

# Kingsway Park High School

Turf Hill Road, Rochdale, Lancashire, OL16 4XA

## Inspection dates

24–25 September 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.

- Almost all students make progress that is similar to or better than the progress of students nationally. The most able students are beginning to make rapid progress.
- The standards achieved by most students in English and mathematics have improved steadily over the last three years and are now very close to national standards.
- Most teaching is good. An increasing proportion of outstanding lessons ensures that students are very keen to reach their highest standards.
- Most lessons are well planned so students work purposefully. They are given good opportunities to discuss and complete their work with other students so they increase their confidence and understanding.
- The school has introduced good systems so teachers can check on the progress of all students. High-quality support enables students who fall behind to catch up.
- Individual students who are not skilled readers make good progress as a result of additional teaching arranged for them.
- Behaviour in lessons and around school is good. Students appreciate and respect their new building and are proud to show it to visitors.
- The high expectations leaders and teachers have of students are a striking feature of the school. Every student is spurred on to achieve their best.
- The headteacher, senior leaders, governors, teachers and the Trust partner organisations have worked together very effectively and teaching has improved steadily as a result.

### It is not yet an outstanding school because

- A small proportion of teaching still requires improvement.
- Not all teachers consistently explain exactly how students can improve their work or expect students to respond to their comments.
- There remains a small proportion of students who do not have secure understanding of what is being taught or who repeat work they have already done.

## Information about this inspection

- Inspectors observed 48 teaching sessions and 47 teachers. They held discussions with the headteacher and senior leaders about teaching, attendance, behaviour and safeguarding and about assessment and students' progress. They also talked to individual students in lessons informally, to several groups of students, the Chair of the Governing Body – who has recently retired from the role of deputy headteacher of the Trust partner school – and the Principal of the Trust's sixth-form college. A telephone conversation took place with the headteacher of the Trust partner school.
- Inspectors scrutinised a range of written work, data from assessments and school records to measure improvement in students' progress, behaviour, teaching and the curriculum and safeguarding documents. They also looked closely at the school's evaluation of its work and the school's plans for further improvement.
- The responses of 108 staff to the questionnaire were considered and the inspectors took into account the school's records of parent, staff and students' views. There was insufficient response to the online questionnaire (Parent View) for it to be taken into account.

## Inspection team

Nell Banfield, Lead inspector	Additional Inspector
Michael Cooper	Additional Inspector
Fiona Burke-Jackson	Additional Inspector
Judith Gooding	Additional Inspector

## Full report

### Information about this school

- Kingsway Park High School is an average-sized secondary school which is currently seeing an increase in student numbers.
- The school is a National Challenge Trust school. The Trust partners consist of leaders of an outstanding secondary school and an outstanding sixth-form college, both of which are located in the local area. Representatives from these partners are members of the governing body.
- The school works in close partnership with the local authority.
- The school was established three years ago as an amalgamation of two local schools, one of which had been placed by Ofsted into a category of concern. Staff and students moved into their new school in September 2013 and had settled into the building over the two weeks prior to the inspection.
- The proportion of students supported through school action is slightly lower than that found nationally.
- The proportion of students supported through school action plus or who have a statement of special educational needs is slightly above that found nationally.
- The majority of students are from minority ethnic backgrounds, mostly of Pakistani heritage. The proportion of students speaking English as an additional language is well above average.
- The proportion of students known to be eligible for the pupil premium funding (additional funding from the government introduced in 2011 for students eligible for free school meals, students who have been looked after continuously for more than six months and for the children of service families) is much higher than that found nationally.
- The school holds a number of national awards, including Healthy Schools status and the gold Artsmark award.

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

- Eradicate the remaining small proportion of teaching that requires improvement by making sure teachers:
  - provide written feedback on students' work with explicit comments and suggestions that state clearly what students need to do to improve so they are able to make faster progress
  - include regular opportunities in their marking for students to write what they think they are doing well and what they do not yet fully understand so students engage in a two-way dialogue with teachers about their written work
  - provide activities tailored to all students' needs, and particularly the most able, so they are able to increase their progress still further.

## Inspection judgements

### The achievement of pupils

**is good**

- Students' attainment in English and mathematics has risen steadily over the last three years and now closely matches national standards at the end of Key Stage 4. The school's most recent examination results continue this improving trend.
- Over half of students arrive at the school working at levels that are well below those of most students nationally. They make good progress from their starting points. In 2012, students made progress that was very close to the national rates of progress in English and mathematics. The school's examination results in 2013 demonstrate that overall, students progressed faster than other students nationally.
- Students from minority ethnic backgrounds and those who speak English as an additional language achieve as well as, and sometimes better than, other students. This demonstrates the school's strong and effective commitment to providing equality of opportunity.
- Students supported at school action improved their progress in 2013. Those supported at school action plus and those with a statement of special educational needs made slower progress in 2013 but better progress than in 2011.
- The pupil premium funding is used very effectively to provide additional teaching and support. As a result, although students supported by this funding achieved standards at GCSE in 2012 around one third of a grade lower than the main body of students in the school, they narrowed this gap significantly in 2013, particularly in English.
- The school uses the Year 7 catch-up funding to provide engaging and high-quality literacy lessons for individuals who are behind in their reading. This enables them to make up lost ground effectively.
- The school carefully selects which groups to enter GCSE early and only those capable of achieving expected or higher than expected standards do so. Those who achieve higher grades early follow additional courses which prepare them well for study after Key Stage 4.
- The school's very effective partnership with an outstanding sixth-form college has resulted in an increasing number of students moving on to sixth form and university. The proportion of students who do not move on to education, training or employment after Key Stage 4 has reduced.
- Leaders and managers took decisive and sensible steps to make sure that students from both the amalgamated schools developed positive relationships and responded to the higher expectations in their new school.
- Scrutiny of students' books indicated some examples of high-quality marking and feedback to students about how they could improve their work, but this is not yet consistent across the school.
- The rapidly increasing proportion of outstanding lessons ensures that growing numbers of students make good or better progress and are engaged and interested in their lessons.

### The quality of teaching

**is good**

- The quality of teaching has improved significantly since the previous inspection. The proportion of teaching that is outstanding has increased.
- Students make rapid progress in lessons where they have tasks which are well matched to their ability, are questioned closely about what they know and understand, and are challenged to apply their learning to significantly higher-level questions than they have previously tackled. In a mathematics lesson, students worked in pairs to apply a method of calculation they had learned in a different context to simplify equations. This presented them with a high level of challenge and they were forced to think carefully about the structure and purpose of the method in order to apply it to the new context. They responded enthusiastically and made excellent progress as a

result of the outstanding teaching.

- Individual students regularly demonstrate how to answer questions to all the class so any errors or skills can be noted, shared and used constructively. Students are highly engaged by imaginative activities which clearly illustrate processes and sequences. In a science lesson, real organs were used by the teacher to demonstrate digestion. This enabled students to see the process at first hand so they could remember it realistically, accurately and in detail.
- Some teachers comment on written work and make suggestions so students understand clearly what they have not done well and what they need to work on. Teachers also ask students to describe to them in their books what they have enjoyed and what they need help with. As a result, students are able to understand very clearly how to reach the next stage.
- Some marking is ineffective because comments are too general or not sufficiently regular. Teachers do not always check that suggestions made about how to improve work are taken up by students.
- Not all teachers plan carefully so all students can make rapid progress. In a few lessons, all students work on the same task so it is difficult for some and too easy for others. Some teachers do not regularly check students' understanding during a lesson to make sure they understand clearly what has been taught. As a result, the next stage of learning is not secure.
- Literacy skills are taught well in most lessons. Teachers regularly display and refer to technical words in their subject to make sure students can read and spell them correctly and understand their meaning. As a result of good questioning, students explain their thinking and reasoning clearly and develop strong communication skills.
- Students whose reading is less secure are taught in a carefully structured way so their reading improves. Well-thought-through plans are in place to establish the same rigour in developing mathematical skills in all subjects.

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

**are good**

- Students behave well around school and in the vast majority of lessons. They get on very well together and work constructively in pairs and groups in lessons.
- Students have positive attitudes to learning in the vast majority of lessons. Occasionally, however, when teaching fails to stimulate students' interest, a lack of concentration leads to some off-task chatter and this slows progress.
- Students say they feel safe in school; they feel very well supported by staff and appreciate the many areas in their new building where staff can support them through difficult times. The attitudes of parents have become significantly more positive during the last two years and an increasing number now understand and agree with the school's policies. The vast majority agree behaviour is good in the school.
- Students are aware that expectations of good manners have risen in the last year and particularly following the move to the new building. Most students connect this with improved facilities and opportunities and realise it benefits their learning. One student commented on the policy of no mobile phones in use in school as 'not good for me but good for my learning'.
- Students are very knowledgeable about possibilities of bullying and risks involved in misuse of mobile phones and social networking. They are also very clear there are many staff they can turn to for help. They know about different kinds of bullying and say it is rare in school, because students understand the different difficulties individuals may have.
- Attendance has improved in recent years and is now average. The number of students excluded from school has reduced owing to the range of effective strategies to improve behaviour and support students with difficulties.

### **The leadership and management**

**are good**

- The determined and focused leadership of the headteacher has steered the school through some

challenges. She is supported by skilled senior leaders and increasingly effective leaders at all levels. The Trust partnership with two outstanding organisations has supported her extremely well in implementing the necessary actions to improve behaviour and learning.

- Teaching has steadily improved in the last two years because leaders and managers have stepped up the rigour with which its quality is checked and have developed imaginative, well-structured and effective staff development time. Staff spoke very highly of how their teaching had improved as a result of the time spent in the outstanding partner school and the opportunities given to work with other skilled teachers. Performance management is rigorous and responsibility points are closely linked to effective teaching and students' progress. The headteacher, governors and the Trust apply this link when considering rewards or increase in status.
- Staff increasingly share the school's relentless pursuit of quality. The vast majority expressed very positive views of the improvement in students' behaviour and learning, and agreed that students are safe and well cared for.
- The curriculum is securely based on the need for students to attain the highest standards in key subjects and acquire the skills needed to succeed in the future. The courses students follow cover a wide range of subjects, including vocational opportunities, and lead to qualifications which prepare students for an increasing number of further courses beyond Key Stage 4. There is an impressive range of extra-curricular activities that are extremely popular and well attended.
- The impressive number of activities and areas in the school shared by students and adults provides extensive opportunities to share views about wider issues and the young person's newspaper provided regularly prompts discussions about current events. The personal and social curriculum is thoughtfully planned and skilfully delivered. As a result, students' moral, social and spiritual development is strong. The different cultures that are represented in the school provide a richness which prepares students well for life in a diverse society.
- The school's arrangements for safeguarding students meet statutory requirements. The school's procedures also ensure that students who attend courses away from the school site are safe.
- The local authority provides light-touch support for the school.
- **The governance of the school:**
  - The governing body holds the school rigorously to account. It uses information about the school's performance astutely to identify where it could do better. The governing body knows the quality of teaching and has fully supported the headteacher and senior leaders in the push to improve it since the previous inspection. Governors fully understand the operation of performance management in the school and monitor closely its links with salary progression. The governing body has a firm grasp on the school's finances, including the effective allocation of the pupil premium funding to close the gap in attainment between students that are supported by it and those who are not. Governors take part in the necessary training, use their educational expertise from their own roles and are fully aware of current developments; they hold the school to account for its effectiveness. The National Challenge Trust Board oversees the improvement of the school very effectively.

## 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>	135795
<b>Local authority</b>	Rochdale
<b>Inspection number</b>	426194

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

<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>	939
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	David Roberts
<b>Headteacher</b>	Deborah Ball
<b>Date of previous school inspection</b>	3 October 2011
<b>Telephone number</b>	01706 716761
<b>Fax number</b>	Not applicable
<b>Email address</b>	info@kingswaypark.org



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