

Inspection of Kinver High School and Sixth Form

Enville Road, Kinver, Stourbridge, West Midlands DY7 6AA

Inspection dates: 7 and 8 December 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Sixth-form provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

Pupils are polite and courteous at this warm and welcoming school. Staff build positive relationships with pupils. As a result, pupils know whom to turn to if they need help and support. Pupils value this and feel safe. When bullying happens, staff deal with it swiftly and effectively.

Leaders have high expectations of staff and pupils. The new headteacher has made rapid improvements since her appointment. Leaders are taking the right steps, in the right order, to improve the school. Staff describe these changes as 'transformational'.

Pupils behave well in lessons. They understand the importance of their studies and focus on their learning. The school is calm and orderly. Diversity and difference are celebrated. For example, the school's 'HERO leaders' champion the rights of those who identify as LGBTQ+.

Leaders have designed an ambitious curriculum. In most subjects, this sets out, in detail, the important things that pupils need to know and remember. Pupils also benefit from a wide range of activities outside of the classroom. For instance, pupils can choose activities including a 'fashion upcycling' club, learning sign language and a board games club. Leaders make sure all pupils can attend these.

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

The new headteacher and her senior leadership team have successfully led the school through a challenging period. They have been well supported by the Invictus Education Trust throughout this.

Leaders are developing an ambitious and well-resourced curriculum. As a result of this work, most subjects are well planned. The precise knowledge that pupils need to know is clearly identified in curriculum planning and teachers understand how to teach this knowledge so that pupils remember what they have been taught. For example, in Spanish, pupils in Year 7 have a sound knowledge of the phonics needed to speak the language. They speak confidently in Spanish and pronounce unfamiliar words accurately. Because they can see they are making progress, pupils enjoy Spanish. However, in a few subjects, leaders have not outlined the precise knowledge that pupils need to remember in enough detail. When this happens, teaching does not always build upon prior learning. This hinders pupils' learning and progress, and they struggle to remember what they have learned.

Where the curriculum is well planned, teachers make good use of assessment to identify gaps in pupils' knowledge. Pupils, including those in the sixth form, receive regular insightful feedback about their work. This supports their learning. Teachers use the information from these assessments to successfully adapt their teaching and reteach things that pupils do not understand. Leaders are quick to identify pupils who have additional needs, such as those with special educational needs and/or

disabilities (SEND). These pupils are well supported. Teachers understand how to meet their needs and do so effectively. Pupils with SEND achieve well as a result.

Currently, not enough pupils study a modern foreign language at key stage 4, so the number of pupils entered for the English Baccalaureate is low. Leaders are taking appropriate steps to change this.

Pupils in key stage 3 and in the sixth form read regularly. These pupils are developing a love of reading. Leaders have made sure there are ample opportunities within the curriculum to support this. For example, pupils in key stage 3 have 'forensic reading' lessons each week. Pupils enjoy these lessons and most read confidently. However, pupils in key stage 4 read less often. In all year groups, some pupils struggle to read. Leaders have identified these pupils and have plans in place to ensure they are taught to read as well as they should.

Pupils behave well in lessons. They focus on their learning. Teachers and leaders challenge any disruptive behaviour effectively. Leaders have prioritised the provision for pupils' personal development. There are a wide range of opportunities available for pupils to develop their passions outside the classroom. For example, most pupils hold a position of leadership at the school. Through groups such as the Eco leaders, and charity leaders, pupils develop their understanding of their social and moral responsibility. Pupils, including those in the sixth form, can also take part in a range of sports clubs, such as the rugby academy and netball academy. Pupils told inspectors they value these experiences. Leaders are rightfully proud of this work.

Pupils receive some relevant information about the world of work. However, pupils are uncertain about the appropriate steps they need to take to secure their future goals and ambitions because they do not receive a wide enough range of information about possible careers.

Safeguarding

The arrangements for safeguarding are effective.

Leaders make sure that staff receive appropriate training and support to recognise pupils who are at risk of harm. Staff know whom to turn to should they have a concern. Pupils learn how to stay safe in a variety of situations. Leaders make good use of links with the community policing team and the NHS to support this.

Leaders know the pupils well. Because of this, they make timely referrals to external agencies, and provide support to pupils and families when they need it, in order to keep pupils who are at risk of harm as safe as possible.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few subjects, curriculum planning does not set out precisely enough the important knowledge that pupils need to know and remember. This means that, on occasion, pupils find it difficult to recall prior learning. Leaders should ensure that all curriculum planning sets out the precise knowledge that pupils need to learn to enable them to build more successfully on it and make strong progress.
- Leaders' plans to support pupils who have gaps in their phonic knowledge are at an early stage. As a result, some pupils struggle to access the demands of the curriculum. Leaders should ensure that pupils get the help and support they need to improve their reading, while learning the full curriculum.
- Pupils do not get enough information to help them make informed choices about their next steps. This means that some pupils are uncertain about what they need to do in order to succeed in the careers they wish to follow. Leaders need to develop their careers, education, information and advice guidance programme to enable all pupils to make good choices about their next steps.

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 information from Ofsted Parent View 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	141342
Local authority	Staffordshire
Inspection number	10205981
Type of school	Secondary comprehensive
School category	Academy converter
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	676
Of which, number on roll in the sixth form	90
Appropriate authority	Board of trustees
Chair of trust	Robert Dimmock
Headteacher	Nicola Clifton
Website	www.kinverhigh.co.uk/
Dates of previous inspection	14 and 15 March 2018, under section 5 of the Education Act 2005

Information about this school

- This school is one of seven schools that comprise the Invictus Education Multi-Academy Trust (MAT).
- The school uses full-time alternative provision for a small number of pupils at two registered providers.
- The school meets the requirements of the Baker Clause, which requires schools to provide pupils in Years 8 to 13 with information about approved technical education qualifications and apprenticeships.

Information about this inspection

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

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school leaders and have taken that into account in their evaluation.
- Inspectors met with the principal and other senior leaders. Meetings were held with curriculum leaders and the special educational needs coordinator. Inspectors also met with a range of other staff, including early careers teachers, trustees of the MAT and the chief executive officer of the MAT.
- Inspectors carried out deep dives in these subjects: English, mathematics, modern foreign languages, history and geography. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors scrutinised a range of safeguarding information, including the school's safeguarding policy, spoke to staff and pupils about safeguarding and looked at how pupils learn how to keep themselves safe. The lead inspector spoke to the safeguarding leader about the reporting and recording of any safeguarding incidents.
- Inspectors took account of the 'free-text' comments and the responses on Ofsted Parent View. Inspectors also considered the responses to the pupil and staff surveys.
- Inspectors spoke with the leader of one of the alternative provisions that the school uses.

Inspection team

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