

Ken Stimpson Community School

Staniland Way, Werrington, Peterborough PE4 6JT

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| Inspection dates | 26–27 April 2016 |
| Overall effectiveness | Good |
| Effectiveness of leadership and management | Good |
| Quality of teaching, learning and assessment | Good |
| Personal development, behaviour and welfare | Good |
| Outcomes for pupils | Good |
| 16 to 19 study programmes | Good |
| Overall effectiveness at previous inspection | Requires improvement |

Summary of key findings for parents and pupils

This is a good school

- The principal and governing body have an uncompromising drive to improve the opportunities for all pupils. Decisive leadership has resulted in the school successfully addressing the issues from the previous inspection.
- There has been rapid improvement in the progress being made by current pupils in a wide range of subjects compared with that in previously published key stage 4 results.
- Pupils are making good progress in a range of subjects including English and mathematics.
- Teachers consistently apply the school's marking policy. As a result of precise feedback, pupils are able to improve their work in order to make good progress.
- Pupils' behaviour around the school is impressive. They mix well and move around the school in an orderly and calm manner.
- Pupils feel safe in school. The school's actions to keep pupils safe are robust.
- The school is fully inclusive. Pupils who require support managing their behaviour or to improve their attendance receive highly effective help from the pupils' support team.
- Attendance is above average.
- The sixth form is well led and managed. Expectations of students are high and as a result outcomes are improving.

It is not yet an outstanding school because

- Progress in science is not as rapid as it is in other subjects due to some inconsistency in the quality of teaching, especially in key stage 3.
- Not all teachers have high enough expectations of pupils' written work.
- In a few lessons, a small number of pupils can cause low-level disruption.

Full report

What does the school need to do to improve further?

- Continue to improve the teaching in science in order to accelerate progress, especially in key stage 3, by sharing the best and most innovative practice across the department.
- Ensure that all staff consistently apply the school's behaviour policy.
- Ensure that all staff have the same high expectations for all groups of pupils for the standard of handwriting and presentation of written work.

Inspection judgements

Effectiveness of leadership and management is good

- The principal provides decisive leadership. He is supported by a strong governing body and senior leadership team. They have correctly identified what the school needs to do to improve. Well thought out strategies that are regularly monitored and evaluated have resulted in the school successfully addressing the issues raised at the last inspection. A very large majority of the staff who were working at the school during the last inspection believe that the school has improved.
- Senior leaders and governors are ambitious for all pupils and have been relentless in their drive to improve standards in teaching and learning. Challenging achievement targets are set for pupils. These are monitored regularly, ensuring that pupils are currently making sustained good or better levels of progress.
- The standard of the work carried out by subject leaders has improved due to high-quality training and support from senior leaders. The subject leaders meticulously monitor the quality of teaching, assessment and progress of pupils. They each know the strengths and weaknesses within their subject and are taking effective action to continue to improve outcomes for pupils. Senior leaders and governors hold subject leaders strictly to account through regular review meetings.
- Senior leaders have made good use of the support offered by the local authority. They have used advisers to work with the mathematics department and to externally validate their evaluation of the school's work. The local authority provides 'light-touch' support to the school.
- Senior and subject leaders combine information from classroom observations, pupils' progress data and samples of their work along with short visits to lessons to make judgements about the quality of teaching. They use the findings to tailor specific training and support for teachers in order for them to improve their practice. As a result, the quality of teaching across the school is now typically good. Most teachers say that their teaching has improved as a result.
- Processes for teachers' performance management are robust and rigorous. They are held to account for the progress of pupils they teach. Pay awards are linked to teachers meeting their targets.
- The school uses pupil premium funding well to support disadvantaged pupils with their learning by ensuring that pupils have access to curriculum visits, trips and revision materials as well as additional support with their learning. Mentors work very effectively with students to support them with their learning and promote their emotional and social well-being.
- The school has a larger-than-average proportion of pupils who speak English as an additional language and who come from minority ethnic groups. The school works in close partnership with establishments that specialise in teaching English as an additional language to ensure that teachers have the necessary skills to support the pupils' learning and help them to settle into school.
- The use of Year 7 catch-up funding is having a positive impact on pupils' progress. Progress information shows that most pupils who entered the school with lower than Level 4 in English and mathematics have caught up with their peers.
- Teachers' consistent application of the school's marking and assessment policy results in pupils being given helpful and concise feedback in almost all lessons. Teachers give pupils good advice and guidance on how to improve their work, resulting in them making good progress. Pupils appreciate the high-quality feedback and say it helps them to develop their knowledge and skills.
- The school is committed to inclusion and equal opportunity for all. A small number of pupils who join the school in Year 7 find the transition from primary to secondary school difficult. These pupils are taught as a small group in the school's learning centre. They follow a timetable which is a mix of primary and secondary school practice, as they are taught English, mathematics and humanities by one teacher and go to specialist areas for subjects such as science, art and physical education. These pupils thrive in this environment and as soon as they have made sufficient academic progress or have the confidence to continue unassisted, they move on to join their peers.
- The school provides a broad and balanced curriculum which covers the full range of creative, technical and academic subjects. It provides extensive opportunities for all pupils' spiritual, moral, social and cultural development via a full programme of visits and clubs including sport, the arts and languages.
- Fundamental British values are promoted through assemblies and in lessons. During the inspection, a group of Year 10 business studies students were debating very eloquently the impact that leaving or staying in the European Union would have on business in the United Kingdom.

- By the time pupils leave school, they are well prepared for further education, employment or training. Pupils have the opportunity to develop problem-solving and teamworking skills through a number of business and enterprise programmes that also help to develop their self-confidence. For example, Years 12 and 13 students competed in the national enterprise scheme where they won the award for the best company, and a team of Year 9 pupils won the 'Build a business challenge' run by Peterborough College.
- Weekly newsletters are emailed home to parents and carers and these contain topical information, for example how to support your child with their examinations. Parents can check homework via the school website, along with information on keeping children safe. Parents say they appreciate the progress postcards they receive informing them of their child's achievements.
- Parents have confidence in the leadership of the school. Comments such as 'extremely happy with the school', 'the principal is approachable and highly visible', and 'the school is helping to turn my children into well-rounded, considerate and educated adults' are typical comments from parents who expressed their views.
- **The governance of the school**
 - Governors are passionate about the school and have a detailed knowledge of its strengths and weaknesses. They make a valuable contribution to developing the aspirations and vision of the school. They have high expectations for the pupils and of the staff.
 - The governors are appropriately trained to fulfil their role. Good use is made of their individual skills and expertise. Their experience and skills strengthen the school's leadership.
 - Governors know how the school is performing via reports, attending termly subject reviews and through regular visits to the school. They are very effective in their challenge to leaders, and set demanding targets. They have a detailed understanding of how the additional funding for Year 7 and disadvantaged pupils is spent and the impact it is having on pupils' progress and attainment.
 - They oversee the performance management arrangements and ensure that pay awards are given to staff who have met their targets.
 - Governors ensure that safeguarding policies are up to date and that the school is following the latest guidelines. A number of governors are trained in safeguarding.
- The arrangements for safeguarding are effective. The school ensures that all staff have undergone the appropriate checks in order to work with pupils. The identification of visitors to the school is checked and they are provided with information about the school's safeguarding policies and procedures.
- The school site is shared with the local sports centre and library. The appropriate risk assessments have been carried out and the school site is secure. Staff are appropriately trained in how to keep children safe, according to the latest guidance, including their responsibilities in respect of the dangers of radicalisation, extremism and child sexual exploitation.
- Pupils who attend off-site provision are escorted by an adult to ensure that they are safe. The school has ensured that teachers at the college have been appropriately checked and that the necessary risk assessments have been carried out for the areas in which the pupils work.

Quality of teaching, learning and assessment is good

- Relationships between teachers and pupils are positive and a very large majority of pupils feel that teachers help them to do their best. Pupils are generally keen to learn and older pupils say that teaching has improved in the school.
- Questioning is used effectively by teachers to probe pupils' understanding and to develop their learning. Good examples of this were seen in a range of subjects, especially mathematics where teachers used questioning to check pupils' understanding in order to move them on in their learning and to deepen their knowledge of the topic.
- Pupils have the opportunity to develop their reading in subjects other than English. Those who are falling behind with their reading are given good additional teaching to help them improve quickly. The inspectors listened to a small group of pupils read, who showed they were able to use a range of strategies to read unfamiliar words. They told the inspector they now enjoyed reading.
- The quality of teaching in mathematics has improved since the last inspection and is now consistently good. Teachers have high expectations and plan challenging activities for all pupils. Pupils have a good understanding of mathematical concepts and are able to apply them to solve problems. Pupils told inspectors they enjoy mathematics lessons.

- Teaching assistants supporting pupils who have special educational needs are effective because they have good knowledge of how to meet a pupil's specific needs.
- Teachers have good subject knowledge, and in the most effective practice use assessment information very well. Inspectors saw many good examples of teachers planning and adapting lessons across a range of subjects. The vast majority of teachers plan learning activities that interest pupils and keep them focused on their work. However, this is not always evident in some science lessons, especially in key stage 3, resulting in a small number of pupils losing interest in their learning.
- The quality of pupils' handwriting and presentation of work varies across subjects and year groups. Inspectors saw examples of neatly presented work showing that pupils are taking pride in what they do. However, they saw far too many examples of rushed handwriting and scruffy books because not all teachers have high enough expectations of pupils' written work.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote each pupil's personal development and welfare is good.
- The overwhelming majority of pupils say they feel safe in school. They learn how to keep safe in a variety of situations: for instance, through 'cyber-bullying week', visiting speakers talking about health issues, and sessions on extremism and radicalisation. Parents and staff agree that pupils are safe.
- This is a multicultural school where pupils of different races and religions get on well together. School records indicate that racism does not happen and pupils spoken to during the inspection confirmed this. One group of older pupils, when asked about racism, commented, 'We are a multicultural school which encourages diversity.'
- Pupils know about the different types of bullying. They say that bullying does occur, but it is rare and dealt with effectively. Pupils spoken to, and those who responded to the online questionnaire, said there was someone in the school they could talk to if they had a problem. Pupils are highly complimentary about the work of the pupils' support team because, 'They live up to their name.'
- A strength of the school is the support given to pupils with special educational needs, or behavioural or medical issues. Family liaison workers and mentors work alongside staff and families to support the pupils. Staff liaise well with other agencies to ensure that the pupils receive the support they require. As a result, no pupil has been permanently excluded from the school and the number of fixed-term exclusions is below average. Typical comments from parents include, 'The school has addressed my child's difficulties well', and 'My child requires medical and emotional support. The school has supported [them] well.'

Behaviour

- The behaviour of pupils is good.
- Pupils' behaviour around the school is impressive. Pupils move around the school in an orderly, calm manner and arrive promptly to lessons. They are generally polite and respectful towards adults and one another.
- Almost all pupils say they enjoy school, and as a result attendance is above average. Punctuality to school has improved, and few pupils arrive to school late in the morning.
- The number of pupils excluded from the school is low as the school uses a range of strategies to support pupils with behavioural issues.
- The vast majority of pupils have good attitudes towards learning and enjoy their lessons. They work well together in lessons, support one another with their learning and respond well to their teachers' instructions. In a very few cases, a small number of pupils can cause some low-level disruption. Where teachers consistently apply the school's behaviour policy, these pupils respond well. However, a small number of teachers are inconsistent in the application of this policy.

Outcomes for pupils

are good

- In 2015, the proportion of pupils achieving five or more A* to C GCSE grades including mathematics and English was below average. GCSE results were affected by many factors, especially the number of pupils who joined the school in Year 11, including pupils with poor attendance or requiring high levels of support with their behaviour. A high proportion of pupils were from minority ethnic groups and spoke little English.
- For the past two years, the proportion of pupils making expected progress and more than expected progress has been above average in English. Disadvantaged pupils are making similar progress to other pupils nationally and their peers. The school's monitoring information suggests that this will continue.
- Work in pupils' books and the school's progress information indicate that pupils in both key stages are making good progress in a range of subjects including English, mathematics, humanities and languages. Progress in science is improving but is less rapid due to pupils being entered early for their core science examination in Year 10 and some inconsistency in the quality of teaching. The school is no longer entering pupils early in core science.
- Historically, the progress of the most-able pupils has been broadly average in most subjects. However, during the inspection, inspectors saw the most-able pupils responding well to challenging learning activities and as a result making good progress across a wide range of subjects.
- Against a background of overall improvement, the progress of disadvantaged pupils is improving across the school. As a result of good teaching and targeted support, if they did fall behind with their learning they are now making good progress.
- Nearly all Year 7 pupils who receive support due to having weak literacy and numeracy skills catch up quickly. Support continues until pupils reach the required level. Pupils who receive help with their reading are able to use a variety of methods to read unfamiliar words.
- Pupils who have special educational needs or disability, along with those who have English as an additional language, are making good progress from their individual starting points. This is because they receive well-targeted support from well-trained staff.
- Pupils who attend construction courses at Peterborough College are making good progress on their vocational course and in their GCSE subjects. Almost all these pupils progress to courses at the college when they leave the school at the end of Year 11.
- Pupils are well prepared for the next stage in their education due to good independent careers advice which supports them to choose an appropriate course. The number of pupils who leave the school and who do not enter education, training or employment is below average, and is the lowest in the area.

16 to 19 study programmes

are good

- Leadership of the sixth form is good. Students are set challenging targets, and their progress is carefully monitored via half-termly meetings between subject leaders and the head of sixth form. In the past, the school has often allowed students entering the sixth form to study level 3 academic subjects without gaining at least a GCSE grade B in the subjects they wish to study. This is no longer the school's policy.
- The school now offers courses that are suitable for a wider range of sixth-form students. The school offers a broad post-16 curriculum as part of a 16 to 19 federation with Voyager Academy. Students have the opportunity to study a range of academic level 3 courses and vocational courses at level 2 and level 3. As a result, the number of Year 12 students who continue their studies into Year 13 is increasing.
- Outcomes for students are good and improving as the highly aspirational targets are leading to good progress. Current progress information based on internal examinations and work in students' books indicates that attainment in the sixth form is rapidly improving, especially for the most-able students.
- Students who entered the sixth form without a level 2 in mathematics or English have the opportunity to study English and mathematics at GCSE. The proportion of students attaining level 2 in these subjects is improving.
- The quality of teaching is good across the overwhelming majority of subjects. Teachers have good subject knowledge which they use to ask probing questions to deepen students' knowledge and understanding. Students are set challenging work and are expected to be able to debate topical and important issues, for example fascist foreign policy in history.

- Teachers have strong knowledge of examination requirements which are shared with students who then have the opportunity to practise examination questions. Assessment provides opportunities for students to understand how to improve their work. Students are appreciative of their teachers and say, 'Teachers always try their best for you.'
- Students' studies are supported with a good choice of enrichment activities including extra qualifications in finance and the sports leaders' award. They have opportunities to go on expeditions abroad, for example to Morocco, Romania and Iceland. Students develop employability skills through the 'career ready' national programme, by taking part in enterprise competitions and by having access to business mentors. Students have a personalised programme of personal, social and citizenship education that is appropriate to their age. They mentor and support younger pupils in the school and take advantage of a number of leadership opportunities. This range of opportunities, alongside independent careers advice and guidance, means that students are well prepared for their next stage in education, training or employment. An increasing number of students are progressing to university, including Oxbridge and universities in the Russell Group.
- Attendance in the sixth form is high. Students have a mature attitude towards their studies and are keen to do well in the future. They provide good behavioural role models for younger pupils.

School details

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| Unique reference number | 110882 |
| Local authority | Peterborough |
| Inspection number | 10011812 |

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

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| Type of school | Secondary |
| School category | Community |
| Age range of pupils | 11–18 |
| Gender of pupils | Mixed |
| Gender of pupils in 16 to 19 study programmes | Mixed |
| Number of pupils on the school roll | 1,018 |
| Of which, number on roll in 16 to 19 study programmes | 174 |
| Appropriate authority | The governing body |
| Chair | Bridget Holland |
| Principal | Richard Lord |
| Telephone number | 01733 383658 |
| Website | www.kscs.org.uk |
| Email address | enquiries@kscs.org.uk |
| Date of previous inspection | 21–22 May 2014 |

Information about this school

- The school is larger than the average-sized secondary school.
- A higher-than-average proportion of pupils are from minority ethnic groups and speak English as an additional language. About half the pupils are White British. Other pupils come from a wide range of heritages, with pupils from Any other White backgrounds being the largest group.
- The proportion of pupils supported by the pupil premium is just above average. The pupil premium is additional funding for those pupils known to be eligible for free school meals and children who are looked after.
- The proportion of pupils who have special educational needs or disability is below the national average.
- The school meets the government's current floor standards, which set the minimum expectations for attainment and progress by the end of Year 11.
- Pupils' mobility is high. A much-larger-than-average proportion of pupils enter or leave the school other than at normal times. Many of these pupils who enter the school midway through the year do not speak English.
- At the time of this inspection, there were 13 pupils in Year 11 attending Peterborough College for one morning a week as part of their construction studies and nine attending Stanground Academy for a course in hair and beauty.
- The school is part of a sixth-form partnership with Voyager Academy.

Information about this inspection

- The inspectors observed learning in 33 lessons across a range of subjects. Senior leaders accompanied them for five of these observations. The inspectors also looked at the work in pupils' books in lessons and conducted three work scrutinies. Inspectors completed three learning walks to look at learning across a range of subjects.
- Inspectors listened to a small group of Year 7 pupils read and talked to them about their reading.
- Inspectors visited two assemblies and tutor periods.
- Inspectors held formal discussions with four groups of pupils, along with informal conversations with others at break and lunchtime. They took into account the 62 responses from the pupil questionnaire.
- A range of documents were examined, including the school's analysis of its own work and its improvement plan, information on pupils' academic progress and documents relating to the quality of teaching, staff training, behaviour, attendance and safeguarding.
- Discussions were held with the principal, senior leaders, subject leaders, head of sixth form, three members of the governing body and the school improvement adviser from the local authority.
- The inspection team took account of the 94 responses to Ofsted's online questionnaire, Parent View.
- The inspection team received and considered the views of the 68 staff who completed questionnaires.

Inspection team

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| Caroline Pardy, lead inspector | Ofsted Inspector |
| Lynn Ayling | Ofsted Inspector |
| Martin Brown | Ofsted Inspector |
| Christine Mayle | Ofsted Inspector |

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