

Prince Regent Road, Hounslow, TW3 1NE

Inspection dates 7–8 May 2015

Overall effectiveness	Previous inspection:	Not previously inspected	
	This inspection:	Requires improvement	3
Leadership and management		Require improvement	3
Behaviour and safety of pupils		Good	2
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Sixth form provision		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- School leaders and governors do not have a strategic school improvement plan. Recent initiatives have been reactive and, as a consequence, there has been limited impact on some students' progress.
- Groups of students, including disadvantaged and White British students, make far less progress in English and mathematics than other students at the school.
- The sixth form requires improvement. Students do not receive appropriate information, advice and guidance. Consequently, they do not achieve as well as students nationally.
- There are inconsistencies in the quality of teaching across different subjects.
- Some teachers do not receive enough support from school leaders to enable them to plan and deliver effective lessons.
- Some teachers' feedback does not help students improve their work.
- Some information on students' progress is not effectively shared with staff and governors.
- As a result, students' attainment across some subjects is below that achieved by students nationally.

The school has the following strengths

- Behaviour is good. Students are polite, courteous and respectful of staff and each other. They want to do well and work hard. They feel secure and are kept safe.
- Support for those new to the school, in particular those learning English, is very effective. As a result, these students make better progress than this group nationally.
- The new leadership of the sixth form is very effective. Improvements have already made which are beginning to have a positive impact on the provision and students' learning.
- British values are effectively promoted through a wide range of curricular opportunities both in and out of lessons.

Information about this inspection

- The inspectors observed teaching and learning in 29 lessons, of which five were jointly observed with senior leaders. They also made a number of shorter visits to assemblies, small-group sessions and extra-curricular groups.
- Groups of students from all key stages met with inspectors. Meetings were also held with a range of senior leaders, middle leaders and other staff, governors, and a representative of the AET Trust.
- The inspection team observed the school's work and scrutinised a range of school documents, including the school's own self-evaluation and statistical information about the progress and performance of the school. Inspectors scrutinised and examined the school's policies and procedures for safeguarding, child protection, behaviour and attendance.
- There were no responses to the online questionnaire (Parent View), although inspectors considered the outcomes of a parent questionnaire undertaken by the school.
- Questionnaires from 62 members of staff were analysed.

Inspection team

Helen Matthews, Lead inspector	Additional inspector
Anna Ljumovic	Additional inspector
Anne Turner	Additional inspector
Beverley Stanislaus	Additional inspector

Full report

Information about this school

- Kingsley Academy is a smaller-than-average-sized academy and is part of the AET academy chain.
- Kingsley converted to an academy in April 2013. When its predecessor school, Hounslow Manor School, was last inspected by Ofsted in 2011, it was judged to be good.
- The majority of students are from minority ethnic backgrounds, including Pakistani, Indian, any other Asian background, any other White background, and any other ethnic group.
- A large number of students enter the school at different times, throughout each term.
- Over two thirds of students speak English as an additional language, which is much higher than the national average.
- The proportion of disadvantaged students known to be eligible for the pupil premium (additional funding for children who are looked after and pupils known to be eligible for free school meals) is above average.
- The proportion of disabled students and those who have special educational needs is above average.
- A small number of students attend alternative provision at NTS College.
- Some students were entered early for mathematics GCSE last year.
- The school meets the government's current floor standards, which set the minimum expectations for students' attainment and progress.

What does the school need to do to improve further?

- Improve leadership and management by making sure senior leaders:
 - work closely with the governing body to create a strategic school improvement plan that brings together and extends the best practice seen in the academy
 - share this plan with all staff, so that everyone understands what they must do.
- Improve students' achievement, particularly those who are disadvantaged or White British, by:
 - checking students' progress and attendance carefully and taking swift action where necessary
 - ensuring that the school's actions to improve student progress is regularly analysed and governors are provided with regular updates that they can understand
 - using available information to devise sharp, individual programmes of work and/or extra guidance which will enable all students to make good and better progress.
- Improve the quality of teaching by making sure that school leaders:
 - support teachers to plan lessons that enable all students to make good progress
 - ensure that accurate information on progress is regularly updated and shared with teachers
 - check that whole-school initiatives are used consistently across all subjects
 - ensure students have time in class to reflect on teachers' comments, so that they can improve their work.
- Improve achievement in the sixth form by ensuring that:
 - students receive appropriate independent advice and guidance and choose courses that will help them achieve success, both in school and when they leave
 - school leaders review the current subject choices and extra-curricular provision, to meet students' needs
 - teachers provide the full range of learning activities and facilities so that sixth formers are better supported and there is less variation in performance across subjects.
- An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.
- An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

The leadership and management

require improvement

- School leaders' actions have been reactive. There is no strategic school improvement plan or clear vision for the school. Staff know there is some effective practice, which is beginning to have an impact on students' progress. However, this practice is often isolated and relies on individuals rather than leaders having a unified plan that can extend this best practice. As a result, teaching across subjects is inconsistent and some groups of students, for instance, the disadvantaged, do not make the same progress as other students at the school.
- Additional funding for disadvantaged students is spent in a variety of ways, including extra staffing and enrichment opportunities. Senior leaders track how they spend this funding, but do not check closely enough the impact on the progress of individual students. They do not share this information with governors in an effective way. As a result, governors find it hard to challenge school leaders on why there are gaps in progress between disadvantaged students and other students.
- Middle and senior leaders have worked hard to raise expectations of students' progress and conduct. As a result, students' behaviour is good; they are proud of their school and want to do well. Attendance is improving. Some middle leaders effectively monitor the progress of students and ensure that teachers have the necessary information to plan around the needs of students.
- Leadership of the provision to support those new to the school, in particular those learning English, is very effective. The stable team deal with new arrivals on a weekly basis. They ensure the students settle quickly so that they can take part in the full life of the school. Equality of opportunity, despite any language barriers, is paramount to the values and beliefs of the school. Leaders work very hard to foster good relations amongst staff and students. Discrimination is not tolerated. As a result, these students make better progress than this group nationally.
- British values are promoted through a wide range of curricular opportunities. During the inspection, students were encouraged to explore the idea of democracy through a mock election organised by Year 10 students. There was a fully functioning polling station, speeches by the aspiring political leaders and an election result ceremony. Students have also been given the go-ahead to start their own publishing company for their arts magazine 'Sic'. They have planned a launch event to which local dignitaries will be invited. These help prepare students for life in modern Britain.
- The citizenship and personal, social, health education programmes effectively develop students' spiritual, moral, social and cultural understanding. Students celebrate the diversity of their school environment, share their experiences and reflect on issues such as personal freedom, through events such as International Day.
- Students are given support to choose from a wide range of subject options at Key Stage 4. One-to-one subject advice is available to students who arrive mid-term. A range of curriculum routes are available to meet the students' diverse learning needs.
- Leaders have ensured that the arrangements for safeguarding meet statutory requirements and are robustly and effectively implemented.
- The AET academy chain has offered good support to the school. They have helped senior and middle leaders to improve progress in English and mathematics and ensure that disabled children and those with special educational needs are carefully monitored. As a result, this group are now making better progress.
- A very small number of students attend an off-site provision. School leaders regularly check the behaviour, progress and attendance of these students, to ensure that the provision is meeting their needs.

The governance of the school:

- The stable governing body has high aspirations for the academy and what it can achieve. They understand the strengths of the school, particularly around teaching and leadership and the areas that still require further work. They have been supportive of some key leadership appointments and have ensured that effective arrangements are in place for performance management, including of the Principal. Governors know that progress for some groups of students is not good enough and support the Principal in rewarding effective teaching and challenging those who do not deliver good outcomes. However, they are sometimes frustrated by the lack of performance information provided by senior leaders. This hinders their ability to challenge the school appropriately, particularly around pupil premium funding. They work closely with the AET Trust and are keen to implement changes that will secure the future of the academy.

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

- The behaviour of pupils is good. The community is diverse and harmonious. Students show respect towards each other and the staff who teach them. They are proud of their school and were keen to share their experiences with inspectors.
- In lessons, students' attitudes to learning are good. They want to do well and work hard. Their books are tidy and well kept. They are engaged in their own learning and keen to learn.
- School leaders have been relentless in their desire to improve attendance, particularly for those who attend infrequently. Consequently, they have implemented a number of plans to improve attendance, particularly for more vulnerable students. Attendance this year has improved, particularly in the sixth form.
- Removing students from school for examples of poor behaviour is seen as a very last resort. Consequently, staff spend considerable time working with students to ensure that any incidents are dealt with quickly and appropriately.
- Bullying of any sort is extremely rare. Students were keen to tell inspectors about the numerous places in school they could go to get help. Students understand what constitutes bullying, including homophobic, cyber-bullying, racist and sexist bullying.

Safety

- The school's work to keep pupils safe and secure is good.
- There are robust safeguarding procedures in place that ensure that students are safe, particularly for those students who are highly mobile and therefore, potentially more vulnerable. Students say that they feel safe.
- Education and support concerning extremism, cyber bullying and forced marriage have been mapped into curriculum time and staff have received relevant training. Staff understand a range of different cultures and are quick to identify potential dangers for young people.

The quality of teaching requires improvement

- The quality of teaching requires improvement because there is not enough good teaching across all subjects. As a result, some students, particularly those who are disadvantaged, have not made the same progress as other students.
- Some teachers do not receive enough support from school leaders to enable them to plan and deliver effective lessons.
- Although there is a whole-school marking policy, the quality of feedback given to students is variable. There are not enough planned opportunities for students to improve their work following feedback.
- Information on student progress is available. However, it is not always used effectively to ensure that students make progress from their starting points.
- Teaching in some subjects is good and, as a result, students' progress is good. A focus on improving mathematics and English, for instance, has proved very effective in raising standards for the majority of students.
- Teachers are passionate about giving students a range of wider opportunities. Their enthusiasm means that participation is high and there are excellent relationships between staff and students.
- Teaching for those attending the off-site provision is monitored very closely and is having a positive impact on students' learning.

The achievement of pupils requires improvement

- Students enter the school with levels of attainment that are well below national averages. By the end of Key Stage 4, the number of students achieving five or more GCSE A* to C grades, including English and mathematics, was below average in 2014. This looks set to rise in 2015 but will still be below national averages.
- Disadvantaged students made much less progress in English and mathematics in 2014 than their peers at the school. They were just below students nationally in mathematics, and just above in English. Information provided by the school indicates that the gap between this group and their peers will remain

in English in 2015 and will decrease slightly in mathematics. However, this is partly due to a decrease in progress for the year group as a whole.

- In 2014, disadvantaged students were approximately half a GCSE grade behind other students at the school in English, and two thirds of a grade behind in mathematics. In both English and mathematics, they were a grade behind students nationally. This gap will continue in English, although it should reduce slightly in mathematics. The proportion of disadvantaged students achieving five or more GCSE A* to C grades, including English and mathematics, was below both national averages and those of other students at the school.
- The standards achieved by White British students were below those achieved by this group nationally and their peers at the school, in both English and mathematics. They also made significantly less progress. Information provided by the school indicates that this group is on course to make better progress this year. This would bring them in line with this group nationally, although the gaps between them and their peers have not narrowed significantly.
- The proportion of students in 2014 making three or more levels of progress between Key Stage 2 and Key Stage 4 in both English and mathematics is above the national average, particularly in mathematics.
- The most able students achieved higher than this group nationally in GCSE A* to C grades in English and mathematics. The progress the most able made in mathematics was particularly high, although in English it was below that achieved by this group nationally.
- In 2014, disabled students and those with special educational needs made better progress than this group nationally in both English and mathematics. Work in books and information provided by the school shows that this is likely to continue.
- The progress of the small number of students attending alternative provision is tracked regularly and they make good progress from their starting points.
- A very small number of students were entered early for mathematics GCSE last year. They achieved in line with the school's expectations.
- Since September 2014, there has been a whole-school focus on improving students' reading and writing skills. Students are encouraged to read for pleasure during weekly 'drop everything and read' sessions across the school, and there is a welcoming library. Students who find reading difficult are given extra support. In particular, students who are learning to speak English are given intensive support, which has led to some students making rapid progress. Teachers are encouraged to focus on improving students' literacy when giving feedback, although this is relatively new and not consistently done across all subjects.

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The sixth form provision

requires improvement

- Achievement in the sixth form requires improvement because information, advice and guidance have not ensured students choose subjects that guarantee success. As a consequence, achievement, particularly in AS- and A-level courses, has been below national averages.
- Teaching has been inconsistent. Ineffective teaching or changes in staff have added to students' underperformance. Poor attendance has also contributed to poor performance. This is now being addressed rigorously and attendance has improved considerably.
- Provision for the sixth form has been limited. Students have only recently acquired specific areas where they can work during independent study time. Extra-curricular provision is not strong. Students struggled to think of activities outside of lessons.
- The new leadership of the sixth form has very high expectations, a clear vision and is very effective. Recent improvements have already had an impact on the quality of teaching, provision and expectations of students. Leaders now rigorously monitor teaching in the sixth form and teachers' targets are linked to students' academic success.
- New expectations concerning dress code, punctuality and attendance are also having a positive effect on students' outcomes. Attendance in particular has improved.
- Leaders understand that they need to cater for: those studying advanced qualifications, those resitting GCSE qualifications and newly arrived students who want to start GCSE or equivalent courses. Leaders are currently undertaking a review of provision to accommodate these three separate groups effectively.
- Behaviour and safety in the sixth form are good. Students are keen to succeed, work hard, show respect and enjoy being part of the Kingsley Academy community.

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	139276
Local authority	Hounslow
Inspection number	449801

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

Type of school	Secondary
School category	Academy sponsor-led
Age range of pupils	11–18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	835
Of which, number on roll in sixth form	184
Appropriate authority	The governing body
Chair	Alison Newbold
Headteacher	Anjali Sakhardande
Date of previous school inspection	Not previously inspected
Telephone number	020 8572 4461
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