

Inspection of Kettering Science Academy

Deeble Road, Kettering, Northamptonshire NN15 7AA

Inspection dates: 22–23 October 2019

Overall effectiveness

Requires Improvement

The quality of education

Requires Improvement

Behaviour and attitudes

Requires Improvement

Personal development

Requires Improvement

Leadership and management

Requires Improvement

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this school?

Pupils speak warmly about their 'supportive teachers'. They said that anyone who may feel different would receive respect and help. Pupils value the 'hub' as a place of assistance and care. Pupils believe that many of their teachers 'have a heart'. This helps them to feel safe. If bullying happens, pupils are confident that their teachers will sort it out quickly.

Pupils do not do well in all subjects because not all teachers have high enough expectations for their achievement. For pupils with special educational needs and/or disabilities (SEND), expectations are too low.

Pupils take advantage of the wide range of after-school experiences on offer. They appreciate the opportunity to learn new things and visit new places.

Pupils describe behaviour as mixed. There are still some lessons where pupils misbehave. Although pupils think that the 'strikes' system is helpful, some teachers do not apply this behaviour policy as they should. Even so, pupils say that behaviour has improved. The school is calm.

The learning environment for pupils promotes their learning well. Pupils respect their school. Many pupils look smart in their uniform. Sixth-form students are positive role models to the younger pupils. They are a credit to the school.

What does the school do well and what does it need to do better?

Since the previous inspection, new senior and subject leaders have joined the school. There is now a full complement of teaching staff. Parents and the community have a more positive view of the school. School leaders recognise the challenges that they face. They know what they need to do to improve the school. They receive strong support from governors and the trust.

Leaders have a clear curriculum vision, 'Being the best you can be.' They want pupils to succeed when they leave the school. The implementation of this vision is in its early stages. The quality of education in mathematics and English is improving. Planning, sequencing and delivery of the curriculum in some subjects are weak. In humanities, for example, key stage 3 pupils are not challenged as well as they should be. They are not well prepared for key stage 4.

Some teachers do not have the subject knowledge they need to deliver the curriculum well. The plans to improve this are in the early stages.

Pupils with SEND do not always learn as they should. In some of their lessons they are not supported well enough. The leader who oversees this group of pupils knows pupils well. The individual plans for these pupils are appropriate. Teachers do not use

these plans well enough. In some subjects this group of pupils do not remember important knowledge as well as others do.

Pupils' behaviour around school has improved but is not yet good. In some lessons, pupils' behaviour is exemplary. They show real enthusiasm for their learning. They are keen to produce their best work. In other lessons poor behaviour disrupts learning. A small number of pupils still get away with poor behaviour around school. Too many pupils are excluded from school.

Leaders' actions to improve pupils' attendance are working. Staff work well with families to tackle the complex problems that prevent pupils attending. They tailor the help that they provide. Disadvantaged pupils and pupils with SEND now attend well. Pupils are getting better at arriving at school and to lessons on time.

Leaders have improved the range of extra-curricular opportunities. Pupils can try lots of sporting and cultural activities. This includes going on ethical expeditions. Some pupils have completed charitable projects. Others have been involved in environmental and community initiatives. Many pupils, including pupils with SEND, take part in these extra activities. Some pupils, however, fail to take up these opportunities.

Leaders have an ambitious vision for students in the sixth form. They have put in place a curriculum that extends beyond academic study. Plans to implement this vision are in the early stages. In some subjects the curriculum is not ambitious enough, including for students with SEND. Students appreciate the help and support that they receive. They particularly value the guidance they get when applying for future studies or training. Students in the sixth form behave well.

Safeguarding

The arrangements for safeguarding are effective.

Staff are acutely aware of the risks that pupils face in the local community. They make sure that pupils learn how to keep themselves safe. Pupils are supported to be aware of activities linked to county lines gangs, for example. Staff are well trained and know the procedures to follow if there are any concerns. The designated safeguarding lead works effectively to make sure that pupils and their families quickly receive the support that they need. She works effectively with outside agencies.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The improvements in some subjects are in the early stages but are having a real impact for pupils. This is particularly the case in mathematics. In this subject, the curriculum is ambitious for pupils. The content is well chosen and sequenced. Leaders need to make sure that curriculum plans in all other curricular areas are ambitious for all pupils, well planned and sequenced. They need to make sure that

all subject leaders have the skills to plan an ambitious programme of learning in their subjects.

- Some teachers do not have high enough expectations of pupils, especially those with SEND. Leaders need to make sure these pupils experience an ambitious curriculum and that they receive the support in lessons that they require in order to succeed.
- Not all teachers have the skills they need to be fully effective. Leaders must make sure that teachers continue to receive the support and training needed so that they can plan and deliver the curriculum effectively.
- Too many pupils are excluded. Pupils' behaviour needs to improve. Leaders must make sure the leadership of this aspect of the school's work is strong. They must make sure that the curriculum is appropriate for all pupils and that exclusions rapidly reduce. They must ensure that all teachers apply the behaviour policy consistently.
- The 'co-curriculum' is helping some pupils to experience additional learning, including sports and the arts. Leaders should make sure that this aspect of the school's work truly helps to address many pupils' low aspirations. They should regularly check that all pupils have equal access to the opportunities offered.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

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.

School details

Unique reference number	135967
Local authority	Northamptonshire
Inspection number	10110047
Type of school	Secondary comprehensive
School category	Academy sponsor-led
Age range of pupils	11 to 19
Gender of pupils	Mixed
Number of pupils on the school roll	1,107
Appropriate authority	Board of trustees
Chair of the trust board	Richard Morrison
Chair of local governing board	Steve Barton
Principal	Tony Segalini
Website	www.ketteringscienceacademy.org
Date of previous inspection	16–17 May 2017

Information about this school

- The current principal, previously the vice principal and then associate principal, was permanently appointed as principal in September 2019.
- Some pupils receive their education at the following alternative providers: Northampton School Tutorial Centre, Hospital School, Progress Schools Northampton, Youth Works Community College and the Complimentary Education Academy.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- The lead inspector met with the chief executive officer of the trust, the executive principal and principal. She met with governors, including the chair of the local governing body.
- Inspectors held several discussions with senior leaders. A representative of the local authority was also spoken with.
- Inspectors carried out lesson visits with senior and subject leaders. They also met

with trust subject specialists. The lead inspector spoke with the senior leader in charge of teaching and learning.

- An inspector met with the leader in charge of the sixth form. She reviewed aspects of the sixth-form provision including careers advice and guidance.
- Inspectors did deep dives in English, science, mathematics and history. This means that they looked in detail into the curriculum, spoke with leaders about their curriculum plans, carried out lesson visits, spoke with pupils about their learning and looked at their work.
- Inspectors observed pupils' behaviour at lunchtime and break. They reviewed pupils' conduct as they arrived at school and at the end of the school day. Tutor time and an assembly were also visited.
- Inspectors reviewed the curriculum for pupils with SEND. They met with the leader for SEND and reviewed pupils' individual plans. They visited the nurture provision and spoke with pupils in class.
- A wide range of activities was carried out by inspectors to check how well school staff keep pupils safe. Inspectors looked at staff training, application of school policies, and the curriculum for pupils. Safeguarding procedures and recruitment checks were reviewed.

Inspection team

Jayne Ashman, lead inspector	Her Majesty's Inspector
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Kate Beale	Ofsted Inspector
Jenny Brown	Ofsted Inspector
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