

Kingsley Academy

Prince Regent Road, Hounslow, Middlesex TW3 1NE

Inspection dates

6–7 June 2017

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

Summary of key findings for parents and pupils

This is a school that requires improvement

- The quality of teaching, learning and assessment requires improvement. A legacy of weaker teaching has continued to affect pupils' progress in all year groups.
- The school uses temporary staff to cover teaching for various reasons. This has led to inconsistency in the quality of learning. Some pupils' progress from their starting points is slow.
- Most pupils join the school with poor literacy skills. Their progress is hindered due to the lack of support to develop strong reading and writing skills.
- Groups of pupils, including White British pupils, make less progress than all pupils nationally.
- Pupils' assessment information is not used effectively enough to generate at least good progress for some pupils, including the most able.
- Some teachers fail to follow the school's assessment policy, so some pupils do not receive advice about their work.
- Outcomes for pupils require improvement. Pupils' progress from their starting points is inconsistent across a range of subjects, including in English and science.
- Despite improvements in the overall rate of attendance, levels are low for groups of pupils, particularly for disadvantaged and White British pupils who are persistently absent.

The school has the following strengths

- The new principal, supported by the leadership team and governors, has tackled some of the previous weaknesses. Overall attendance, sixth-form achievement and disadvantaged pupils' outcomes are improving.
- The sixth form is good. Most students make strong progress in their studies and go on to gain places at university. Leadership is developing work placements to support students' employability skills.
- Pupils' progress from their starting points in mathematics has improved rapidly from the previous inspection. Individual support underpins this success.
- Pupils behave well around the school and in lessons. The strong emphasis on pupils' development and welfare is building pupils' confidence.
- Safeguarding is effective. Leaders and managers give pupils' welfare a high priority.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching, learning and assessment by leaders and managers by:
 - fine-tuning teachers' use of pupils' assessment information, so that work set is closely targeted to all pupils' needs and abilities, including the most able
 - ensuring that pupils receive and use teachers' feedback in line with the school's assessment policy.
- Improve the pupils' outcomes by:
 - building upon the strategies used to promote literacy skills, so pupils develop strong reading, writing and communication skills across a range subjects
 - ensuring that all pupils, including White British pupils, make consistently strong progress in a range of subjects, particularly in English and science.
- Evaluate the impact of actions to reduce persistent absence of all groups of pupils, particularly those who are disadvantaged and White British pupils so that they are at least in line with the national average.
- Continue to improve the effectiveness of the 16 to 19 study programmes by evaluating the quality of work experience and enrichment opportunities available for students.

Inspection judgements

Effectiveness of leadership and management

Good

- The newly appointed principal nurtures a strong sense of community and purpose. Already, a clear set of principles and goals has established a united leadership team. There is a high expectation for all pupils to reach their potential and 'make their best better'. Governance and members of the trust share this vision.
- Leaders, including governors, are ambitious about improving the school for all pupils. The Academies Enterprise Trust (AET) has provided an appropriately focused level of support, which has contributed to the strengths of the school, including the effectiveness of leadership.
- Following the principal's arrival in January 2016, a number of effective systems have been introduced to improve the school. Many of these systems are in their infancy, though some already show clear signs of rapid improvements; there are noticeable gains, particularly in sixth-form achievement, leaders' action planning and overall attendance.
- Rigorous self-evaluation identifies the key priorities for improvement. Since the previous inspection, where a strategic improvement plan did not exist, a plan is now effectively in place. It is shared regularly with staff and provides detailed actions for the continuing development of the school.
- Leaders and managers are committed to equal opportunities and will not tolerate discrimination. They are insistent that all pupils, regardless of background or abilities, achieve their full potential and the school's practices visibly demonstrate this. Parents report their recognition of this commitment and they value the dedication of all staff.
- The newly introduced procedure to manage staff performance is robust. Leaders and governors review the performance of teachers and learning support assistants regularly. Poor performance is challenged swiftly and a support plan is put in place. Still in its early stages, the development of teachers has not had time yet to ensure high-quality learning across all subjects.
- Leaders are holding managers and teachers to account for their teaching more rigorously. Appropriate monitoring activities are in place and teachers receive useful feedback and guidance to improve their practice. While monitoring considers the impact on pupils' outcomes, it is starting to include a sharper focus on the progress made by different groups of pupils.
- Extra funding, including the pupil premium and Year 7 catch-up premium, is used effectively. Targeted support and enrichment opportunities have helped those eligible pupils to make gains in their learning.
- Additional funding for pupils who have special educational needs and/or disabilities is used appropriately. Extra help, including from professional services, is enabling eligible pupils to make better progress from their starting points.
- A very few pupils study effectively at off-site provisions. Leaders check their attendance and progress regularly to ensure that the provision is supporting their learning needs.
- Well-planned programmes provide opportunities for pupils' spiritual, moral, social and

cultural development. This, together with their academic studies, prepares them well for their life experiences in modern Britain.

- The curriculum is rich and balanced, and caters for most pupils' interests and abilities. Leaders have a good understanding of their pupils' needs and aim to match the subjects they learn accordingly. Pupils have access to careers information and a wide range of extra-curricular activities, including sport and educational trips. Additionally, pupils can explore science, technology, engineering and mathematics through exciting practical activities. Literacy skills are less well supported across the curriculum to facilitate good outcomes for all pupils.
- The overall effectiveness of the school remains as requires improvement. Leaders and managers have not secured good outcomes across a range of subjects, including in English and science. Despite recent improvements, some pupils, including White British pupils, do not make the progress they should.

Governance of the school

- Governance is making a strong contribution to the development of the school. Following the previous inspection, governors have made effective use of an external review by establishing as a new 'management board' and providing effective strategic direction.
- Governors have a clear understanding of the diverse community they serve and the key issues facing the school. They have a wide range of skills, including expertise in finance and education, enabling them to support senior leaders effectively. They challenge senior leaders constructively, holding them accountable for all aspects of school improvement. The governing body monitors the effectiveness of the school's funding to ensure that pupils' outcomes are improved, including for disadvantaged pupils.
- Governors closely monitor the safeguarding arrangements of the school. They recently commissioned an external review to check that the systems to safeguard pupils were fit for purpose. Governors recognise that more work is needed to reduce the persistent absence of groups of pupils, including disadvantaged and White British pupils.

Safeguarding

- The arrangements for safeguarding are effective.
- There is a culture of vigilance throughout the school to ensure pupils' safety. Child protection practices and arrangements to ensure that all staff are suitable to work at the school are robust. Staff are trained appropriately to identify and action any concerns quickly, including risks associated with radicalisation and extremism to assure pupils' welfare.
- Leaders work closely with parents, carers and external agencies to ensure that pupils are kept safe. Pupils' absences are checked and prompt referrals made to relevant services for vulnerable pupils who might be at risk. Leaders have ensured that checks are in place to track planned actions that have secured pupils' safety. However, written records are not always organised sharply enough to demonstrate this.

Quality of teaching, learning and assessment

Requires improvement

- Variability exists in the quality of teaching, learning and assessment. Over time, some pupils have not received strong teaching to secure good outcomes in most of their subjects. Despite recent improvements, the quality of teaching is not consistently good across the curriculum.
- The use of temporary staff has led to an imbalance in the quality of teaching that pupils receive. Initiatives introduced for improvements have not had sufficient time to impact directly on all pupils' learning.
- Most pupils enter the school with low literacy skills. A range of support is in place to address this, but some pupils are restricted from tackling appropriate work due to gaps in their skills. Similarly, the whole-school initiative to raise pupils' literacy skills is new and not routinely applied.
- Some teachers do not follow the school's assessment policy fully. Not all pupils commit to making use of their teachers' feedback when they receive it.
- Teachers' planning to help pupils' learning varies. Where planning is less strong, pupils' assessment information is not used effectively to ensure that all pupils make at least good progress. Therefore, some pupils are provided with too little support or challenge to enable them to deepen their knowledge.
- Some teachers use their secure subject knowledge to provide effective questioning to check pupils' understanding. In some learning sessions, teachers' questions, both oral and written, are not adjusted appropriately to ensure that they check pupils' understanding. For these pupils, including for White British pupils, this means that they find it difficult to keep up with their work as the learning continues.
- Effective partnership with parents exists. Parents receive timely information via 'progress review' events on how well their child is progressing and how best to support their child to improve.
- Some teaching, including the work of learning support assistants, is supporting effective learning in a range of subjects, including in mathematics. Published information at the end of key stage 4 confirms this.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Good relationships between staff and pupils are helping to build pupils' self-confidence effectively. Through its motto 'Make our Best Better', the school places a strong emphasis on the personal development of all pupils. A group of pupils told inspectors that, 'every pupil has a voice that unites the academy'.
- Pupils' physical and emotional well-being are being catered for effectively. Pupils are taught how to spot potential threats, for instance those associated with radicalisation, exploitation and gang activities.

- Pupils are aware of healthy lifestyles and safe practices. They reported that they feel safe. They are aware of how to keep themselves safe while using the internet and their mobile phone, through the curriculum and talks given in assemblies.
- Instances of reported bullying are rare. Pupils and parents confirmed this and stated that when it does occur, staff sort it out quickly and well.

Behaviour

- The behaviour of pupils is good.
- Most pupils demonstrate positive attitudes towards their learning, as they are keen to acquire new knowledge and skills.
- Generally, pupils conduct themselves well. Pupils' behaviour observed in the dining hall and as they move around the school is good. They respond promptly to requests from staff because they are generally respectful towards adults.
- Leaders have worked effectively to maintain good behaviour and reduce exclusions. Progress review meetings with parents focusing on attitudes to learning have affected pupils' self-discipline positively.
- Leaders and managers are taking appropriate action to improve pupils' behaviour. Leaders receive regular updates on the behaviour and attendance of pupils attending alternative provision. Pupils report that the new behaviour rules help them to think before they react.
- The attendance rate of all pupils is improving. Effective monitoring of pupils' attendance has led to overall attendance being in line with the national average. The school's information shows that pupils' attendance continues to improve.
- Some groups of pupils, particularly disadvantaged pupils and those of White British heritage, are persistently absent. This is having an adverse effect, especially on the outcomes of some White British pupils, and remains a challenge for leaders.

Outcomes for pupils

Requires improvement

- Most pupils' attainment on entry is significantly below average. Considering their starting points, pupils are not making consistently good progress in all year groups across a wide range of subjects. A legacy of high staff instability and weaker teaching has continued to affect some pupils' progress.
- Pockets of underachievement exist, particularly in English and science. While pupils' progress is improving quickly in a range of subjects, including in mathematics, still too many pupils make slow progress. Evidence presented by leaders and managers and scrutiny of pupils' current work confirm this.
- The progress and attainment of most-able pupils are uneven. Inconsistencies in teaching have led to some most-able pupils not being suitably challenged in their learning.
- Pupils who have special educational needs and/or disabilities make variable progress given their starting points. Targeted support is starting to address this and improve the

progress for some pupils.

- The outcomes of White British pupils are variable. Targeted individual support is ensuring that more pupils of White British heritage are making at least good progress in some subjects. Detailed case studies and assessment information demonstrate the positive impact of the school's work. Even so, high persistent absence and low self-belief are contributory factors to the underperformance of some White British pupils at the school.
- The progress of disadvantaged pupils from their starting points is improving. The pupil premium is used effectively by providing targeted support for those pupils who need it. In 2016, published information showed that they are catching up with other pupils nationally and performed above the national average in mathematics and languages. There are too few most-able disadvantaged pupils to report on.
- Additional catch-up funding is being used well to provide extra support to eligible pupils in English and mathematics. Assessment records indicate that they are progressing well.
- In 2016, the progress made by Year 11 pupils was close to the national average compared with that of pupils nationally with similar starting points. Likewise, pupils made good progress from their starting points in mathematics at the end of key stage 4. Despite this, the performance of current pupils across the school contributes to the overall judgement for pupils' outcomes.
- Leaders target support to suit pupils' needs effectively. Some pupils who speak English as an additional language make at least good progress from their starting points. Pupils attending alternative provision, including those taking vocational courses, are flourishing because courses are appropriate to their needs.
- Pupils receive relevant careers education, information and guidance, throughout all year groups. Pupils explore different career choices and a significant proportion successfully move on to education, employment or training after they leave the school.

16 to 19 study programmes

Good

- The sixth-form provision models the high expectations that leaders, including governors, have for the school. Since the previous inspection, sixth-form students have improved their rates of progress in both academic and vocational studies.
- Students have opportunities to study for a range of appropriate courses. Vocational courses provide an element of work-related studies, which enable students to prepare for the world of work. Consequently, high proportions of students go on to higher education, training or employment.
- The quality of teaching, learning and assessment in the sixth form is effective. As with the rest of the school, learning is affected by staff turnover, although to a lesser extent. Students learn well by targeted intervention, effective feedback and a range of exciting activities. Consequently, outcomes are consistently better in the sixth form compared with the rest of the school.
- Improved monitoring of teaching has contributed to better outcomes in the sixth form. In 2016, the proportion of students who re-took their English and mathematics GCSE

qualifications and gained grades A*–C was above the national rate. Similarly, students made progress from their starting points above the national average in both AS- and A-level courses.

- Leadership of the sixth-form provision is effective. Leaders have tackled many of the recommendations from the previous inspection, such as reviewing subject choices and the extra-curricular provision. The opportunity exists for sixth formers to support Year 11 pupils with their studies and to take part in the Duke of Edinburgh's Award scheme. Similarly, appropriate courses have been successfully introduced to meet the needs of students, including those who have special educational needs and/or disabilities.
- Sixth-form students behave well and regularly attend school. They receive clear information on how to keep safe, including the risks associated with radicalisation. Students say that they feel safe and welcome the care and support given to help them with their emotional and mental well-being.
- Careers advice and guidance offered to the sixth-form students have proved valuable. The proportion of students continuing with their studies between Year 12 and 13 has improved. This reflects the school's work to ensure that students are matched to the right courses. Continued guidance offered to students enables them to make links between careers of their choice and plans for their future.
- Leadership is acquiring strong links with local businesses and the community. Secure plans are under way to ensure that students gain essential occupational skills, through relevant work experience.

School details

Unique reference number	139276
Local authority	Hounslow
Inspection number	10031721

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 to 18
Gender of pupils	Mixed
Gender of pupils in 16 to 19 study programmes	Mixed
Number of pupils on the school roll	810
Of which, number on roll in 16 to 19 study programmes	153
Appropriate authority	The governing body
Chair	John King
Principal	Lesley Kirby
Telephone number	020 8572 4461
Website	www.kingsleyacademy.org
Email address	contactus@kingsleyacademy.org
Date of previous inspection	7–8 May 2015

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.
- Kingsley Academy is smaller than the average-sized academy. The academy is sponsored by a multi-academy trust, the Academies Enterprise Trust (AET).
- The majority of pupils are from minority ethnic backgrounds and most pupils speak English as an additional language.

- The proportion of pupils eligible for the pupil premium is higher than the national average.
- The school receives effective support through the AET academy chain. The current principal was appointed in January 2016.
- The school currently uses two alternative providers to support pupils' learning. One is West Thames College, and a very small number of pupils attend a hospital education service.
- The school currently meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress at GCSE.

Information about this inspection

- Inspectors observed teaching and learning in 31 sessions. Senior leaders accompanied inspectors to eight of these.
- Inspectors examined a range of documentation provided by the school, including the school's own self-evaluation, strategic improvement plan and governors' minutes. Records relating to attendance, behaviour and safeguarding were also considered.
- Meetings were held with members of the trust, governors, senior leaders and teachers, including subject leaders and learning support assistants.
- In addition to meeting with pupils formally, inspectors spoke to others informally and examined their books in a wide range of subjects.
- Discussions were held with parents to hear their views of the school. There were 21 responses to the online questionnaire, Parent View, and 21 free-text responses.
- Inspectors considered 39 responses to the Ofsted online staff questionnaire. There were no responses to the Ofsted online pupil survey.

Inspection team

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