teaching in the sixth form is consistently good with some that is outstanding. The small teaching groups and professional and amicable working atmosphere enable provision of good quality individual tuition if and when required.
- In the best lessons, teachers provide opportunities for students to work independently and think for themselves. This is not always the case and some lessons are too dominated by the teacher, which does not always help students practise what they have learnt. Occasionally, lessons lack imagination and challenge, especially for the more-able students, who are not always stretched as much they could be.
- Most marking is thorough but teachers do not always check to see that students are acting on the advice previously given.

### **The behaviour and safety of pupils are good**

- The majority of students have highly positive attitudes towards learning and respond well to the effective systems the school uses to manage behaviour. Good provision for students' spiritual, moral, social and cultural development contributes to their consistently good behaviour around the school and in enrichment activities and assemblies. Students are invariably polite, courteous and friendly, offering help and assistance to visitors and other students.
- Behaviour is not yet outstanding because a small minority of students occasionally misbehaves, which spoils the learning and enjoyment of others.
- Students say they feel safe in school and if they have a problem, they know they can talk to a member of staff who will sort it out.
- Students have a good understanding of the different forms of bullying and say that the use of racist or homophobic language is extremely rare. If it does occur, students are confident that it will be challenged and dealt with successfully by staff. The school actively encourages all students to express their individuality and appreciate that people are different.
- Students from different cultural and religious backgrounds get on well together and appreciate the harmonious climate created in the academy.
- Attendance has improved since the last inspection and is now above average. Strong partnerships with outside agencies, such as education welfare and social services, ensure

productive working with families to reduce the number of students who are persistently absent.

## **The leadership and management** are good

- The strong and tenacious leadership of the principal is one of the key factors in the academy's success and its strong capacity to sustain further improvement.
- The principal's great determination and commitment, along with strong support from the governing body, senior and middle leadership, have contributed to the transformation of the academy. The new, extended senior leadership team and the new heads of faculty, share a common goal in providing the best possible opportunities for students.
- The sharp focus on making everyone accountable for their performance has brought about a rapid change in the quality of teaching and of the rate of students' achievement. Learning, progress and the quality of teaching are monitored regularly and are closely linked to teacher's performance and pay increases. Leaders observations of lessons identify good practice, which can be shared and also trigger support when teaching requires improvement.
- Many of the new and recently qualified teachers are already delivering consistently good lessons. This is a testament to the strong and effective leadership of teaching and the support and professional development provided by the academy. Leaders have an incisive and accurate view of the quality of teaching as well as particular strengths and areas for development.
- The academy's commitment to equality of opportunity is demonstrated by the great care it takes to ensure that all groups of students make good progress. All available resources, including pupil premium funding, are used to overcome barriers to students' learning.
- The curriculum is well thought out and imaginative, with a strong emphasis on securing improvements in students' literacy skills. More students are able to pursue the subjects included in the English baccalaureate. A range of vocational courses meets the students' needs well. Too few subjects outside mathematics, however, are making a strong enough contribution to the development of students' basic numeracy skills.
- All statutory safeguarding procedures are met.
- **The governance of the school:**
  - The governing body holds the principal and senior leaders robustly to account for all aspects of the academy's performance. It has also been a great source of strength and support to senior leaders when they have had to take difficult decisions regarding the effectiveness of some teachers and school leaders. Governors have a good knowledge of the data on students' progress and how this compares with other schools nationally. They question this information relentlessly to gain a clear understanding of the academy's progress against its key priorities for improvement. Governors bring a good range of relevant skills and have had training on their roles. They make sure that better pay and promotion of staff are closely related to performance in the classroom and are well aware of where teaching is in need of additional support. Governors know how pupil premium funding is spent and have looked closely at the impact of each of the different ways in which the funding is used.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	135684
<b>Local authority</b>	N/A
<b>Inspection number</b>	406624

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

<b>Type of school</b>	Academy
<b>School category</b>	Non-maintained
<b>Age range of pupils</b>	11–18
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in the sixth form</b>	Mixed
<b>Number of pupils on the school roll</b>	1504
<b>Of which, number on roll in sixth form</b>	294
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	David Moore
<b>Principal</b>	Ann Jones
<b>Date of previous school inspection</b>	30 March 2011
<b>Telephone number</b>	0121 329 8300
<b>Fax number</b>	0121 770 0879
<b>Email address</b>	info@kingshurst.ac.uk



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