

Kemnal Technology College

Sevenoaks Way, Sidcup, DA14 5AA

Inspection dates 6–7 June 2013

Overall effectiveness	Previous inspection:	Not previously inspected
	This inspection:	Good 2
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.

- Attainment is in line with national averages and students make good progress from their starting points especially in English and mathematics. Achievement continues to rise, with further improvements anticipated in 2013.
- Students known to be eligible for the pupil premium make good progress as a result of well-considered and carefully targeted support.
- Teaching is good, with an increasing proportion which is outstanding. Teaching is improving as a result of the school's highly effective professional development.
- Students behave well in lessons and around the school. They are courteous, polite and respectful towards each other, to staff and to visitors.
- The headteacher and senior staff are determined and effective in their focus on improving teaching and raising achievement. Staff morale is high.
- Students' spiritual, moral, social and cultural development is a strength of the school.
- The governing body has a secure knowledge of the school's strengths and weaknesses gained through regular updates and visits.
- The school is highly regarded for the support it provides to neighbouring schools to help them raise achievement and improve teaching.
- The sixth form is good. Students make good progress from their starting points on entry. Teaching is good and students are well cared for and supported.

It is not yet an outstanding school because

- There is not enough outstanding teaching to make sure that all students make rapid progress. Lessons do not always cater for the spread of ability and challenge more-able students.
- Students do not have enough opportunities to work independently.
- Students are not given sufficient opportunities to think more deeply about their answers when being posed questions.
- Students' attendance is below average in the main school.
- Development planning lacks depth. Leaders do not always measure the impact of their various strategies on school improvement.

Information about this inspection

- Inspectors observed 44 lessons covering 14 different subjects including English, mathematics, science and technology. They undertook nine joint lesson observations with senior leaders as well as a number of shorter visits to lessons, focusing on assessment and achievement.
- Inspectors spoke to three different groups of students and looked at samples of their work, focusing on progress and assessment, as well as the achievement of those known to be eligible for pupil premium funding.
- Meetings were held with senior leaders, subject and other leaders, the Chair of the Governing Body and a representative of the Kemnal Academies Trust.
- Inspectors took account of the 29 responses to the online questionnaire (Parent View), along with an analysis of the school’s own parental questionnaires. Inspectors also evaluated 84 responses to the staff questionnaire.
- Inspectors looked at a range of documentation including information showing students’ progress over time, performance management records, the governing body minutes and records regarding students’ behaviour, as well as documents relating to safeguarding and child protection arrangements.

Inspection team

Paul Metcalf, Lead inspector	Additional Inspector
Anna Ljumovic	Additional Inspector
Samuel Ofori-Kyereh	Additional Inspector
Cliff Walker	Additional Inspector

Full report

Information about this school

- Kenmal Technology College is an above-average-sized secondary school with a mixed sixth form. The school converted to become an academy school on 1 September 2010. When its predecessor school, of the same name, was last inspected by Ofsted, it was judged to be outstanding. The school is part of the Kemnal Academies Trust.
- The majority of students are White British with small numbers of African, Caribbean and mixed heritage students. The proportion of students who speak English as an additional language is above the national average.
- The proportion of students known to be eligible for the pupil premium, providing additional funding to support pupils eligible for free school meals, children looked after by the local authority and children from service families, is well above average. At the time of the inspection, there were no children from service families and very few in local authority care.
- The proportion of disabled pupils and those with special educational needs supported through school action is above average and rising. The proportion of students supported at school action plus or with a statement of special educational needs is average.
- A small number of students who are at risk of being excluded attend alternative provision available at off-site programmes such as the Walsingham Centre and the North West Kent Alternative Provision Service.
- The school meets the government's current floor standards, which set the minimum expectations for students' attainment and progress at the end of Key Stage 4.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching and raise achievement by:
 - ensuring that there are more lessons in which learning and progress are outstanding by building on the best practice in the school
 - making sure that teaching takes full account of the spread of ability and more-able students are challenged sufficiently
 - increasing the opportunities for students to work independently and think deeply about their responses to questions
 - improving attendance by working with parents and carers to make sure they understand the negative impact which poor attendance can have on their children's education
 - using available data to critically question performance and to develop robust plans for improvement, and rigorously measure the impact of these strategies.

Inspection judgements

The achievement of pupils is good

- Students join the school with attainment which is below average and achieve broadly average GCSE results in Year 11. In 2012, the proportion of students gaining five A* to C grades at GCSE including English and mathematics was average. Other key indicators, including the proportion of students gaining five or more GCSE grades, continue to rise, with further improvements anticipated in 2013.
- Students make good progress. Their performance in comparison with other boys was significantly above average in 2012. The proportions of students meeting and exceeding expected progress in English and mathematics compare favourably with national figures.
- Progress is particularly strong in English and mathematics. Effective teaching, detailed tracking and carefully tailored support are securing improvements in students' achievement. Previous underperformance in humanities has been tackled decisively, and this is confirmed through school data and lesson observations.
- Staff are effective in promoting equality of opportunity and they are well aware of the needs of individual students in the school. Students from different ethnic groups, as well as those who speak English as an additional language, make good progress. Disabled students and those who have special educational needs, and those attending off-site provision, make similarly good progress. Discrimination of any kind is not tolerated.
- The pupil premium is used effectively to offer individual and group support, student buddying and the support of a behaviour-improvement officer. In the GCSE examinations, the gaps in attainment between Year 11 students who benefited from the pupil premium and other Year 11 students narrowed in both English and mathematics compared with the previous year. In 2012, this gap represented two thirds of a grade lower in English and mathematics. The gaps were both much smaller than those found nationally.
- Students' basic skills in numeracy and literacy are well supported in mathematics and English, as well as across the school. Students' mathematical skills are suitably reinforced in science and technology. Students speak confidently, write accurately and read regularly. However, presentation skills require further support as exercise books are often scrappy. Students are well prepared for the next stage of their education, training or employment and sixth-form students have high aspirations to go on to university.
- The attainment of students on entry to the sixth form is below the average for sixth forms. Students make good progress from their starting points. Most students stay the course and examination results are improving rapidly, with those in 2012 being broadly in line with national averages. The progress of the very few girls in the sixth form is similar to that of the boys. The school's tracking indicates that results will be even higher in 2013 as a result of better target setting and further improvements in mathematics and the sciences.
- The school's policy for early entry in GCSE mathematics ensures that students better understand the requirements of external examinations. Appropriate courses, such as GCSE additional mathematics, are provided for those students who surpass their expected grades.

The quality of teaching is good

- Where teaching is good or better, lessons are well planned and teachers set work that takes account of the needs of individual students making good use of support staff in the classroom. Expectations are high and relationships are strong. Good subject knowledge and awareness of examination board requirements support students' good progress.
- In an outstanding Year 8 mathematics lesson, the teacher's fast pace, high expectations and supportive relationships motivated students to investigate a range of circle theorems enthusiastically. They were encouraged to apply their earlier knowledge to new situations, allowing them to develop their understanding and expertise as well as make exceptional

progress in this challenging topic area.

- Where teaching is not as strong, work is not tailored to students' levels of ability and more-able students are not sufficiently challenged. Question-and-answer sessions are not always probing and do not always require students to think or develop their responses. In a very small number of lessons, teachers do not adequately deal with low levels of disruption through making use of the school's systems for managing behaviour.
- The school is rightly focusing on improving the quality of marking, which varies between subjects and teachers. The best marking provides helpful guidance on how to improve work. This is particularly strong in English and the humanities, where students' work includes responses to additional questions posed by the teacher.
- Disabled students and those who have special educational needs, as well as students who speak English as an additional language, benefit from the extra help provided by support staff. Students eligible for the pupil premium have access to specialist support such as one-to-one and small-group teaching. This has allowed them to make good progress.
- Teaching in the sixth form is consistently good, and sometimes outstanding. School data and lesson observations suggest that teaching is better than in the main school as a result of sharing good practice. The best teaching was observed in English and social sciences, where there was a greater emphasis given to promoting students' independent learning skills, something which does not happen enough in the rest of the school.

The behaviour and safety of pupils are good

- Behaviour, both in lessons and around school, is good. In general, students enjoy positive relationships with teachers and show considerable courtesy and respect for one other. Behaviour seen during the inspection was good and school records confirm that this is typical of behaviour over time.
- Students suggest that their behaviour varies with the quality of teaching and, where teaching is good, they engage well with the lesson. Students report that their behaviour is worse when teaching lacks challenge or if lessons are being covered due to the absence of the timetabled teacher.
- Students feel safe at school. They understand issues related to their safety and they are taught how to keep safe when using social media. Students are aware of different types of bullying and report that the use of racist language is rare, although homophobic bullying is not always reported.
- Attendance in the main school is below average. It has improved in the current academic year, as a result of better communication between the school and parents and carers. Attendance in the sixth form is high. Punctuality across the school is good.
- The proportions of permanent and fixed-term exclusions are average. Exclusions are used sparingly and the school is working hard to reduce these through reporting, monitoring and early intervention including the use of off-site provision.
- Sixth-form students have extremely positive attitudes to their learning. They are good role models within the school and contribute well to its ethos, including supporting younger students through coaching and reading.

The leadership and management are good

- The headteacher and senior staff have worked tirelessly to drive up standards and address underperformance in humanities as well as improve science and technology. School improvement targets are ambitious and the school's extensive use of data is ensuring early and appropriate intervention when students are at risk of falling behind. The school is very knowledgeable about its strengths and weaknesses but written development planning lacks

depth including robust success criteria. Data are used well to identify trends and target support but not sufficiently to question performance and measure the impact of their various strategies on improving teaching and raising achievement.

- Leaders have provided focused professional development for all teaching staff. Staff morale is high, and teachers and support staff are keen and willing to improve their practice.
 - The management of teachers' performance is rigorous. Leaders monitor teaching closely and lesson observations are accurately judged, with feedback which provides good support to individuals in developing their classroom practice. Teacher questionnaires confirm that they are positive about the support given for their professional development.
 - Funding for the pupil premium and Year 7 catch-up premium has been spent appropriately to make sure it has the greatest possible impact for eligible students. For example, additional staff have been appointed to offer one-to-one support and provide school counselling and mentoring support. The funding has also been spent on reading programmes and literacy intervention in Year 7.
 - The curriculum is broad and balanced to meet the needs of individuals and groups of students. It offers them high-quality learning and numerous opportunities to undertake extra-curricular and enrichment activities contributing to their wider personal development and well-being. There is a strong commitment to developing students' skills in English and mathematics as well as literacy and numeracy across subjects. The sixth-form curriculum offers a good range of both academic and work-related subjects. Alternative provision for students at risk of exclusion is successful.
 - The school enjoys strong relationships with parents, carers and the community. Parents' and carers' views are regularly sought and acted upon. Their responses to school surveys are invariably positive and a large majority have confidence in the school, although a small minority are concerned about behaviour and bullying. Community partnerships are extensive, especially in terms of the breadth and depth of support offered to neighbouring schools in providing leadership support and professional development.
 - The provision for students' spiritual, moral, social and cultural development is a particular strength. Elements include art, drama and music covering Caribbean music and African drumming. A Year 7 day trip to France, Year 10 outward bound courses and A-level trips to museums and art galleries offer much scope for students' social and cultural development. Students show considerable respect for students from different religious and ethnic backgrounds.
 - The school's arrangements for safeguarding meet statutory requirements and the procedures for safe recruitment of staff, child protection, site security and risk assessment are secure. Off-site provision is similarly safe.
 - The school is part of the Kemnal Academies Trust, which has provided effective support for the school's leaders and managers, as well as encouraging the sharing of resources and expertise across partner schools.
 - **The governance of the school:**
 - Governors have shared their expert knowledge and experience of leading, managing and improving schools with the headteacher to support the school to improve. Governors have a secure knowledge of the school's strengths and weaknesses supported through regular updates, teaching statistics and visits. Regular training means that they have a good understanding of data and know how well students are achieving against national comparators. They ask challenging questions of the headteacher and their targets are demanding. They are fully involved in decisions about teachers' pay progression and how this relates to the quality of teaching. They know about how the school rewards good teaching and tackles any underperformance as part of its management of their performance. They are well aware of the achievements of students supported by pupil premium funding and Year 7 catch-up premium and make sure that funding is used effectively.
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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

Unique reference number	136281
Local authority	Not applicable
Inspection number	412291

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

Type of school	Academy converter
School category	Maintained
Age range of pupils	11–18
Gender of pupils	Boys
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	1,010
Of which, number on roll in sixth form	136
Appropriate authority	The governing body
Chair	Jim Rouncefield
Headteacher	Christian Markham
Date of previous school inspection	Not previously inspected
Telephone number	020 8300 7112
Fax number	020 8300 5619
Email address	admin@ktc-tkat.org

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