

# Inspection of Kemnal Technology College

Sevenoaks Way, Sidcup, Kent, DA14 5AA

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Inspection dates: 21 to 22 June 2022

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Previous inspection grade

Inadequate

## **What is it like to attend this school?**

Pupils at this school show kindness and respect for each other. Bullying is rare and people from different backgrounds are treated equally. Pupils who are new to the school are welcomed. Pupils feel safe in the school. Some pupils do not behave as well as they should in lessons, and this can disrupt learning.

Leaders are ambitious for all pupils and have put in place a carefully considered curriculum. Sometimes this curriculum is not implemented as leaders intend, which means that some pupils have gaps in their knowledge. Leaders have placed a strong emphasis on developing reading skills across the whole school. This helps pupils to access the curriculum and to broaden pupils' minds as they read a range of different books. Pupils can engage in a variety of activities outside of the classroom, including looking after the school's chickens. However, many pupils do not take up these opportunities.

Leaders and staff recognise that the school is on a journey of improvement. They have identified the issues that need addressing and are taking action.

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

Leaders have established a broad, balanced and carefully sequenced curriculum. In Years 10 and 11, pupils choose from a range of different subjects, including vocational qualifications. Teachers have good subject knowledge and, in most cases, select teaching activities that best meet pupils' needs. Sometimes, however, teachers do not check pupils' understanding or make sure that previous learning has been remembered. The assessment tasks that the school uses do not consistently match what has been taught. In addition, they are sometimes not well matched to the needs of some pupils. This means that sometimes gaps in pupils' understanding are not identified and addressed.

Leaders are ambitious for pupils with special educational needs and/or disabilities (SEND). Leaders ensure that information about these pupils and suggested strategies to support them are shared with staff. Sometimes this information lacks detail, so teachers do not provide activities or resources that would help these pupils in lessons.

Leaders have established a strong focus on reading across the school. This includes targeted help for those who need extra support. This support is delivered by trained staff and includes additional help for pupils who speak English as an additional language.

Pupils say that bullying is rare and when it does happen it is dealt with quickly by staff. Pupils who have recently arrived in the United Kingdom, for example those who have come from Ukraine, feel very well supported and welcome in the school. Leaders have high expectations of pupils' behaviour, but on occasion learning is disrupted by poor behaviour in class. Some teachers do not apply the behaviour system consistently. Fixed-term exclusions from school are high, which has a negative impact on pupils'

access to the full curriculum. Leaders have introduced plans to reduce fixed-term exclusions and are starting to see some small improvements.

Pupils in all year groups follow a carefully thought out personal, social and health education (PSHE) programme. Pupils are taught about healthy relationships, how to stay safe and how to eat healthily. Leaders have made sure that pupils have appropriate careers education and guidance. This includes visiting speakers in school and trips to careers events. Although leaders provide a range of clubs and activities that pupils can attend, take up of these activities is low. Opportunities for pupils to be further involved in school life or to develop leadership skills are limited.

Leaders know the school well and have an accurate understanding of what needs to be done for the school to continue to improve. Staff have confidence in the leadership of the school and say that leaders are supportive and approachable. Governors fulfil their statutory duties, and the Kemnal Academies Trust provides support and advice to leaders. However, those responsible for governance have not been quick enough to challenge leaders over the high number of fixed-term exclusions.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have a strong understanding of the safeguarding priorities for the school, including the local issues that affect pupils. Staff are appropriately trained and are regularly updated on safeguarding issues. Staff know to be vigilant, and they report concerns in a timely way. Leaders work effectively with other agencies to secure the support that vulnerable pupils need.

Pupils are taught how to stay safe, including how to stay safe online. They say they feel safe and know how to report any concerns they have.

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

### **(Information for the school and appropriate authority)**

- Some teachers do not routinely reinforce and check what pupils know and remember. This means that some pupils are not able to build on prior learning or embed new knowledge. Leaders must make sure that the way the curriculum is delivered allows pupils, including those with SEND, to secure new learning and to build on previous learning.
- In some subjects, assessment tasks are not closely aligned to the curriculum and are inaccessible for some pupils. This means that sometimes teachers cannot check how much pupils have learned, and some pupils are not able to engage with assessments. Leaders must ensure that assessment systems are adapted to allow teachers to check pupils' learning accurately to inform future planning.
- The proportion of pupils who have had a fixed-term exclusion is very high and has a negative impact on pupils' access to an uninterrupted curriculum. Those responsible

for governance have not challenged school leaders early enough to address this. Leaders should make sure that plans to reduce the number of fixed-term exclusions are swiftly implemented, so that fewer pupils miss out on the planned curriculum.

- Sometimes learning is disrupted by poor behaviour. Leaders should make sure that staff have high expectations of behaviour and apply the behaviour procedures consistently, so that lessons can proceed without interruption and pupils can learn without disturbance.
- Some pupils do not have enough opportunities to help them develop their confidence, resilience, and independence. Leaders should increase pupil participation in extra-curricular activities and develop pupil leadership roles, so that pupils can develop wider personal skills, including self-confidence and resilience.

## 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

<b>Unique reference number</b>	136281
<b>Local authority</b>	Bromley
<b>Inspection number</b>	10229097
<b>Type of school</b>	Secondary Comprehensive
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	11 to 16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	650
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Gaynor Bagley
<b>Executive headteacher</b>	Stuart Smith
<b>Head of school</b>	Emma Wride
<b>Website</b>	<a href="http://www.ktc-tkat.org">http://www.ktc-tkat.org</a>
<b>Date of previous inspection</b>	1 February 2022 under section 8 of the Education Act 2005

## Information about this school

- Kemnal Technology College is part of The Kemnal Academies Trust (TKAT).
- There have been very recent changes to the leadership team. The current head of school was appointed in April 2022 and the executive headteacher was appointed in June 2022.
- On occasions the school places a very small number of pupils in Years 10 and 11 at Bromley College.
- The school meets the requirements of the Baker Clause, which requires schools to provide pupils in Year 8 and above with information about approved education qualifications and apprenticeships.

## Information about this inspection

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

Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

In accordance with section 13(5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

- Inspectors carried out deep dives in English, science, history, and computer studies. For each deep dive, they discussed the curriculum with subject leaders, visited lessons, looked at pupils' work and talked to teachers and pupils. Inspectors also met with subject leaders for mathematics and geography.
- Inspectors held meetings with the executive headteacher, the head of school, and with members of staff, as well as a range of pupils.
- Inspectors looked at the school's policies and procedures for safeguarding and supporting pupils' welfare and well-being. This included looking at case studies and reviewing the school's single central record of pre-employment checks.
- Inspectors met with leaders responsible for SEND, careers education, reading, behaviour and attendance, and pupils' wider development.
- The lead inspector met with representatives from the multi-academy trust and with the chair of the governing body.

### **Inspection team**

Bob Hamlyn, lead inspector	Her Majesty's Inspector
Gary Phillips	Her Majesty's Inspector
Sam Hainey	Her Majesty's Inspector
Guy Forbat	Her Majesty's Inspector

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