

Inspection of King Edward VII Science and Sport College

Warren Hills Road, Coalville, Leicestershire LE67 4UW

Inspection dates: 8–9 January 2020

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Inadequate

Sixth-form provision

Requires improvement

Previous inspection grade

Good

What is it like to attend this school?

Most pupils behave well and try hard in lessons. The majority are polite and respectful. For many, life at King Edward VII is a positive experience. This is not the case for all.

Pupils, including those with special educational needs and/or disabilities (SEND), do not learn well enough in some subjects. They do not get enough help to prepare for the future.

There is a range of extra-curricular activities. We saw lively rehearsals taking place for the school show. Pupils are proud of the school shows and say they are a strength of the school.

Attendance overall is improving but some disadvantaged pupils and those with SEND miss too much school.

Pupils know how to reduce any risks they might face, for example regarding the misuse of drugs. Leaders have not done enough to keep all pupils safe. Inspectors found evidence that leaders had sent pupils home due to their behaviour without formally excluding them.

Some pupils do not enjoy school. Some think that their concerns about bullying are not taken seriously. Poor behaviour sometimes disrupts learning. Pupils told us that they do not like using the toilets as the toilets are not well looked after. Some pupils are dissatisfied with their school experience.

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

Leaders and governors are not meeting all of their duties.

Leaders sometimes send pupils home from school for poor behaviour without recording this as an exclusion. This is unlawful. Records of pupils' attendance are inaccurate.

Leaders do not make sure that pupils receive independent careers advice and guidance. The school is not currently meeting its statutory responsibility to ensure that providers of technical qualifications and apprenticeships visit the school to inform pupils about these options. Pupils do not feel well prepared for their next steps.

Many staff do a good job to support pupils. Some staff do not feel supported by senior leaders. They do not feel able to raise their concerns. They worry that leaders may respond negatively to them.

Governance is not effective. Governors do not fulfil their responsibilities, including relating to safeguarding. They do not know how leaders use extra money to support disadvantaged pupils. They do not hold school leaders to account.

Leaders have reviewed curriculum plans. They have improved the sequence of learning in most subjects. Teachers know what they should teach and when. Pupils sometimes revisit previous learning to help them to remember more. For example, in English, Year 10 pupils used their knowledge of the play 'Blood Brothers' to identify similar themes in poetry.

Pupils do not achieve as well as they should. The curriculum does not challenge them enough. Some teachers do not make sure that pupils understand the learning before they move on. Pupils then struggle to understand and complete their work.

Leaders have not ensured that all pupils with SEND have had the support they need. The school has not had a permanent leader for this aspect of its work for some time. Leaders have carried out the most urgent actions but have not had capacity to lead this area well enough. Some parents have felt frustrated with the lack of support and communication.

Leaders have focused on improving pupils' literacy skills. Teachers encourage pupils to read aloud and highlight subject-specific terms that pupils can use in their answers. Some pupils do not present their work well and their handwriting is poor.

In Years 12 and 13, teachers use their good subject knowledge to interest students in their learning. For instance, Year 12 history students talked to us about the reasons for the Bolshevik uprising in 1917. Sixth-form students enjoy positive relationships with their teachers. They receive clear guidance to improve their work. Outcomes in both academic and vocational courses are improving. Students who need to secure a standard pass in GCSE English do not get good enough support.

There are gaps in the work to promote pupils' personal development. Pupils learn about issues such as recycling, radicalisation and extremism, and British politics. Staff promote the importance of good mental health and well-being. Pupils do not explore beliefs, experiences and values in enough depth.

Other providers educate a small number of pupils. Leaders make sure that these pupils follow courses that will help them to be successful. They check that these pupils attend and are safe.

Safeguarding

The arrangements for safeguarding are not effective.

Leaders did not respond appropriately or follow statutory guidance in relation to a serious safeguarding incident. They did not identify risks quickly enough or put appropriate measures in place to reduce the risks to vulnerable pupils.

Leaders do not keep complete or accurate records of their actions to keep pupils safe. This means it is not always clear what they have done or what information they have shared with other agencies. Pupils' records are not kept securely.

Pupils are taught how to stay safe. During a recent 'stay safe' week, pupils learned about fire and road safety, substance misuse, serious violent crime and cyber safety. Staff have had recent training about keeping pupils safe.

Leaders carry out appropriate checks on new staff and volunteers before they start working at school.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders do not always follow the correct procedures when excluding pupils from school because of poor behaviour. Leaders must follow government guidance on the exclusion of pupils and report these exclusions accurately.
- Leaders' safeguarding practices and procedures do not follow the statutory guidance. They did not follow the relevant guidance in response to a serious safeguarding incident. They have not ensured that a culture of safeguarding runs through all aspects of the school's work. Leaders must prioritise pupils' safety and well-being by managing all aspects of safeguarding effectively.
- The provision for pupils with SEND has lacked effective leadership and oversight. Not all pupils have had the support they need. Leaders should ensure that the new leader responsible for pupils with SEND receives appropriate training and support to improve this area of the school's work.
- Leaders do not ensure that pupils receive impartial careers advice and guidance. This means that pupils are not able to make informed decisions about their future education, employment or training. Leaders must provide pupils with the information that they need to make the right choices about their next steps, including information about what technical education and apprenticeship opportunities are available in accordance with the school's legal obligations under the 'Baker' clause.
- Governors have not ensured that all leaders have the time and support to carry out their roles effectively. Tasks are not well distributed. Some leaders are overburdened by their responsibilities. Governors should ensure that leadership responsibilities are distributed effectively and that all leaders have the skills, training and support they need to carry out their roles well.
- Governors do not carry out their roles effectively. They do not have a close oversight of leaders' work or hold leaders to account. They do not ensure that leaders follow relevant statutory guidance in relation to the exclusion of pupils, the correct recording of pupils' absence and the provision of information about technical education and apprenticeship opportunities. Governors must make sure that they monitor the school's compliance and performance effectively.

- Leaders do not always manage and support staff well. Some staff described a culture of bullying. Leaders and governors must ensure that all staff feel able to seek support and raise concerns.
- The curriculum is not demanding enough. In some subjects, such as science and English, pupils are sometimes set work that is too easy. Leaders should ensure that all subjects have a curriculum that helps all pupils to be successful.

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 are the school and you are 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	138821
Local authority	Leicestershire
Inspection number	10137672
Type of school	Secondary comprehensive
School category	Academy converter
Age range of pupils	14 to 18
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	758
Of which, number on roll in the sixth form	216
Appropriate authority	The governing body
Chair of governing body	Carl Bond
Principal	Jennifer Byrne
Website	www.kinged.org.uk
Date of previous inspection	16–17 April 2015

Information about this school

- The principal was appointed in January 2016. A new chair of the governing body took up the position in September 2017.
- The school uses nine alternative providers. These are Cape Cabin, Chameleon Construction, Coalville Education Partnership, Elite Education, Entrust, Janus learning, Melton Learning Hub, Redgate Farm Animal Sanctuary and T.E.C.K.

Information about this inspection

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

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 reasonably be expected to perform.

- We met with the principal and other senior leaders. We met with the leader who has had oversight of SEND and the leader who is due to take up this post. We met the leader with oversight of the pupil premium funding and the director of sixth form.
- We met with groups of pupils from each year group. We spoke with pupils informally and observed the behaviour of pupils during social times.
- We met with teachers and support staff.
- I met with the chair and the vice-chair of the governing body.
- We did deep dives in these subjects: English, mathematics, history and French. We met with curriculum leaders, visited lessons, looked at pupils' workbooks, spoke with pupils, and met with teachers of the lessons visited. On the second day of the inspection, we visited lessons in a wider range of subjects.
- I met with the leader responsible for safeguarding and reviewed the school's system for recruiting staff and the school's single central record. We looked at documentation relating to safeguarding. We also spoke with staff and pupils about safeguarding.
- We spoke with one of the school's alternative providers.
- We took into account the 118 responses to Ofsted's online questionnaire, Parent View, including 80 free-text responses. We also considered the 48 responses to the staff survey and the 73 responses to the pupil questionnaire.
- We reviewed a range of documentation, including self-evaluation of the school's performance and curriculum plans. We examined information concerning pupils' attendance, behaviour and exclusions. We also considered records regarding pupil transfers in and out of the school.

Inspection team

Rachel Tordoff, lead inspector	Her Majesty's Inspector
Deborah Mosley	Her Majesty's Inspector
Eddie Wilkes	Ofsted Inspector
Dick Vasey	Ofsted Inspector
Deirdre Duignan	Her Majesty's Inspector

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