

CTC Kingshurst Academy

Cooks Lane, Kingshurst, Solihull, West Midlands B37 6NU

Inspection dates

29–30 March 2017

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| Overall effectiveness | Inadequate |
| Effectiveness of leadership and management | Inadequate |
| Quality of teaching, learning and assessment | Inadequate |
| Personal development, behaviour and welfare | Inadequate |
| Outcomes for pupils | Inadequate |
| 16 to 19 study programmes | Good |
| Overall effectiveness at previous inspection | Good |

Summary of key findings for parents and pupils

This is an inadequate school

- In recent years, pupils have underachieved in many subjects, including mathematics and science. Little improvement is currently evident.
- Pupils who have special educational needs and/or disabilities, but who do not have a statement of special educational needs or an education, health and care plan, underachieve. Teaching does not support these pupils well.
- Disadvantaged pupils make very slow progress. Over time, leaders have not used the pupil premium funding well to support them. Some limited improvement is now evident.
- Leaders have introduced many new initiatives. However, they do not systematically check how well they are working. Consequently, they are having limited or no impact.
- Teaching is not improving quickly enough. Leaders do not target training to where it is needed most.
- Too much teaching, especially in mathematics and science, is weak. Expectations are too low and teachers do not plan activities that are well matched to pupils' abilities and needs.
- Teachers often do not make effective use of additional adults who support pupils in their lessons.
- Attendance has declined over recent years and continues to do so. The attendance of disadvantaged pupils and pupils who have special educational needs and/or disabilities is low.
- Too many lessons are disrupted by low-level poor behaviour. Some teachers are unable to apply the school's behaviour policy effectively. They are not well supported by senior staff.
- The school has experienced a very high turnover of staff in recent years. It struggles to recruit high-quality teachers in some subjects. Temporary teachers often teach classes.

The school has the following strengths

- Teaching and pupils' progress are improving in some subjects, including English, history, geography, art and technology.
- Effective leadership and good teaching in the sixth form mean that students enjoy their courses and make good progress.
- Staff provide good support for pupils who have a statement of special educational needs or an education, health and care plan and for children looked after.

Full report

In accordance with sections 44(1) and 13(3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

What does the school need to do to improve further?

- Improve teaching, especially in mathematics and science, so that pupils make good progress by ensuring that teachers:
 - use information about what pupils already understand, know and can do to plan activities that are well matched to their ability
 - develop pupils' deep understanding of the topics being studied
 - use information about pupils' special educational needs to plan activities that help them to learn
 - have consistently high expectations of the quantity and quality of work that pupils produce in lessons
 - consistently deal with low-level disruption.
- Improve attendance, especially of disadvantaged pupils and pupils who have special educational needs and/or disabilities, by:
 - identifying the reasons why pupils are failing to attend school regularly
 - carefully evaluating the strategies currently being used to improve attendance to identify why they are being unsuccessful
 - implementing strategies that are well targeted at overcoming the reasons that some pupils are failing to attend.
- Improve leadership by:
 - evaluating all improvement strategies to determine the impact that each is having and using this information to sharpen future plans
 - regularly checking the quality of teaching and targeting training at subjects, aspects and individuals where it is needed
 - providing teachers with timely and effective support in eliminating low-level disruption in lessons
 - ensuring that pupils who have special educational needs and/or disabilities, but who do not have a statement of special educational needs or an education, health and care plan, receive high-quality support
 - ensuring that the pupil premium funding is well focused on accelerating the progress of all disadvantaged pupils.

An external review of the school's use of the pupil premium should be undertaken to assess how this aspect of leadership and management might be improved.

Inspection judgements

Effectiveness of leadership and management

Inadequate

- Although leaders have an accurate view of the school's many weaknesses, their plans to remedy these weaknesses are having insufficient impact. Consequently, teaching and pupils' progress, attendance and behaviour are not improving quickly enough and, in some cases, not at all. Leaders have introduced many initiatives but their checks on improvement are not precise, tending to focus on whether actions have been completed and not on whether the actions are having the desired impact.
- Leaders' checks on the quality of teaching and subsequent action to improve teaching have not had sufficient impact in key stages 3 and 4. This is the case especially, but not exclusively, in mathematics and science. Although leaders have provided training, which members of staff value, they have not targeted it specifically at issues, subjects and individuals where it is most needed. Consequently, improvement has been too slow. Leaders' efforts to improve teaching have also been hampered by the school's high turnover of staff and its difficulty in recruiting high-quality teachers. This is particularly the case in mathematics and science.
- Leaders have underestimated the impact that low-level disruption is having on teaching and learning in the school. Systems that they have put in place to support staff with behaviour management are not working. Consequently, poor behaviour is not always dealt with quickly or effectively and some staff feel unsupported by senior leaders.
- Provision for pupils who have special educational needs and/or disabilities, but who do not have a statement of special educational needs or an education, health and care plan, is not effective. Leaders provide teachers with information about each of these pupil's additional needs and guidance about how to meet these needs in lessons. However, leaders do not check that teachers are using this information to inform their planning and many do not. Consequently, these pupils often struggle to complete work in lessons and they are making inadequate progress. Too many do not attend school regularly. Additional funding for special educational needs is therefore not being spent effectively.
- Leaders' use of pupil premium funding to support disadvantaged pupils is improving, but too slowly. Some recent initiatives targeted at a minority of disadvantaged pupils in key stage 4 are accelerating these pupils' progress. However, the majority of disadvantaged pupils in key stage 4 and key stage 3 continue to make even slower progress than their peers. Leaders' efforts to improve the attendance of disadvantaged pupils have not been successful and these pupils' attendance continues to decline.
- Leaders' checks on pupils' progress are effective in the sixth form and improving in the main school, particularly in key stage 4. The accuracy of teachers' assessments in key stage 4 remains variable, but is improving. Consequently, leaders are increasingly able to provide extra help for pupils who are falling behind. The assessment system in key stage 3 is relatively new and is yet to provide leaders with reliable information about pupils' progress in Years 7, 8 and 9.
- Subject and pastoral leaders form enthusiastic teams with a desire to see the school improve. However, in common with other leaders, they are engaged in implementing

several strategies without carefully checking that they are having the desired impact.

- Parents present mixed views about the school's performance. Of those who responded to the online questionnaire, Parent View, 70% would recommend the school to another parent but 30% would not. Approximately two thirds of respondents were happy with behaviour, teaching and leadership, but one third was not.
- The school's curriculum provides an appropriate range of subjects at both key stage 3 and key stage 4. Academic and vocational options are available at key stage 4 and these have been thoughtfully selected and planned to meet individuals' interests, aptitudes and aspirations. Similar careful curriculum planning is evident in key stage 3. For example, careers education in Year 7 is helping to raise pupils' aspirations. However, leaders' work to develop an effective curriculum is undermined by weak teaching in some subjects.
- A wide range of well-attended, extra-curricular activities supplement the formal taught curriculum. These include many sporting activities and also music, chess, philosophy, science and drama. Pupils told inspectors that they value the extra-curricular activities that staff offer.
- Year 7 literacy and numeracy catch-up funding is spent effectively. It is used to fund well-focused extra help for pupils who join the school with weak basic skills. As a result, almost all pupils catch up with their peers in literacy and the majority do so in numeracy.
- Inspectors strongly recommend that the school should not employ newly qualified teachers of mathematics or science.

Governance of the school

- Over recent years, governors have failed to hold leaders to account for the school's performance and therefore its decline. However, recognising this fact, the trustees of the CTC Kingshurst Academy Trust commissioned a review of governance in 2015. Following this review, trustees changed the governing body's composition and leadership. A refreshed governing body has been in place now for approximately 12 months. It is providing increasingly effective support and challenge to leaders.
- The governing body now has a clear understanding of the school's many weaknesses. They are under no illusion as to the extent of improvement needed before the school is offering an acceptable standard of education to its pupils. They understand published performance data well and are using it increasingly well to hold leaders to account for the school's performance.
- Governors carry out their statutory duties effectively, acutely aware that there are areas where additional funding is not securing satisfactory outcomes. These include support for disadvantaged pupils and provision for pupils who have special educational needs and/or disabilities. They check that safeguarding arrangements meet statutory requirements.

Safeguarding

- The arrangements for safeguarding are effective.
- The leadership of this area is meticulous. Records are detailed, very well organised and stored securely. Leaders carefully record all concerns about pupils and refer them on to appropriate agencies in a timely manner. Policies and procedures are fit for purpose. For example, procedures to recruit staff safely are understood and used well.
- All members of staff have received appropriate safeguarding training. A detailed induction programme ensures that new members of staff are adequately trained before they start work in the school. Staff are confident in passing on any concerns they have about pupils.
- The great majority of staff who responded to the inspection questionnaire and parents who completed Parent View said that pupils were safe in school. However, 10% of staff and 15% of parents did not agree that this was the case. Almost all comments about pupil safety in the inspection surveys related to pupils' poor behaviour and to the open nature of the school's site. Inspectors recognise the prevalence of low-level disruption in some lessons, but found no evidence that this led to pupils feeling or being unsafe. Inspectors reviewed the school's site risk assessments and judged appropriate control measures to be in place to address concerns regarding the openness of parts of the site.

Quality of teaching, learning and assessment

Inadequate

- Much, but by no means all, teaching across the school is weak, especially in mathematics and science. Teachers do not use information about what pupils already understand, know and can do when planning lessons. As a result, activities are sometimes too easy and undemanding. At other times, activities are too difficult, and pupils cannot begin or are unable to proceed without their teacher's help.
- Where teaching is weak, teachers' expectations are not high enough. They are too accepting of insufficient work or work of a poor standard. Inspectors saw many books containing shoddily presented or incomplete work. Some teachers do not have high expectations of pupils' behaviour. They fail to tackle low-level disruption in lessons.
- The teaching of mathematics does not develop pupils' deep understanding of the subject. It tends to focus on applying learned methods rather than being able to think, reason and apply skills to solve problems. For example, inspectors observed pupils who were only able to attempt problems that were worded identically to the example they had been shown. Any difference in style rendered them unable to begin because they did not understand the mathematics they were studying. Similarly, pupils in Year 11 currently sit a mathematics examination each week, with the aim of identifying and rectifying gaps in knowledge. With a lesson to review the last examination, the exercise occupies 50% of mathematics teaching time each week. It is not effectively developing pupils' mathematical understanding. Although pupils learn where they went wrong, they do not learn why and so cannot improve the next time they meet a similar problem. Although pupils initially valued the exercise, they told inspectors that it is taking away teaching time, not contributing to better understanding and, in some cases, denting self-confidence. Leaders have not evaluated the impact that this initiative is having.

- The teaching of pupils who have special educational needs and/or disabilities, but who do not have a statement of special educational needs or an education, health and care plan, is poor. Although leaders provide teachers with information about each pupil's special educational needs and strategies to use in class, teachers do not consistently make use of this information when planning lessons. Consequently, many of these pupils make much slower progress than they should. Pupils who have a statement of special educational needs or an education, health and care plan receive much better support, including one-to-one support from teaching assistants. This enables them to make reasonable progress.
- The school has several members of staff who are not teachers, but who assist in classrooms. Some are teaching assistants and some are graduate coaches. Other than when supporting pupils who have a statement of special educational needs or an education, health and care plan, these additional adults are not effectively used. They are often unprepared for their role in a lesson and therefore do not contribute well to improving pupils' progress. For example, inspectors observed a class of 15 pupils with three adults who were unable to secure good behaviour. In a different mathematics class, several adults were helping pupils with their work. However, each was explaining how to tackle a problem using a different method. This left pupils confused.
- The teaching of disadvantaged pupils is beginning to show some limited improvement. Teachers identify disadvantaged pupils and know that they are a high priority. However, there is limited evidence of teachers planning to meet these pupils' needs. Strong teaching in specific English and mathematics classes consisting of disadvantaged pupils has seen these pupils' progress improve.
- Teaching is increasingly effective in several subjects, including English, history, geography, art and technology. There is some effective teaching in all subjects, including mathematics and science. This effective teaching is characterised by teachers' good subject knowledge, strong relationships between teachers and pupils, well-established routines, high expectations and probing questioning. When teaching is effective, there is little need for teachers to manage behaviour because pupils respond with enthusiasm, enjoyment and hard work.
- Teaching in the sixth form is consistently good across most subjects, including mathematics and science. Teachers' expert subject knowledge is combined with high-quality support, sometimes in small classes. Students enjoy their learning and make good progress.

Personal development, behaviour and welfare

Inadequate

Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement.
- Pupils' attitudes to learning are variable and some are unable to regulate their own behaviour. While many pupils are confident and keen learners, some are not. When not closely supervised, some pupils do little work, are easily distracted and show little interest in their learning.
- Pupils' understanding of some fundamental British values, such as democracy and the

rule of law, is mixed. In Years 7 to 9, where pupils have daily personal, social, health and economic education during tutor times, their understanding is well developed. However, in Years 10 and 11, less well-structured input means that some pupils are less knowledgeable.

- All pupils who spoke with inspectors said that they feel safe in school. They believe that bullying is rare and almost all have confidence in the school's adults to deal with any that occurs. They have a good understanding of how to keep themselves safe from potential dangers, such those that can arise when using the internet. They also understand the risks posed by some people with extremist views. Although many pupils are frustrated by low-level disruption in some lessons, it does not cause them to feel unsafe.
- Many pupils and students are confident and highly articulate young people. They maturely shared with inspectors their sadness and frustration at the poor standard of education they are receiving in some subjects.
- Pupils are involved in several projects that contribute well to their personal development. For example, they work with local hospices and help in local primary schools. Many pupils participated in a recent 'food for the homeless' campaign.
- Careers education and guidance are effective. A recent focus on raising aspirations in Year 7 through a visit to a university has been successful. Pupils in Year 11 are clear about where and what they wish to study in the future. Almost all pupils move to education, employment or training when they leave Year 11.
- Leaders provide high-quality support for children looked after. Support is thorough and well planned. It includes help with academic subjects, enrichment activities and preparation for life after school, for example through work experience placements. Consequently, the progress of these pupils is improving.
- Pupils who study for part of the week with an alternative provider attend regularly, behave well and make good progress. Members of staff visit placements and speak regularly to pupils and parents. Leaders closely track pupils' attendance and progress and step in when any issues arise.

Behaviour

- The behaviour of pupils is inadequate. This is because attendance is low and shows no sign of improving.
- Attendance has declined from above the national average in 2014 to well below in 2016. Attendance has declined further this year. The attendance of disadvantaged pupils and pupils who have special educational needs and/or disabilities has been very low for two years and is even lower this year. Leaders have employed a wide range of strategies aimed at improving attendance, but these have proved ineffective. They have not evaluated these strategies well. Leaders do not know why so many pupils attend poorly and, consequently, strategies to improve attendance are not well matched to addressing the underlying causes of poor attendance.
- Low-level disruption is evident in too many lessons, especially but not exclusively, those with inexperienced or temporary teachers. Some teachers do not use the school's behaviour policy and where some try to apply the policy, pupils fail to respond. Several

members of staff told inspectors that they feel unsupported in tackling poor behaviour. If a member of staff feels that they need assistance, they send an email. However, the response to the email can be slow or even non-existent.

- Many pupils who spoke with inspectors said that behaviour was less than good in some of their lessons. They linked poor behaviour to inconsistent use of behaviour systems and to inexperienced or temporary teachers. Although two thirds of parents who responded to Parent View believed that pupils were well behaved, one third did not. Many who left comments, including several who were positive about the school, expressed concerns about staff turnover, the number of temporary teachers and, specifically, the impact of this on pupils' behaviour.
- The school is generally calm between lessons and during morning break and lunchtime. Most pupils are polite and respectful, although a small minority are boisterous and inconsiderate as they move around the school. The great majority of pupils are punctual to lessons, although some are less so and have to be cajoled into class by members of staff.
- Leaders' work to reduce the incidence of serious misbehaviour has been successful. The use of temporary exclusion has halved and the use of internal exclusion has also reduced.
- Behaviour in the sixth form is good. Students benefit from strong teaching and they enjoy their studies. Their attitudes to learning are consistently good.
- The majority of pupils behave well in lessons and at other times during the day. When teaching is strong, behaviour is often exemplary.

Outcomes for pupils

Inadequate

- Pupils' progress by the end of Year 11 across many subjects has been very slow in each of the last three years. Pupils join the school with standards typically higher than those seen nationally. In both 2014 and 2015, pupils finished Year 11 having achieved standards well below national figures. In 2016, pupils' attainment was broadly average, but this still represents slow progress from pupils' high starting points.
- Pupils make particularly weak progress in mathematics and science and there is little evidence of improvement for current pupils. Leaders' efforts to raise standards in these subjects have been hampered by their inability to recruit well-qualified teachers to these departments. Some improvement is evident in mathematics in Year 11, where leaders have targeted additional support. However, little or no improvement is evident in lower year groups.
- Pupils who have special educational needs and/or disabilities, but who do not have a statement of special educational needs or an education, health and care plan, underachieve in almost all subjects. Teaching does not meet their needs and no improvement is currently evident.
- Over recent years, disadvantaged pupils have made much slower progress than other pupils nationally in almost all subjects. Some improvement is now evident for a minority of disadvantaged pupils in key stage 4, whom leaders are targeting with extra help. However, the majority of disadvantaged pupils continue to make inadequate

progress.

- The most able pupils generally make similarly slow progress as other groups of pupils. Their progress is better in English, history and geography, where it is in line with other pupils of similar ability nationally.
- Improving standards are evident in several subjects, including English, history, geography, art and technology. For example, 2016 saw a sharp improvement in GCSE English results, with more than two thirds of pupils achieving grades A* to C in English language and approximately four fifths doing so in English literature.
- Pupils who have a statement of special educational needs or an education, health and care plan are making better progress than their peers. They receive effective one-to-one support that enables them to understand and tackle their work.
- Sixth-form students make good progress from their starting points. Progress in vocational subjects, studied by the majority of students, is consistently strong and significantly better than that typically seen nationally.

16 to 19 study programmes

Good

- The sixth form is well led. Leaders make regular checks on teaching and students' progress and use the information they gather to make sure that students consistently make good progress. All requirements of the 16 to 19 study programmes are met.
- The majority of sixth-form students take vocational subjects and consistently make progress from their starting points that is significantly better than that seen nationally. A minority of students take the academic International Baccalaureate qualification. Most of these students make good progress. A minority of students who study for the International Baccalaureate do not achieve the full umbrella qualification and so, in nationally published assessment information, appear to have made weaker progress. However, each of these students achieves many component parts of the International Baccalaureate and, consequently, proceeds to appropriate university or employment destinations when they leave the sixth form.
- Teaching is consistently good in the sixth form, including in those subjects where it is weaker in the main school. Teachers use their subject knowledge to question students well, developing a deep understanding of what they are studying. In several subjects, classes are small and teachers provide students with high-quality individual help and support.
- Students display consistently positive attitudes to their studies. They enjoy their courses, work hard and their behaviour is exemplary.
- Careers education and guidance are effective in the sixth form. All students receive independent advice and individual support. All students undertake a work experience placement, which they told inspectors they find useful. Almost all students complete their courses and all students who left the sixth form in 2016 moved on to university, training or employment.
- The academic and vocational curriculum is well supported by a strong extra-curricular programme. Students take part in the Duke of Edinburgh's Award scheme. They mentor younger pupils, participate in decision-making through the student union and

contribute to the local community through the Young Leaders in Service Award programme. The curriculum as a whole contributes effectively to students' personal development and prepares them well for life when they leave the school.

- All students who join the sixth form without having achieved GCSEs graded A* to C in English and mathematics study towards improving their grades. Their progress is better than that seen nationally in both English and mathematics.

School details

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| Unique reference number | 135684 |
| Local authority | Solihull |
| Inspection number | 10025241 |

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

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| Type of school | Secondary |
| School category | Academy sponsor-led |
| Age range of pupils | 11 to 18 |
| Gender of pupils | Mixed |
| Gender of pupils in 16 to 19 study programmes | Mixed |
| Number of pupils on the school roll | 1,388 |
| Of which, number on roll in 16 to 19 study programmes | 240 |
| Appropriate authority | The governing body |
| Chair | Angela Pocock |
| Principal | Damon Hewson |
| Telephone number | 0121 329 8300 |
| Website | www.ctckingshurst.academy |
| Email address | info@ctckingshurst.academy |
| Date of previous inspection | 30–31 January 2013 |

Information about this school

- The school meets requirements on the publication of specified information on its website.
- The school complies with Department for Education guidance on what academies should publish.
- The school is an above-average-sized secondary school.
- The majority of pupils are of White British heritage and very few pupils speak English as an additional language.

- The proportion of disadvantaged pupils is above average.
- An above-average proportion of pupils have special educational needs and/or disabilities.
- Approximately 10 pupils attend one of Solihull College, K2, Right Trax, Blue Whale, Work n Learn or TLG for part of their week.
- The school does not meet the government's current floor standards, which set the minimum expectations for pupils' progress.
- The principal took up his post in September 2015.
- There has been a high turnover of staff in recent years.

Information about this inspection

- Inspectors observed learning in lessons, and some of these observations were conducted jointly with senior leaders.
- Inspectors talked to pupils about their learning and their attitudes to, and opinions about, school. They met with five focus groups of pupils.
- Inspectors observed pupils at morning break and lunchtime and as they moved around the school.
- Inspectors considered 112 responses to Ofsted’s online questionnaire, Parent View, including 43 free-text responses and some emails from parents.
- They also considered 87 responses to an online staff questionnaire and 19 responses to an online pupil questionnaire.
- Meetings were held with the principal, senior leaders, other leaders and members of the governing body, including the chair and the vice-chair.
- Inspectors scrutinised several documents, including the school’s self-evaluation, its development plan, minutes of governing body meetings and the school’s records about pupils’ behaviour, attendance and attainment, as well as documentation relating to keeping pupils safe.

Inspection team

| | |
|-------------------------------|-------------------------|
| Alun Williams, lead inspector | Her Majesty’s Inspector |
| Herminder Channa | Ofsted Inspector |
| Natasha Lloyd | Ofsted Inspector |
| David Hughes | Ofsted Inspector |
| Michael Onyon | Ofsted Inspector |
| Sukhbir Farar | Ofsted Inspector |
| Nigel Griffiths | Ofsted Inspector |
| Martin Spoor | Ofsted Inspector |

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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