

Kingsley College

Woodrow Drive, Redditch, Worcestershire, B98 7UH

Inspection dates 9–10 October 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	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.

- Progress in nearly all subjects is improving, for all groups of students. Extra support using extra government funds is helping the students involved to improve rapidly.
- More students are getting higher grades because more-able students are challenged well.
- Leaders and managers are insistent on the best and this has led to rapid improvement in the quality of teaching and in behaviour.
- Most teaching is now good and some is outstanding. Students say the teaching is much better.
- Teachers have developed effective ways to engage students with learning and to make sure they learn to work without direct help, discussing and investigating.
- The sixth form is good and progress in many A- and AS-level subjects is improving.
- Students say they feel safe in school and that behaviour is good. They show respect to each other and to the adults in school.
- Careful monitoring of students' progress ensures that they are given the help they need when they are in danger of falling behind.
- Exceptionally rigorous self-evaluation and relentless follow up of weaknesses is helping the school make rapid improvements.
- Responsibility for making improvements is shared by all school leaders and this gives the school good capacity to improve further.

It is not yet an outstanding school because

- Progress is not yet outstanding in many subjects. Students who receive extra support have not yet fully caught up others.
- Teachers sometimes leave students to work too much out for themselves and do not consistently check understanding before they move on to the next task.
- On some occasions the brisk pace of lessons cuts learning short.
- Students with special educational needs or disabilities are not always given the practical resources they need to help them make sense of complex ideas.

Information about this inspection

- The inspectors visited 44 lessons or parts of lessons and looked at work in students' books. They listened to students read, visited an assembly and observed break time activities.
- Meetings were held with the headteacher, three members of the governing body, key staff and with students. A telephone call was made to a representative of the local authority.
- Documents looked at included the school's view of its own performance, information on students' progress and documents relating to safeguarding, school management and the curriculum.
- Parents' views were taken into account through the 64 responses to the Ofsted online survey (Parent View) as well as the school's most recent survey. The inspection team also considered 50 staff questionnaires.

Inspection team

Mary Le Breuilly, Lead inspector

Additional Inspector

Glen Goddard

Additional Inspector

Hilary Green

Additional Inspector

Shannon Moore

Additional Inspector

Full report

Information about this school

- Kingsley College is an average sized secondary school with a sixth form.
- Most students are of White British heritage.
- The proportion of students known to be eligible for the pupil premium (additional funding provided by the government to support students, for example those known to be eligible for free school meals and children in local authority care) is average.
- The proportion of disabled students or those who have special educational needs supported at school action level is below average. The proportion of students at school action plus or with a statement of special educational needs is above average.
- The school has a specially resourced provision for special educational needs. This specialist unit supports students with autistic spectrum disorder and currently has 10 students on roll.
- A small number of students attend alternative provision at the Forge Secondary Short Stay School. A small number also attend North East Worcestershire College for part of the school week.
- The school meets the government's current floor standards, which set the minimum expectations for attainment and progress in English and mathematics.

What does the school need to do to improve further?

- Improve learning and accelerate progress, by:
 - ensuring that the times when students work things out alone, without direct adult help, are balanced by teachers' explanations where necessary
 - allowing enough time for students to discuss complex or abstract concepts fully, and checking their understanding before moving on
 - providing more practical resources when needed, to allow disabled students and those who have special educational needs to understand difficult ideas more effectively.

Inspection judgements

The achievement of pupils is good

- The attainment of students rose sharply in 2012. While results in 2013 were similar to those seen the previous year, this still represents a rate of improvement over time that is much faster than that seen nationally. Standards are now in line with national averages.
- Progress has also improved steadily. Students currently in school are now making good progress in most subjects including mathematics and English. The school tracks the progress of each student and their records show that fewer students are falling behind and that when they do slip they are able to catch up more quickly.
- The attainment of students in the sixth form is also improving and their progress is now good. Fewer students abandon their studies and student confidence in the sixth form is demonstrated by increasing numbers taking up places at the end of Year 11.
- More students are gaining A and A* grades because the levels of challenge and support for more-able students have risen and more is expected of them.
- The gap between the attainment of students eligible for pupil premium funding and their peers is narrowing. Students eligible for the pupil premium who left the school last academic year were about two grades behind in mathematics and one and a half grades behind in English. This gap is wider than that seen nationally. However, students eligible for the pupil premium are making faster progress than their classmates in Years 10 and 11, and this shows the school is being successful in reducing the gap further.
- Students with special educational needs or disabilities make good progress because they are provided with effective additional support and intervention that is carefully tailored to their needs. Students in the autism base make good progress, both academically and with social skills.
- Students who have alternative provision at the local college or short stay school make better progress than they did previously because the placements meet their needs better.
- Early entry to GCSE is now limited to a few students and is carefully targeted at individuals. As a result, students are not disadvantaged by taking examinations before they are ready to do so and, where needed, are able to continue to improve until the end of the academic year.

The quality of teaching is good

- Most teaching is now good and an increasing proportion is outstanding. This is resulting in improved progress across the school, including in mathematics and English.
- Teaching and support for students with special educational needs is usually effective in helping them make good progress. Occasionally these students' progress slows when they have limited access to practical resources. On these occasions they sometimes find abstract ideas difficult to grasp and do not always get enough practice of key skills.
- Teachers ask students questions that help them think and deepen their learning. Challenge for the more able is provided in many lessons through questions of increasing complexity. This approach and other similar techniques are proving effective in raising the attainment and

progress of the most able.

- Students enjoy learning. They told inspectors that lessons were now more interesting and that they often had to think and work things out for themselves. They like this independence in learning and feel it helps them remember things better and prepares them well for future study.
- Students work very well together in pairs and groups. The many opportunities they are given to discuss their work are generally productive and deepen their learning because students are more actively involved.
- Lessons include very effective techniques that develop independent study and provide opportunities for students to work things out for themselves. However, occasionally teachers left a little too much thinking to the students without an input from teachers to clarify their direction and understanding. This resulted in occasional misconceptions.
- Lessons are kept brisk and learning is moved forward as teachers set a time limit for each task. Most of the time this is highly effective, but on a few occasions teachers do not allow quite enough time for the depth of discussion that is needed for some of the more complex ideas, or they move on to the next task without properly checking students' understanding of what had been discussed. When this happened the fast pace cut the learning short.
- Marking provides good feedback to help students understand what they need to do to improve. Students are aware of their progress towards their targets and of what they need to do to reach them.
- Homework is set regularly and teachers select homework tasks with care so that it provides an appropriate extension of the learning in school.
- Students in the sixth form report that teaching has improved. They are well prepared for their studies and show highly positive attitudes to their work.

The behaviour and safety of pupils are good

- Students engage very well in lessons. Their attitudes to learning are highly positive and they have high expectations of themselves. They concentrate well and participate in the activities their teachers present to them. Disruption in lessons is very rare.
- There is an effective behaviour policy in place that is well implemented across the school. Records and students views show behaviour has improved since the last inspection. Students are calm and orderly around school, both in lessons and in less formal situations. They treat each other and the adults in school with respect.
- Students feel safe in school. They are taught how to keep themselves safe in a range of situations, for example when using the internet or electronic communications.
- Bullying has been reduced and is now rare. Students say that, when it does occur, staff react quickly. Students feel they have adults they can turn to when there is a problem.
- The number of exclusions has reduced because behaviour management is very effective and because lessons are now more interesting and engaging.

- Students in the autism unit are given good support to help them integrate in lessons with their peers in the mainstream school and their behaviour is good.
- The school has been successful in improving attendance, particularly for students eligible for pupil premium support. A family support worker was appointed in June 2012 and her work is already helping to improve attendance further.
- The school works well with other agencies to support vulnerable students.

The leadership and management are good

- The headteacher's outstanding leadership provides the school with drive and ambition. He has high expectations of staff and students alike and they are rising to the challenges he sets them.
- The school monitors its own performance with exceptional rigour and makes very clear judgements about the strengths and weaknesses it finds. Weaker areas of performance are followed through with energy and determination and as a result the school continues to make rapid improvements, particularly in the quality of teaching and in improved progress for students.
- Many subject leaders are relatively new to their posts and though they lack experience they are already taking increasing responsibility for the work of the school in their areas and for holding the members of their teams to account. This is building further capacity for improvement in the school.
- The curriculum is largely based on academic subjects but also provides a number of work-related courses and consequently serves the majority of students well. For some learners alternatives have been provided to meet their needs better, for example there are good partnerships with the local college and a small number of students attend courses there for part of the week.
- The school prepares its students well for the next stage in their education or employment and provides them with appropriate independent advice and guidance. Students new to the school settle quickly because there are effective arrangements in place with the feeder middle schools.
- Provision for spiritual, moral, social and cultural understanding is good. There is a diverse and extensive range of clubs and other extra-curricular activities on offer and the school organises a number of trips and visits, including trips abroad. Provision is also made through assemblies, lessons and internet exchanges to broaden students' experiences of the world and to enable them to reflect on moral issues.
- As the school has improved the level of local authority support has been reduced and is now at a low level. Prior to this academic year local authority staff have supported the improvement of leadership, including governance, and the improvement of the quality of teaching.
- **The governance of the school:**
 - Governors have a clear idea of the strengths and weaknesses of the school. They are familiar with the use of data to judge how well the school is performing and have used this to ask appropriate questions of the headteacher and his senior staff and to hold them to account for students' achievement and personal development.
 - The school makes good use of external consultants to support governors in regular reviews

that help keep them very well informed. They monitor the quality of teaching through these reviews and through regular reports from senior leaders.

- Governors have supported the introduction of performance-related pay in school and have been active in helping the school tackle underperformance in the recent past.
- They take their roles seriously and receive regular training to help them carry out their roles successfully. Health and safety concerns, finance and students' progress are carefully monitored through meetings, visits and reports. They are aware of the use and impact of additional funding such as that for the pupil premium.

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	132823
Local authority	Worcestershire
Inspection number	429648

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

Type of school	Secondary
School category	Foundation
Age range of pupils	13–18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	845
Of which, number on roll in sixth form	189
Appropriate authority	The governing body
Chair	Jane Potter
Headteacher	Stephen Brownlow
Date of previous school inspection	13 March 2012
Telephone number	01527 523088
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