

# Inspection of a good school: The Kimberley School

Newdigate Street, Kimberley, Nottingham, Nottinghamshire NG16 2NJ

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Inspection dates:

28 and 29 September 2022

## Outcome

The Kimberley School continues to be a good school.

## What is it like to attend this school?

Pupils at The Kimberley School talk positively about the 'Kimberley Way'. This teaches pupils to respect themselves and each other, and to be proud of their achievements. Pupils said that they feel safe at school. They are proud to attend the school.

Leaders have high expectations of all pupils. Leaders have developed a curriculum that is ambitious and gives pupils the opportunity to study a range of different subjects. Pupils have access to various extra-curricular activities, including knitting club, sports clubs and the Duke of Edinburgh Award scheme.

Pupils appreciate the kindness of their teachers. Pupils state that they have good relationships with their teachers and are able to ask for support if necessary. Pupils and parents and carers appreciate the strong pastoral systems that are in place at the school. Pupils know that there is always somebody whom they can talk to if they have any worries or concerns.

The school has recently introduced a new behaviour system and this is beginning to have a positive impact on pupils' behaviour. Sometimes, there is low-level disruption in lessons. Teachers deal with this quickly and effectively. Teachers deal with bullying on the occasions it happens.

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

Leaders are ambitious about the breadth of the curriculum. They have established a well-designed programme of learning. Subject leaders have expert knowledge. They order learning in a way that allows pupils to build their knowledge over time. Teachers help pupils to connect their learning with their prior knowledge.

Each subject leader has developed a system for checking pupils' knowledge. Some teachers check pupils' understanding in lessons. When this happens, pupils develop their understanding quickly. However, some teachers do not routinely identify misconceptions

when they arise. Leaders have not yet established a consistent approach to assessment. Until recently, leaders did not provide teachers with guidance on how best to support pupils with special educational needs and/or disabilities (SEND). Some pupils with SEND do not always access the full curriculum.

Teachers in the sixth form also have expert subject knowledge. They use their subject expertise to ensure that students are able to extend their learning. Sixth-form students appreciate the fact that teachers encourage them to extend their learning beyond the curriculum.

Leaders promote a love of reading. Pupils regularly use the library. Teachers help pupils, including students in the sixth form, to widen their knowledge of different authors and reading genres. Pupils experience visits from authors and poets. There is a reading programme in place for the weakest readers. However, not all pupils are well supported to develop their fluency and accuracy in reading as they progress through the school.

The school's new behaviour policy is beginning to have a positive impact. Low-level disruption is rare, but teachers deal with it quickly. Leaders do not yet identify patterns of behaviour concerns. They do not have all the information they need to support pupils' behaviour as well as they could.

Pupils follow an appropriate personal development curriculum. They learn about different issues and topics connected to society. Pupils in key stage 3 have access to high-quality religious education provision. Older pupils do not all have access to religious education. Pupils across the school learn about the world of work. Staff create opportunities for students in the sixth form to access advice about their next steps. There is a club to support students' university applications. Students learn about a range of careers.

Leaders collaborate with trust advisers to support school improvement. The school also has an enthusiastic and highly skilled local governing body that is effective in challenging leaders. Staff say that they are well supported in terms of their workload and well-being.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders identify pupils in need of support. They work with other agencies to safeguard pupils' welfare. There is an attitude that it 'could happen here' and leaders have a system in place to help staff report any concerns that they may have.

The single central record meets statutory requirements. The school follows safer recruitment practices.

The curriculum provides opportunities for pupils to learn how to keep themselves safe. External agencies visit to the school to support this work.

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

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

- Not all pupils with SEND access the full curriculum. Therefore, they do not build their knowledge of different subjects over time. Leaders should ensure that they continue the work that they have started to support teachers in using information and guidance to meet the needs of all learners with SEND consistently.
- Leaders do not sufficiently evaluate the impact of the new behaviour systems in place. This means that they may not be identifying behaviour trends that need addressing. Leaders should ensure that they monitor and evaluate the impact of policies and make adjustments where necessary.
- Teachers do not always check pupils' understanding before moving learning on. This means that some pupils develop gaps in their learning. Leaders should ensure that teachers accurately identify and fill gaps in pupils' learning.

## Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since the school was judged to be good in September 2017.

## 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.

## 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>	138641
<b>Local authority</b>	Nottinghamshire County Council
<b>Inspection number</b>	10242062
<b>Type of school</b>	Secondary comprehensive
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	11 to 18
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in sixth-form provision</b>	Mixed
<b>Number of pupils on the school roll</b>	1,396
<b>Of which, number on roll in the sixth form</b>	204
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Andrew Hindmarsh
<b>Headteacher</b>	Andrew George
<b>Website</b>	<a href="http://www.kimberleyschool.co.uk">www.kimberleyschool.co.uk</a>
<b>Date of previous inspection</b>	26 September 2017, under section 5 of the Education Act 2005

## Information about this school

- The school joined the East Midlands Education Trust in December 2015.
- The school uses two registered and eight unregistered alternative 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

- This was the first routine inspection the school had received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders, and have taken that into account in their evaluation of the school.

- Inspectors met with senior leaders, members of the governing body, representatives of the trust, subject leaders and groups of staff.
- Inspectors undertook deep dives in history, mathematics and physical education. As part of the deep dives, inspectors spoke with curriculum leaders, reviewed curriculum plans, visited lessons, considered pupils' work, and spoke to pupils and teachers.
- Inspectors held a series of meetings with leaders and pupils to discuss the school's safeguarding arrangements.
- Inspectors met with groups of pupils to discuss their wider personal development.
- Inspectors considered the views of staff, parents and pupils through discussions during the inspection and Ofsted surveys.

### **Inspection team**

Roxanne Fearn-Davies, lead inspector

His Majesty's Inspector

Jayne Ashman

His Majesty's Inspector

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