

# Kemnal Technology College

Sevenoaks Way, Sidcup, Kent DA14 5AA

## Inspection dates

16–17 May 2019

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

## Summary of key findings for parents and pupils

### This is an inadequate school

- Governors and leaders have not taken effective action to improve the quality of teaching, learning and assessment and pupils' outcomes since the previous inspection.
- The quality of teaching, learning and assessment is poor, and pupils make weak progress in key stages 3 and 4.
- Teaching is not effective in identifying pupils' misconceptions or developing pupils' thinking. Teachers' expectations of pupils' learning are too low. Checks on pupils' learning are variable in quality.
- The progress of current pupils, disadvantaged pupils, most-able pupils and pupils with special educational needs and/or disabilities (SEND) is weak.
- Although pupils' behaviour has improved recently, pupils' attitudes to learning are not positive. Typically, they take little pride in their work and sometimes disrupt lessons.
- Pupils' attendance rates have been low for the past three years. Persistent absence is high for disadvantaged pupils and those with SEND.
- In the past, the local governing body has not challenged the school's leaders sufficiently to secure improvement since the previous inspection.
- Leaders do not make effective use of the additional funding for disadvantaged pupils.

### The school has the following strengths

- Current leaders have introduced initiatives that are securing improvements. Recent attendance rates are rising, and pupils said that behaviour is improving.
- Careers education, advice and guidance are effective.
- Leaders have built a successful partnership with a local school that supports the sixth-form provision.
- The trustees have recently created a new local governing body that is now holding school leaders to account more thoroughly.
- Leaders have developed a strong safeguarding culture.

## Full report

In accordance with section 44(2) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement because it is performing significantly less well than it might, in all the circumstances, be reasonably expected to perform.

### What does the school need to do to improve further?

- Urgently improve the quality of teaching, learning and assessment, so that pupils make greater progress, by ensuring that:
  - all teachers have high expectations of pupils' learning
  - teachers check pupils' learning in a systematic way so that misconceptions are identified and addressed in a timely manner
  - learning is well matched to pupils' needs and builds on their prior learning
  - assessment information is used effectively
  - pupils have a clear understanding of how to improve their learning
  - strategies are promoted that will support most-able pupils, disadvantaged pupils and those with SEND to make strong rates of progress
  - pupils deepen their understanding of key skills and concepts across the curriculum
  - standards of pupils' behaviour improve further
  - professional development provided for staff improves subject knowledge and eradicates weak teaching, particularly in English, science, mathematics and humanities at key stage 3.
- Improve the effectiveness of all leadership and management by:
  - ensuring that leaders at all levels have high expectations of pupils' learning and progress
  - reviewing assessment practices in the school so that pupils' progress is monitored accurately
  - holding teachers responsible for the progress pupils make across the curriculum
  - using additional pupil premium funding for disadvantaged pupils to raise the achievement of eligible pupils at the school
  - improving pupils' attendance and reducing persistent absence, particularly for disadvantaged pupils and those with SEND
  - raising the aspirations and attitudes to learning of all pupils so that they believe they can achieve higher standards.

An external review of the school's use of the pupil premium funding should be undertaken to assess how to use this to improve outcomes.

## Inspection judgements

### Effectiveness of leadership and management

### Requires improvement

- Since the previous inspection, leaders have not raised the standard of teaching, learning and assessment. The governors and the trust have been slow in grasping the challenges facing the school and have not brought about the rapid improvement required.
- Leaders successfully improved outcomes at the end of Year 11. However, current pupils continue to make poor progress.
- The recently appointed executive headteacher and senior leaders have demonstrated capacity to improve the school. They have already secured improvement in the standard of pupils' behaviour and are promoting accountability at all levels by challenging low expectations. They are supported through the work of the trust by leaders who are experienced and knowledgeable in bringing about the necessary urgent improvement.
- The executive headteacher and new members of the senior leadership team have engaged the support of teaching staff to share the school's improvement drive and priorities. It is too early to see the lasting impact of their initiatives on improving pupils' outcomes.
- Recently appointed leaders have accurately evaluated the quality of education in the school and identified clear actions to secure improvement. They are honest and reflective about the work of the school. As a result, they have an accurate understanding of the progress current pupils make across the curriculum.
- Recently appointed leaders have provided teachers with appropriate professional development to improve their teaching. However, the lasting impact of training is limited because leaders are not ensuring that teachers adopt improvement initiatives routinely.
- Leadership of pastoral care is strong. Leaders have developed strategies to support the emotional and social needs of the pupils. These strategies contribute well to the quality of support and care pupils receive.
- Leaders have ensured that curriculum provision is broad and balanced. This includes a variety of academic and vocational subjects. Although the proportion of pupils studying a modern foreign language is low, leaders have increased the proportion studying a language in key stage 4.
- Leaders provide a wide range of extra-curricular clubs and activities, including art, drama, debating, choir, music, various sports and a youth award programme. Pupils speak positively about these opportunities and how they develop their confidence and social skills.
- Leaders promote fundamental British values and pupils' spiritual, moral, social and cultural development effectively. Pupils understand other cultures and religions through assemblies and tutor sessions. As a result, pupils are well prepared for life in modern Britain.
- Leaders use the Year 7 catch-up funding effectively to improve pupils' reading.
- Newly qualified teachers receive effective support from their mentors and subject leaders.

## **Governance of the school**

- The membership of the local governing body has undergone a major change. Trustees have appointed new members since the last inspection.
- Although the trust has been decisive in strengthening the governance of the school, the governing body has been slow to grasp the challenges relating to improving the quality of teaching, learning and assessment.
- Current governors are well informed about the school's priorities and have started to hold leaders to account for pupils' learning, using the assessment and monitoring information provided by both school leaders and the trust.

## **Safeguarding**

- The arrangements for safeguarding are effective.
- Leaders have ensured that staff are secure in their understanding of safeguarding issues. Staff have received appropriate and up-to-date training, including on protecting pupils from extremism and radicalisation.
- Leaders with responsibility for safeguarding have developed a strong safeguarding culture, where staff are vigilant and concerns are followed up in a timely and effective manner. They work well with external agencies, parents and carers to ensure that pupils are safe. The policy is detailed and outlines clear procedures for staff and pupils to follow.
- Where there are concerns, pupils are well supported and records of referrals to external agencies are detailed. Leaders with safeguarding responsibility work well with external agencies, including the local authority and the Metropolitan Police, to support pupils.

## **Quality of teaching, learning and assessment**

## **Inadequate**

- Standards of teaching are weak. Teachers have low expectations of pupils' learning, and as a result teaching is not matched to the needs of pupils.
- The work provided to pupils is often too easy or not well explained. Teaching does not make clear to pupils how to improve their work. As a result, pupils make poor progress.
- Typically, teachers do not effectively check pupils' understanding of new learning, or develop their thinking, so pupils' learning stagnates or even regresses. Also, the use of questioning across subjects is variable.
- In some subjects, pupils' attention wanders when they are not challenged in their learning. This leads to low-level disruption, which limits the amount of work completed by pupils.
- Most pupils do not take pride in their work. They put little effort into the presentation of their written work, which is sometimes diminished by graffiti and is often incomplete. Pupils do not make routine use of basic writing equipment to enhance the presentation of their work.
- Since the previous inspection, leaders have not been successful in securing improvement in the quality of teaching, particularly in key stage 3. Teaching in mathematics, science and English is weak.

- Some teaching demonstrates a lack of subject content knowledge, understanding and skills to teach the subjects well. Consequently, teaching does not spark pupils' interest or deepen their understanding. In addition, some teaching has limited grasp of curriculum sequencing and this inhibits the systematic development of pupils' learning. For example, in key stage 3 mathematics, pupils' understanding of circles showed huge misconceptions which have not been addressed through earlier curriculum teaching.
- The quality of in-class support given to pupils with SEND is poor. Teachers do not explicitly take account of the needs of these pupils. As a result, they underachieve over time. Similarly, disadvantaged pupils and most-able pupils make weak progress because teachers do not offer clear support to these pupils to improve their learning.
- Teaching over time is not strong enough to secure improvement in pupils' basic skills. For instance, weaknesses in pupils' spelling, grammar and punctuation are not robustly addressed.
- Leaders' checks on teaching and learning are increasing in frequency but have not had a strong impact on improving teaching and strengthening pupils' progress. This is because assessment practices are weak and teaching does not meet pupils' learning needs.

## Personal development, behaviour and welfare

**Requires improvement**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement.
- Leaders have ensured that the school helps pupils to gain important understanding of a range of career options available to them. Pupils receive high-quality careers advice and guidance from an independent adviser.
- Personal, social, cultural and health education is delivered during tutor periods and assemblies. Pupils have a secure understanding of British values and show a sense of belonging to a community where people care for each other. They talk confidently about their understanding of democracy, local elections and current affairs, including Brexit.
- Pupils are keen to take up leadership opportunities through the prefect system, where they have influence in shaping the decisions made by teachers.
- Pupils have a sound understanding of different types of bullying. They told inspectors that leaders have reduced instances of bullying and that it is currently rare, but when it occurs, it is addressed quickly and effectively by staff.
- Pupils feel safe at the school and know how to keep themselves safe outside of school, including staying safe online. They understand local risks such as knife crime and the dangers of extremism and radicalisation. Most of the parents who responded to Parent View, Ofsted's online survey, were confident that their children are safe and well looked after.
- Personal development and welfare require improvement because leaders have been slow in developing pupils' skills and understanding to help them to become successful learners.

## Behaviour

- The behaviour of pupils requires improvement.
- Pupils' attendance over the past three years has been below the national average. Additionally, the attendance of disadvantaged pupils and those with SEND is exceptionally low.
- Recently, changes introduced by senior leaders have started to have a small but positive impact on improving pupils' attendance rates. However, persistent absence remains high, particularly for disadvantaged pupils and those with SEND.
- Pupils and staff told inspectors that behaviour in the school has improved recently. Low-level disruption has decreased across the school. Pupils have a clear understanding of the school behaviour system and speak positively about the rewards systems.
- Since September 2018, the school has been managing challenging and poor behaviour exhibited by pupils. A new behaviour system was introduced that raises expectations of acceptable conduct and behaviour. The robust implementation of the behaviour policy has resulted in high levels of both fixed-term and permanent exclusions at the school.
- Leaders are aware that urgent work is required to reduce the rate of both fixed-term and permanent exclusions. However, work to address this issue is in its infancy.
- Since February 2019, leaders have issued all pupils in key stage 3 with new books to encourage them to take pride in their work. The presentation of pupils' work is of variable quality. Pupils do not typically demonstrate a commitment to completing classwork and homework to a high standard.
- Pupils conduct themselves well around the school. They are mostly polite and respectful of each other. Staff have positive professional relationships with pupils, which support the typically calm atmosphere in lessons.
- Pupils show respect for their environment and there is very little litter across the site.
- A small number of pupils attend alternative provision as part of their school curriculum. Leaders monitor the pupils' attendance, behaviour and progress well through established links between the school and the provider.

### Outcomes for pupils

### Inadequate

- The outcomes achieved by current pupils are inadequate. Since the last inspection, pupils' progress has deteriorated across the curriculum, particularly in key stage 3. Across key stages 3 and 4 and in a broad range of subjects, pupils' rates of progress are weak.
- Disadvantaged pupils, most-able pupils and those with SEND make poor progress, particularly in English, humanities and foundation subjects.
- Typically, pupils arrive at the school with prior attainment which is in line with national averages. From different starting points, pupils fall behind in their learning, due in part to poorly planned sequences of curriculum activities which are not matched to the needs of pupils.
- In 2018, national assessments for pupils in Year 11 showed weak performance across a range of subjects. Although this was an improvement from the exceptionally low data

in Year 11 in 2017, pupils' progress in English and across foundation subjects remained below the national average. The school's own assessment information for current pupils in Year 11 shows a variable picture.

- In key stage 3, pupils' progress is weak in English, mathematics and science. Work in pupils' books shows that pupils make limited gains in their learning because they complete a small amount of work and it is often insufficiently challenging. Over time, pupils have significant gaps in their knowledge of key concepts.
- Most Year 11 pupils who left the school in 2018 were not well prepared for the next phase of their education or training. This is because pupils were not able to access courses they are capable of because they underachieved across the curriculum.

### **16 to 19 study programmes**

### **Requires improvement**

- Historically, published data in 2017 and 2018 shows that students' progress in academic subjects was poor. Current assessment information shows a small improvement in students' progress in academic subjects. Students' progress is stronger in vocational subjects than in academic subjects.
- The quality of teaching and learning in the sixth form is not good because students from different starting points perform less well than students with similar starting points nationally. Teaching does not challenge students to deepen their understanding and knowledge well across the range of subjects.
- The school meets the requirements of the 16 to 19 study programmes. However, there is variability in progress across subjects.
- Leaders of the sixth form are enthusiastic and committed to supporting students. They have a clear understanding of the strengths and weaknesses of the provision. Additionally, they recognise that teaching is not strong and work closely with teachers to tailor support for individual students.
- Careers information, advice and guidance are detailed. Students are well supported to undertake work placements, visit universities and meet employers. Students are well prepared for the next stage of education, training or employment. Many of the students go to Russell Group universities.
- The personal development programme in the sixth form is strong. Students take up a range of enrichment opportunities, including work-related learning and playing an active part in the life of the school by mentoring younger pupils.
- Safeguarding in the sixth form is effective. Leaders have effective systems to monitor students' attendance across the two sites. Students know how to keep themselves safe.
- Students who resit their GCSE English and mathematics qualifications make good progress because they are well supported by subject specialist teachers.

## School details

Unique reference number	136281
Local authority	Bromley
Inspection number	10088881

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

Type of school	Secondary comprehensive
School category	Academy converter
Age range of pupils	11 to 18
Gender of pupils	Boys
Gender of pupils in 16 to 19 study programmes	Mixed
Number of pupils on the school roll	497
Of which, number on roll in 16 to 19 study programmes	28
Appropriate authority	Board of trustees
Chair	Dick Brown
Executive Headteacher	Christian Cavanagh
Telephone number	0208 300 7112
Website	<a href="http://www.ktc-tkat.org">http://www.ktc-tkat.org</a>
Email address	<a href="mailto:admin@ktc-tkat.org">admin@ktc-tkat.org</a>
Date of previous inspection	9–10 March 2017

## Information about this school

- Kemnal Technology College is part of The Kemnal Academies Trust (TKAT). The local governing body has a role assigned by the trust board to set the strategic direction for the school and hold its leadership to account. Governors serving on the local governing body are accountable to the TKAT Board. Recently, the local governing body has been re-formed.
- The school is smaller than the average-sized secondary school.
- The number of pupils on roll has declined since the previous inspection. There are currently no students in Year 12 and the sixth-form provision is scheduled to stop admitting students from August 2019.



- Almost all lessons in the 16 to 19 provision are held in Cleeve Park School because of the established strategic partnership work across the trust.
- The number of pupils who are eligible for free school meals is higher than the national average. The proportion of disadvantaged pupils known to be eligible for support through the pupil premium funding is above the national average.
- The proportion of pupils with SEND is broadly in line with the national average. However, the proportion of pupils who have an education, health and care plan is above average.
- The school uses the Bromley Organisation Partnership in Bromley for alternative provision, when required.
- There have been many changes in the senior leadership team since the last inspection. The current executive headteacher joined the school in January 2019 on a part-time basis until he was appointed as the permanent postholder from April 2019. Many middle leaders are new to the school and their roles, particularly in science, mathematics and English.
- The school has experienced many changes in the leadership of the school and in teaching staff since the last inspection.

## Information about this inspection

- Inspectors undertook observations of learning in 34 lessons across a range of subjects and visited tutor sessions. Most of the observation of teaching and learning was carried out jointly with senior leaders.
- Inspectors looked closely at pupils' work during visits to lessons and reviewed a sample of pupils' written work.
- Inspectors observed pupils' behaviour and conduct in lessons, before school and at breaktime and lunchtime.
- Inspectors held meetings with members of the school leadership team, including senior leaders, middle leaders and representatives of the governing body. They held meetings with representatives of the TKAT trust and the school's regional director.
- Inspectors reviewed a range of documents, including the school's self-evaluation and improvement plan, written records of governing body meetings and pupils' attendance and exclusion records. They considered assessment information showing pupils' progress and attainment, records relating to safeguarding and the school's website information.
- An inspector spoke with a representative from the alternative provider with whom pupils in the school are placed.
- An inspector listened to pupils in Year 7 read.
- Inspectors spoke with pupils informally and formally in discussion groups to find out about their experience of the school.
- Inspectors evaluated the 52 responses to Parent View, Ofsted's online survey, including 49 free-text responses.
- Inspectors considered 57 responses to Ofsted's online questionnaire for staff, alongside seven responses to Ofsted's survey for pupils.

## Inspection team

Jeffery Quaye, lead inspector	Ofsted Inspector
Avnee Morjaria	Ofsted Inspector
James Whiting	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](http://www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings).

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