

Inspection of a good school: Kingswood Academy

Wawne Road, Bransholme, Hull HU7 4WR

Inspection dates:

19 and 20 April 2023

Outcome

Kingswood Academy continues to be a good school. There is enough evidence of improved performance to suggest that the school could be judged outstanding if we were to carry out a graded (section 5) inspection now. The school's next inspection will be a graded inspection.

What is it like to attend this school?

Pupils receive a high standard of education. Leaders are ambitious for pupils to secure 'first-rate qualifications'. The vast majority of pupils achieve highly. Leaders have established an environment where all pupils are welcomed. Leaders' high expectations for behaviour are realised by pupils. Bullying is extremely rare. When it does occur, pupils have confidence in adults to resolve it effectively. Despite this, some parents and carers are not supportive of leaders' approach to securing exemplary behaviour.

Pupils participate in well-structured activities at social times. At break, the majority of pupils play board games and/or take part in house quizzes. House captains use breaktimes as an opportunity to gather feedback about the school. They share pupils' views with school leaders. At lunchtime or after school, many pupils enjoy playing sports or attending enrichment clubs. This includes some pupils who learn about animal care at the school farm.

Leaders have designed 'experience passports' for pupils. The passports form part of their highly effective work to develop pupils' character and citizenship. Leaders describe these passports as 'a bucket list of the experiences we want our pupils to take part in'. Pupils update their passport whenever they participate in enrichment activities or educational visits. Pupils with talents in particular sports are well supported through the sports academy. These pupils receive additional help to excel in their area of expertise. For example, the girls' rugby team benefits from coaching from the local elite rugby league team.

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

Pupils study a wide range of subjects. Recently, leaders have extended this to include subjects such as photography and additional vocational subjects. These subjects reflect

pupils' diverse talents and interests. Subject leaders ensure that the curriculum is well established and of high quality. Leaders have developed aspects of the curriculum to go beyond the expectations of the national curriculum. One example includes pupils in the 'grammar stream' often studying an additional language. The proportion of pupils who study the English Baccalaureate (EBacc) suite of qualifications is rapidly increasing.

Teachers are clear about what pupils need to know from a sequence of lessons. Across the school, teachers structure lessons in a consistent way. This approach is well understood by staff and pupils. Teachers use the approach effectively to ensure that pupils remember the most important knowledge. Teachers frequently and skilfully check that pupils have understood what has been taught before moving on to new learning. Over time, pupils, including those with special educational needs and/or disabilities (SEND), achieve extremely well. Their achievements in external examinations are impressive. The school prepares pupils extremely well for their next stage in education, employment or training.

The individual needs of pupils with SEND are well known by leaders. Teachers receive detailed information about how to meet these pupils' needs. This enables teachers to adapt their teaching appropriately so that pupils with SEND are well supported. A small number of pupils, including some pupils with SEND, access part of their education at alternative providers of education. Leaders make decisions about these placements with parents and in the best interests of pupils. Leaders make regular checks on pupils' well-being and the quality of the curriculum they study.

Staff ensure that reading is prioritised across the school. Pupils in key stage 3 have dedicated reading lessons in English. During these lessons, pupils read three additional books per year. Leaders have carefully chosen texts which expose pupils to challenging social issues. Teachers engage pupils in ethical discussions about these issues. For example, pupils in Year 8 discuss issues of race and divisions in society while reading 'Piecing Me Together'. In other subjects, they regularly read aloud in lessons. Teachers use these opportunities well to develop pupils' oracy. Struggling readers receive bespoke additional support which helps them to catch up with their peers.

Pupils access a rich set of experiences which extend beyond their academic studies. Pupil leaders speak eloquently about their roles. Some describe how they support the small number of pupils who have been the victim of bullying, while others undertake sports leadership or prefect roles. Senior prefects contribute to the recruitment interviews of prospective members of staff. Leaders use the personal, social and health education (PSHE) curriculum to address issues that pupils face in the community. When learning about fundamental British values, pupils consider the importance of voting in response to low local voting rates. The school's careers programme is very well considered. Pupils understand the variety of post-16 opportunities available to them. They are aspirational for their futures. Staff support pupils well to achieve their ambitions.

Leaders at all levels, including governors and trustees, are aligned in their ambitious vision for the school. They provide staff with high-quality training and are considerate of their well-being. This training enables staff to implement these shared practices consistently well. Leaders' unrelenting focus has established the high standards and

inclusive culture which pupils benefit from. Consequently, pupils' behaviour is exemplary. They attend more regularly than their peers nationally and take advantage of a rich set of opportunities during their time at the school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have established a culture of safeguarding at the school. Staff know that keeping pupils safe is everyone's responsibility. They are knowledgeable about the risks that pupils face within this community. Leaders use this knowledge of the school's local context to inform the PSHE curriculum. Through this, pupils are taught about the risks they face outside of school, such as how to keep themselves safe from radicalisation.

Staff know how to report concerns about a pupil's welfare. Safeguarding leaders address any concerns raised promptly. They make effective use of external agencies. For example, the school uses 'professional listeners' as part of their refined suite of support to help pupils remain mentally healthy.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some members of the wider school community do not feel listened to. They are not as supportive of the actions of the school as they could be. This is particularly true of the school's approach to managing pupils' behaviour. Leaders should continue to refine their approach to communication so that all stakeholders are aligned in their support for pupils, leaders and the school as a whole.

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 we judged the school to be good in February 2018.

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

Unique reference number	139118
Local authority	Kingston Upon Hull City Council
Inspection number	10255805
Type of school	Secondary Comprehensive
School category	Academy sponsor-led
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	1,381
Appropriate authority	Board of trustees
Chair of trust	David Hall
Headteacher	Richard Westoby
Website	aetinet.org/kingswood-academy
Dates of previous inspection	6 and 7 February 2018

Information about this school

- The school is part of the Academies Enterprise Trust multi-academy trust.
- The headteacher started in post since the previous inspection.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 7 to 13 with information and engagement about approved technical education qualifications and apprenticeships.
- The school uses four Ofsted-registered alternative providers.

Information about this inspection

- This was the first routine inspection the school 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.
- The lead inspector met with members the multi-academy trust, including the chief executive officer and a representative of the board of trustees.

- During the inspection, inspectors met with the headteacher. They also met with other senior and middle leaders, including those responsible for safeguarding, alternative provision, personal development, careers, attendance and behaviour.
- Inspectors carried out deep dives in these subjects: English, geography and physical education. For each deep dive, inspectors met with subject leaders, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Members of the inspection team looked at a range of documentation regarding the support that pupils with SEND receive. Inspectors looked at the quality of the provision for pupils with SEND in lessons.
- Inspectors met with the designated lead for safeguarding. They checked records of actions taken by leaders to keep pupils safe. Inspectors scrutinised the single central record of recruitment checks.
- Members of the inspection team spoke with leaders at the alternative providers.
- A wide range of pupils and staff talked with inspectors, formally and informally, about the safeguarding culture in school over the course of the inspection.
- Inspectors scrutinised a range of documentation, including the school's self-evaluation and improvement plans.
- Inspectors looked at a range of information regarding behaviour. Inspectors observed the behaviour of pupils at social times.
- The views of parents, pupils and staff who responded to Ofsted's surveys were considered.

Inspection team

Thomas Wraith, lead inspector

His Majesty's Inspector

Michelle Farr

Ofsted Inspector

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Ofsted Inspector

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