

King Edward VII Science and Sport College

Warren Hills Road, Coalville, LE67 4UW

Inspection dates 16–17 April 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Sixth form provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Leaders, including governors, have raised expectations and improved the quality of teaching. They have managed significant changes in staffing well.
- Behaviour has improved. Students feel safe in the college. They attend regularly and behave with courtesy and politeness. Pastoral leaders are vigilant and play a key role in helping students to overcome barriers to learning.
- Teachers are enthusiastic, caring and committed. They have good subject knowledge, and use assessment well to check students' progress and provide timely and effective support.
- Previously, students did not make good progress in a range of subjects, including English and mathematics. Students of all abilities and in all groups are now making good progress.
- The college has strong partnerships, including good links with its feeder schools, to ease transition into the college.
- Students understand the difference between right and wrong. Classroom subjects and extra-curricular activities promote British values and students' spiritual, social, moral and cultural development effectively.
- The curriculum matches the needs of all students. The extensive work-related programme appeals to the interest and aptitude of students, including those who struggle to succeed with academic learning. There are significantly fewer fixed period exclusions than there were in previous years.
- The Principal has a clear vision for college improvement and enjoys strong support from governors, staff, parents and students. Under-performance has been tackled so that teaching is now good.
- The sixth form promotes good achievement for all groups of students. There is a wide variety of work related and academic courses. Students are encouraged to be aspirational and participate fully in college life.

It is not yet an outstanding school because

- Teachers' questioning is not always effective in generating discussion and developing students' speaking skills.
- Sometimes, learning activities do not stretch or challenge the most-able students.
- Disabled students and those who have special educational needs do not make rapid enough progress.
- Some students are not effective in finding out information for themselves and some work is poorly presented.

Information about this inspection

- Inspectors observed learning in 34 lessons. Seven of these observations were completed jointly with a member of the senior leadership team. Inspectors made observations during breaks and lunchtimes, and attended tutorial periods.
- Discussions were held with students, staff, governors, the Principal, a representative from the local authority, and the national leader of education (NLE) responsible for the Forest Way Teaching School Alliance.
- Inspectors took account of the 22 responses to the online questionnaire, Parent View, and correspondence from parents. They also took account of 46 responses to a staff questionnaire.
- A wide range of documents was examined including: samples of students' work; information about students' progress; the college's development plan and self-evaluation summary' records of poor behaviour; records of governors' meetings; and safeguarding documents.
- Inspectors listened to students read, and observed reading support lessons and the teaching of phonics (the sounds that letters make).

Inspection team

Sherry Gladwin, Lead inspector	Additional Inspector
Annabel Bolt	Additional Inspector
Glen Goddard	Additional Inspector
Ian Colling	Additional Inspector

Full report

Information about this school

- The college is an average-sized secondary school.
- Most students come from White British backgrounds. The proportions of students from minority ethnic groups are below average. The proportion of students who speak English as an additional language is well-below average.
- The college has an above-average proportion of disabled students and those who have special educational needs.
- The proportion of disadvantaged students, who receive support through the pupil premium, is average. This is additional funding for students in local authority care and those known to be eligible for free school meals.
- The college meets the government's current floor standards, which set minimum expectations for students' attainment and progress in English and mathematics by the end of Year 11.
- Approximately 50 students from Year 10 and 11 attend off-site work-related courses provided by: Aim Vocational Centre; Agar Nook Playgroup; Chameleon School of Construction; Forest Way School; Future Cycles; Soar Valley Music Centre; Learn Fit Academies; Leicester College; The Opportunity Centre, Nuneaton; VTEC Leicester; Sir John Moore Foundation; Trans4m; Whitwick Coffee Shop; and 2 Inspire.
- The college is highly collaborative and its partnerships include Ashby and Coalville Educational Partnership (ACE), North West Leicestershire Sports Partnership and the Forest Way Teaching Alliance. The national leader of education based at the Forest Way Teaching School Alliance supports the college.

What does the school need to do to improve further?

- Make more teaching outstanding, so that students' achievement is raised, by ensuring that all teachers:
 - question students effectively to generate greater discussion and promote good speaking skills
 - make good use of the information they have about students to provide learning activities with greater stretch and challenge for the most-able students
 - plan learning activities that match more closely the ability of students with special educational needs
 - help students take greater responsibility for finding out information for themselves and for the quality of presentation of their work.

Inspection judgements

The leadership and management are good

- Leaders at all levels are highly aspirational and committed to achieving the best outcomes for all groups of students. The Principal has led the drive for college improvement and created a culture of good teaching and behaviour. There have been significant changes in staffing and reductions in fixed period exclusions.
- The leadership of teaching is good. Senior and subject leaders monitor teaching with rigour. They have a clear understanding of what constitutes good teaching. Leaders use video footage of colleagues' teaching to generate discussion and develop their skills. The use of external consultants and close partnership with the Forest Way Teaching School Alliance provides high quality support.
- The pupil premium provides effective support for eligible students. Targeted one-to-one tuition, reading programmes, mentoring, increased access to extra-curricular activities and work-related learning courses help students make good progress in their learning and their personal and social development.
- Leaders promote equality of opportunity. They welcome students from all backgrounds and abilities, and show respect and fairness. Each student's talent and contribution is valued. The 'Coalville promise' entitles each student to a broad learning experience, which develops confidence and enriches learning. Leaders take a robust approach to inappropriate behaviour. Consequently, fixed-period exclusions have reduced. All groups of students make good progress, including those who struggle with academic learning.
- Students benefit from good impartial careers advice to plan a personal route through education, employment and training. Organised visits to careers conventions, university fairs and local employers provide helpful insight and raises aspirations. Recently, one student accepted a place at Cambridge University and another gained employment with a pharmaceutical company following a visit.
- Many students attend work related learning offsite. Attendance and behaviour are monitored carefully. Child protection is taken seriously to ensure that students are safe and benefit from good teaching. Consequently, students are highly engaged, attend regularly and make good progress.
- Subject leaders benefit from good mentoring and line management. They participate in a variety of joint activities with senior leaders to develop their understanding of how students learn, and hone their skills in improving teaching and learning. Work alongside external consultants also strengthens their judgements in lesson observation and assessment of students' learning. Senior leaders have managed staff changes among middle leaders well to bring more rigour to their work.
- The college is a standalone academy converter. It has good links with the local authority and works closely with the Forest Way Teaching School Alliance to provide support for teaching and learning. This is effective in improving teaching and standards, particularly in English and mathematics.
- The college's arrangements for keeping students safe and secure are effective and meet statutory requirements. Adults are trained well and exercise vigilance in spotting the early signs of abuse. Reporting procedures are clear and there are good records of referrals to local authority services. Work with external agencies is effective.
- The college's curriculum is broad, flexible and appeals to the interests and aptitudes of all learners. There is a good mix of academic and work-related courses. Students value the sense of community the college creates and appreciate the rule of law. British values are promoted through social studies and personal and social education. Students learn about other people's beliefs and are aware of the potential damage to society presented by extreme views. Students are prepared well for life in modern Britain.
- **The governance of the school:**
 - Governance is effective. Governors are dedicated and bring a range of knowledge, skills and experience to the governing body. They understand the college's strengths and areas for development because they are linked to subject departments, visit the college often, and meet with subject leaders to keep abreast of developments. The governing body monitors students' behaviour, attendance and progress

against targets. It receives regular reports on students' progress from the Principal. Good training in data analysis means that governors understand this information and are able to challenge school leaders effectively.

- Governors have high aspirations and value good teaching. They monitor the quality of teaching and support the Principal in tackling underperformance to secure high standards for students. Governors manage the Principal's performance closely, linking targets to the college's improvement plan. Staff targets are linked to students' progress and good teaching. Pay rises are awarded only if staff meet their targets and their teaching is at least good.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of students is good. Students have positive attitudes to learning, take pride in their appearance and cooperate well with adults. They understand the difference between right and wrong, and behave in a mature, polite and courteous manner so that there is harmony in the college. Students assist visitors and hold doors open for them to pass through.
- Teachers use praise effectively to build positive relationships, motivate students and reward their effort. Students respond with high levels of energy and engagement to produce work of a good quality. Quite noticeably, the written work of one student underwent a huge transformation following his teacher's comment, 'You have talent.'
- Students spoke proudly of recent improvements in behaviour. A significant reduction in the number of fixed-period exclusions followed the introduction of the inclusion centre. This means that more students remain in college and work under the supervision of a qualified teacher and do not fall behind with their work. The college works closely with parents to report unacceptable behaviour. Record keeping of incidents is good.
- Attendance has improved for all groups of students so that, overall, it is now broadly average. For some time, the attendance of disadvantaged students and those with special education needs has been a cause for concern. Absence is now managed with rigour. The inclusion manager follows-up all first-day absences and works closely with families to reduce persistent absence and promote good attendance by all groups. Students attend college punctually and move between classes quickly so that lessons start on time and continue without disruption. The pupil premium funding provides effective support to improve the attendance of disadvantaged students.
- The college works with external agencies to support disabled students and those who have special educational needs. Parents and students participate in drafting support plans and setting targets for improvement so those who have trouble in managing their own behaviour learn to do so effectively. Many students with behavioural difficulties succeed in improving their behaviour and make a positive contribution to the college community.
- In class, the vast majority of students listen politely to teachers and to one another. They engage with teachers' questions and contribute sensible answers.

Safety

- The college's work to keep students safe and secure is good. Staff teach students how to live healthy lifestyles and make them aware of risks associated with using the internet and social networking sites. Local police officers strengthen students' understanding of cyber-bullying, grooming and assessment of risk in the community. Students say they feel safe in the college.
- Students are free from discrimination, bullying and harassment. Students say there is some unpleasantness in the form of name-calling, but expressed confidence that, once reported, teachers would tackle it quickly. Incidents of a racist nature are rare; these are reported and dealt with firmly.
- Students attending off-site courses behave and attend well. They engage well and appreciate the relevance of their work-related courses to life and the future. Students at work-based learning providers have positive attitudes to learning, which supports them to make good progress and achieve useful

qualifications.

The quality of teaching is good

- Teachers mark students' work regularly and accurately. Generally, marking is of a high quality. Teachers provide detailed and constructive comments that build students' confidence and tell students how to improve their work. Students respond positively and follow teachers' advice.
- Teachers routinely check students' progress, including the progress of students attending off-site provision. Teachers identify students who do not make the progress expected; they plan and take quick action to help underperforming students improve their work. 'Making the grade' revision classes, small group sessions, one-to-one tuition and holiday booster classes help close gaps in knowledge and understanding.
- The teaching of reading, writing, communication and mathematics is improving. Students make good progress because of the additional support available, including accelerated reading approaches, online numeracy and literacy programmes, enrichment activities including educational visits and trips overseas.
- Students requiring additional support to improve their reading have access to computer-based programmes that help to boost skills in reading, writing and spelling. Regular assessment of their reading skills show that students are making good progress.
- Teachers establish good relationships with students. They demonstrate good behaviour management and treat students with respect. Consequently, students cooperate with adults and there is a positive environment in the classroom. Students feel safe to ask questions and contribute answers, although responses are sometimes short. Teachers do not always use questions to probe understanding and generate discussion so that students develop good speaking skills.
- Changes in subject leadership have led to more effective checks on the college's provision for disabled students and those who have special educational needs. Better deployment of teaching assistants and collaboration with teachers to plan in-class support and small group work is beginning to have a positive impact. Disabled students and those who have special educational needs are making better progress than last year. However, their progress is not rapid because teachers do not always use the information they have about students' learning to match activities to their abilities.
- Teachers use their good subject knowledge to plan interesting learning activities. Sometimes, learning activities do not stretch and challenge the most-able students sufficiently. Students do not always take the initiative and find information for themselves and their presentation is sometimes poor. There is an over-reliance on teachers.

The achievement of pupils is good

- Standards are improving for all groups of students across a wide range of subjects, including English and mathematics. Students enter the college with attainment that is significantly below the national expectation for their age. They make good progress from their Year 10 baseline.
- In 2014, students achieved below-average results in five GCSE grades A* to C including English and mathematics. Attainment in English was slightly better than in mathematics, although performance in each subject was below the national average. Good improvements in teaching are resulting in better progress for students. College information shows that students are on track to achieve results much closer to last year's national standards in 2015.
- In 2014, fewer students than expected made the expected progress in English and mathematics, and even fewer students made good progress in English and mathematics. The college has improved the quality of teaching and assessment through its partnership with the Forest Way Teaching School Alliance and external consultants. Rigorous monitoring is leading to better progress for students. College

information shows that students taking GCSE examinations in 2015 are making good progress in English and mathematics.

- Disadvantaged students did not achieve as well as their classmates in 2014. On average, disadvantaged students were one and a half GCSE grades behind their classmates in English and in mathematics. When compared with the attainment of other students nationally, they were nearly two GCSE grades behind in English and mathematics. Rigorous tracking and well-planned academic support are helping to close gaps and produce higher outcomes in 2015.
- Disabled students and those who have special educational needs did not make good progress in 2014. New leadership of special educational needs is improving provision. Support is swift once underperformance is identified. However, teaching in the classroom does not always support rapid progress because learning activities are not closely matched to students' abilities. College information shows that students who have special educational needs now make better progress and results in 2015 are predicted to be higher than in 2014.
- The large majority of the most-able students made at least the expected progress in a wide range of subjects. Greater stretch and challenge than that offered last year is now being provided through, for instance, enrichment activities and 'making the grade' sessions. This is leading to improved results for the college's most-able students. However, there is not yet consistent stretch and challenge for these students in every classroom. College data shows that the most-able students are on track to achieve twice as many A* or A grades in 2015 as they did in 2014.
- Carefully selected students were entered early for GCSEs in English and mathematics. Successful students could focus on weaker subjects or explore the subject in greater depth. However, results were not as high as expected. This practice has been discontinued.
- Students who speak English as an additional language make progress that is at least as fast as that of their peers. They receive additional support for reading, writing and communication skills and are on track to make good progress. Students attending courses offsite make good progress and are on track to achieve good outcomes in external examinations

The sixth form provision

is good

- Students make good progress and achieve broadly average results in the sixth form. Entry requirements are slightly lower than in other schools locally. Students enjoy their studies and have access to good impartial careers advice, which helps them plan their futures. Virtually all students move on to higher education, employment or training. There are no marked differences in the attainment and progress of different groups of students. The vast majority have high aspirations, and increasing proportions go on to study at Russell Group universities. The proportion of students who stay on at the college to study in the sixth form is high, as is the proportion that remain in the sixth form to complete examination courses. Achievement in academic AS and A levels is better than in work-related courses.
- The quality of teaching and learning in work-related and academic subjects is good. Teachers plan learning with a clear purpose. Students respond well to teachers' questions, providing thoughtful responses that demonstrate good knowledge and understanding of the subject. They make good progress towards their targets and outcomes in 2015 are on track to be even higher results than in 2014.
- The behaviour and safety of students are good. Students are courteous, polite and friendly. They are smart in their appearance and participate well in college life. For instance, sixth form students are mentors to younger students, and lead the 'Art of Brilliance', which is a psychology-based project aimed at generating positive thinking and attitudes to life. Students raise significant sums of money for charitable causes. Sixth-form students are good role models for younger students. Attendance and punctuality are high.
- The leadership and management of the sixth form are good. Leaders are ambitious for students to do well and have a clear plan for improvement. The range of subjects available is broad and includes both academic and work-related options to suit the aptitudes and interests of the students. Rigorous checking

of the quality of teaching and analysis of students' performance is resulting in continuous improvement.

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	138821
Local authority	Leicestershire
Inspection number	462004

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

Type of school	Secondary
School category	Academy converter
Age range of pupils	14–18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	938
Of which, number on roll in sixth form	258
Appropriate authority	The governing body
Chair	John Kailofer
Principal	Noel Melvin
Date of previous school inspection	17 April 2013
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