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Piccadilly Gate
Store Street
Manchester
M1 2WD

T 0300 123 1231
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Christian Cavanagh
Executive Headteacher
Kemnal Technology College
Sevenoaks Way
Sidcup
London
DA14 5AA

Dear Mr Cavanagh

Additional, remote monitoring inspection of Kemnal Technology College

Following my remote inspection with Lisa Strong, Her Majesty's Inspector (HMI), of your school on 27 and 28 January 2021, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the findings. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions that have been taken to provide education to all pupils during the current circumstances.

This monitoring inspection was conducted under section 8 (2) of the Education Act 2005 (as amended) and in accordance with Ofsted's published procedures for visiting schools while routine inspections remain temporarily suspended. It was additional to the usual monitoring process for schools that are judged to have serious weaknesses.

Following changes to government guidance and the imposition of COVID-19 (coronavirus) lockdown restrictions, this monitoring inspection was carried out remotely. As such, the range of evidence available to inspectors was narrower than would normally be the case during an on-site inspection. As a result, this letter provides a more limited level of assurance than our usual monitoring reports.

The inspection took place because the school was judged to have serious weaknesses at its previous section 5 inspection. The school's most recent section 5 inspection took place in May 2019.

Having considered all the evidence and taking into account the impact of COVID-19 on the school, I am of the opinion that at this time:

Leaders and those responsible for governance are taking effective action to provide education in the current circumstances.

Leaders and those responsible for governance should take further action to:

- review the intent and implementation of the key stage 3 curriculum to ensure that it is focused on the retention and progression of knowledge in all subjects taught
- develop the reading curriculum for emerging readers by implementing a phonics programme that teaches pupils to blend initial sounds, decode words and read fluently.

Context

- Following the last inspection, the school experienced a significant turnover of staff. The governing body was reconstituted and now includes greater representation from the multi-academy trust.
- The school became co-educational with the first cohort of girls in September 2019. The school does not have a sixth form.
- During the autumn term 2020, there was significant disruption for all year groups due to COVID-19. A fifth of pupils had to isolate at home and were educated remotely. Pupils in Year 7 were affected most by multiple periods of self-isolation.
- The vast majority of pupils are learning remotely. Since the school closed on 5 January 2021, approximately one third of vulnerable pupils and those with special educational needs and/or disabilities (SEND) are attending regularly on site.
- At the time of this inspection, leaders were not having to manage significant staff absence.

Main findings

- Leaders and governors are taking appropriate actions to provide education in the current circumstances. During the current national lockdown, you have prioritised the delivery of live lessons. Pupils follow their usual timetables across the full range of subjects. For the past two weeks, teachers have been encouraged to plan for the delivery of some live content. Teachers are growing in confidence as a result of training and are continuing to develop their practice of online delivery. Leaders are aware that not all pupils have access to technology at home. Leaders have acquired electronic devices and are allocating these to families.
- Following the last inspection, TKAT multi-academy trust supported you to develop the school's curriculum. Weaknesses in the breadth of the curriculum at key stage 3 are still being addressed as this work was delayed due to the pandemic. Subject leaders are developing curriculum content that increasingly

focuses on developing pupils' knowledge. The aim is to ensure that pupils' knowledge builds incrementally across all subjects.

- Subject leaders continue to adapt the curriculum for remote learning. For example, teachers use video demonstrations of experiments in science. Teachers are able to choose the lesson content to teach. However, leaders are not always clear about which parts of the curriculum are being taught remotely. Leaders are working to strengthen the link between what is learned remotely and assessment.
- Curriculum leaders are implementing carefully thought-out plans for Year 11 pupils. They have access to additional remote support in all their subjects. Pupils receive ongoing feedback on how to improve their work. Pupils told us they are clear about what they have to learn.
- Across the school, a small proportion of pupils are still at the earliest stages of being able to read fluently. Curriculum leaders are aware that this has a significant impact on these pupils' ability to access all subjects. During this lockdown, pupils are being supported to develop their phonics knowledge. However, this support is not always tailored to meet pupils' needs. Leaders acknowledge that more work is required to develop reading for these pupils.
- Leaders have recently recruited more staff to support pupils with SEND. Teaching assistants are providing additional classes remotely. Pupils who need tailored support from outside agencies, for example speech and language therapy, receive it online. Pastoral provision, including mentorship, therapies and counselling, continues to take place remotely. This benefits a range of pupils, including those who are identified as vulnerable.
- The governing body was instrumental in making sure that the school had the right technology to provide remote education. Over the past year, governors and trust representatives have increased the level of challenge to senior leaders. They check on the education pupils are receiving in the current circumstances. Governors also ask leaders about the progress made towards the targets identified in the school's development plan.
- The multi-academy trust has brokered support for the school. Lead practitioners work closely with subject leaders to improve the quality of education in key stage 3. The senior director of education regularly monitors the school's development. He provides leaders with detailed feedback and relevant next steps.

Evidence

This inspection was conducted remotely. Inspectors held meetings with the executive headteacher, three other senior leaders, a director of TKAT multi-academy trust, 12 pupils, 10 members of staff and representatives of those responsible for

governance to discuss leaders' actions to provide education to all pupils during a national lockdown.

Inspectors looked at the school's online learning platform, visited nine 'live' lessons and carried out a work scrutiny. Inspectors spoke with parents and reviewed a range of documentation related to the curriculum and remote education.

I am copying this letter to the chair of the board of trustees, the chief executive officer of the TKAT multi-academy trust, the regional schools commissioner and the director of children's services for Bromley. This letter will be published on the Ofsted website.

Yours sincerely

Daniel-John Constable
Her Majesty's Inspector