

# INSPECTION REPORT

## **THE KINGSWINFORD SCHOOL**

Kingswinford

LEA area: Dudley

Unique reference number: 103872

Headteacher: Mr G Harrison

Reporting inspector: Dr Paula Haes  
16042

Dates of inspection: 22 – 24 April 2002

Inspection number: 192007

Short inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school: Comprehensive

School category: Foundation

Age range of pupils: 11 to 16

Gender of pupils: Mixed

School address: Water Street  
Kingswinford  
West Midlands  
DY6 7AD

Postcode:

Telephone number: 01384 296596

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Appropriate authority: The governing body

Name of chair of governors: Mrs J Daines

Date of previous inspection: January 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

The Kingswinford School is an 11-16 comprehensive foundation school within the Dudley Local Education Authority. There are 902 pupils on roll, average for secondary schools nationally: 438 boys and 464 girls. After a period of rapid expansion in the 1990s, the school is now oversubscribed. It draws its pupils from a wide catchment area. The pupils come from a large number of primary schools, although most come from four major ones. The intake is a comprehensive one. The school offers ten per cent of its places to pupils who show aptitude in information and communication technology. Pupils' attainment on entry is rising and in September 2001 was above average. There are 75 pupils (8 per cent) on the school's register of special educational needs, of which two have statements of special educational need. These figures are well below the national average. Pupils come from a wide range of social and economic backgrounds, although, in general, the intake is slightly advantaged socially. The number of pupils eligible for free school meals (2.4 per cent) is well below the national average. Eighteen pupils come from homes where English is not the first language, slightly higher than the national average, but no pupil is at an early stage of acquiring English. Ninety-three per cent of pupils are white.

Of the pupils leaving Year 11 in 2001, 76 per cent continued into school or further education, six per cent went into employment and 15 per cent into training. Three per cent went into other fields.

### **HOW GOOD THE SCHOOL IS**

Kingswinford is a very good school with many strengths and very few features in need of development. Standards of attainment overall are well above average. There is a high percentage of very good or excellent teaching and learning. The leadership and management of the school are very good, with senior staff creating a very productive climate in which pupils achieve well. At the same time, the income per pupil is only average for schools nationally and low compared with many other local schools, so that the school provides very good value for money.

#### **What the school does well**

- Standards of attainment are well above average across the school and progress in English and mathematics during Key Stage 4 is very good.
- There is a high proportion of very good or excellent teaching and learning. Teachers set high expectations of their pupils and the majority of teachers are highly skilled at promoting very good learning by the pupils.
- Pupils' attitudes to school and their behaviour in and out of the classroom are very good. These attitudes are developed and supported by the very strong moral education provided by the school.
- The headteacher is an outstanding leader with excellent strategic management skills. He is supported by a thoroughly professional senior management team and staff, all dedicated to the task of raising standards and educating successfully the whole child.
- All the staff take very good care of the pupils' welfare, offering in-depth monitoring and support for their academic and personal progress.
- The parents of the pupils are very positive about the school.

#### **What could be improved**

- Teachers could adopt more widely methods which encourage pupils to be active in the

- classroom and articulate their views and knowledge, in order to consolidate learning.
- Some opportunities are lost to develop pupils' awareness of themselves and appreciate the different strengths and outlooks of others.

*The areas for improvement will form the basis of the governors' action plan.*

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the school was last inspected in 1997, it has made good progress. The already high levels of pupils' attainment have risen at a rate faster than the national. Virtually all unsatisfactory teaching has been eliminated and the proportion of very good or outstanding teaching has risen dramatically. The quality of teaching and pupils' standards of attainment in French have risen. The teaching of literacy skills and the standards achieved have improved greatly, although speaking skills need further development. Number skills are now promoted better. The gaps in the National Curriculum and in religious education have been closed, and there is better provision for vocational education. The skills of information and communication technology (ICT) are now better developed in the separate ICT lessons and across the subjects. The time spent with tutors is used more productively to monitor progress, but could be developed further to promote spiritual understanding and the appreciation of different values and beliefs. The amount of data collected on pupils' progress has increased and is well used by staff in all areas. Funding is spent more wisely on staffing which caters for pupils' curricular needs and raises attainment. The governing body has developed a much clearer view of the school's performance and is more involved in the raising of standards. The management skills of the heads of department are now all at least satisfactory and some are very good.

## STANDARDS

The table shows the standards achieved by 16-year-olds based on average point scores in GCSE examinations.

Performance in:	Compared with				Key
	all schools			similar schools	
	1999	2000	2001	2001	
GCSE examinations	A	A	A	A	well above average    A above average         B average                 C below average         D well below average    E

In national tests in 2001, at the end of Key Stage 3, pupils' results in English were above the national average and in mathematics and science, well above. Compared with similar schools, results were above average overall. They were well above similar schools in science, above average in mathematics and below average in English. Over the last five years, the school's results at the end of Key Stage 3 have improved at a rate faster than the national.

In the GCSE examinations in 2001, results were well above the national average and well above the average for similar schools. The proportion of higher grades obtained was significantly above the national average in the majority of subjects. Pupils' best performance at GCSE, compared with their other subjects, was in statistics. The performance of girls was very high. Results at GCSE have improved at a rate faster than the national trend over the last five years and the school's targets at GCSE are regularly exceeded.

Standards of attainment in work seen during the inspection were well above average across the school. Attainment in English and mathematics is well above average at both key stages and above average in science.

Pupils from all backgrounds achieve well, including those identified as having special educational needs, and those acquiring English as an additional language. Pupils' progress in English and mathematics during Key Stage 4 is very good. Where progress is not as swift, as in French, this is linked to teaching methods and the arrangements for grouping pupils.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are eager to learn and work very hard. They involve themselves readily in the life of the school.
Behaviour, in and out of classrooms	Behaviour is very good. Pupils exercise great self-control. They show respect and are courteous to staff and each other.
Personal development and relationships	Good. Pupils act responsibly and have very good relationships with each other and with staff. Most pupils are confident and have high aspirations.
Attendance	Very good. Pupils are punctual and lessons start without disruption.

In lessons, pupils are attentive, ready to contribute and thoroughly involved in their work. They are obedient and respond with enthusiasm to the more stimulating teaching methods. Pupils conduct themselves appropriately at all times around the school. They are rarely absent without good cause and only one pupil has been excluded permanently in the last five years.

## TEACHING AND LEARNING

Teaching of pupils:	aged 11-14 years	aged 14-16 years
Lessons seen overall	Very good	Very good

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.*

Teaching is slightly better at Key Stage 3 than at Key Stage 4, the reverse of the situation at the last inspection. Teaching is very good at both key stages in English and mathematics, and good in science. Teachers set very high expectations of behaviour and create very good relationships in the classroom, so that pupils can learn at a fast pace without distraction. Teachers challenge pupils to think by their questions, so that pupils develop knowledge and understanding to a high level. Skills acquired by pupils in the separate ICT lessons are used well by teachers in other subjects, especially in humanities and in business studies. The skills of literacy are taught well, with sustained expansion of key vocabulary, and attention to neat presentation, accurate communication and sentence structure. The skills of number are taught to a satisfactory level across the curriculum. Not all teachers have mastered the art of planning activities which enable pupils to take responsibility for their own learning, to reflect on and articulate their ideas and knowledge, in order to consolidate and extend their understanding and their confidence as learners.



## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall and good at Key Stage 3. There is a good range of activities outside lessons.
Provision for pupils with special educational needs	Satisfactory. The provision for pupils who have special educational needs is well-managed and effective.
Provision for pupils with English as an additional language	Satisfactory. Support is offered when necessary and the school ensures that no pupil is at a disadvantage.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Moral education is very good and social education is good. Appreciation of the rich cultural diversity in Britain could be developed more strongly.
How well the school cares for its pupils	Care is very good. Academic and personal welfare are monitored and supported very effectively.

The range of courses at Key Stage 3 is particularly wide, with good drama lessons and a strong emphasis on literacy across the curriculum. At Key Stage 4, vocational courses are being developed, and the GNVQ ICT course is particularly successful in underpinning the ICT work in all other subjects. For some subjects, the length of the single lesson does not allow enough time for pupils to develop ideas and consolidate learning. In French, the pupils are not grouped so that all levels of ability can develop to their full potential. The school's procedures and practice for monitoring pupils' welfare, both personal and academic, are very strong. The results of testing are used very well to set individual targets for pupils, which are known both to them and to their parents.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher provides outstanding leadership and vision to a very professional, dedicated and close-knit team.
How well the governors fulfil their responsibilities	The governors fulfil their responsibilities well. They are well informed and closely involved in the running of the school. They have a clear view of its strengths and weaknesses.
The school's evaluation of its performance	Very good. The performance of both pupils and staff is monitored and evaluated very carefully and effective action is taken.
The strategic use of resources	The school makes very good use of its resources and manages its finances very well.

The very strong management skills in the senior team extend to many of the heads of department. All staff share a desire to raise standards and provide a caring environment. Communication is excellent. The performance management system is embedded well, and builds on a long-standing system for monitoring the quality of teaching and learning, which has contributed strongly to the marked improvement in those areas. The school constantly

seeks the best value for its money. The school still does not provide a daily act of collective worship for all pupils.

### **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• The school expects high standards of achievement</li> <li>• Children are making good progress</li> <li>• Behaviour is good</li> <li>• There is good teaching</li> <li>• Parents feel very comfortable about approaching the school with questions.</li> <li>• The school is well led and managed</li> </ul>	<ul style="list-style-type: none"> <li>• The amount of homework</li> <li>• The information about how children are getting on</li> <li>• The range of out of school activities</li> </ul>

Inspectors agree strongly with parents' positive views. They do, however, consider that the amount of homework is satisfactory. The information about how children are getting on, including the reports, is frequently of high quality. The range of out of school activities is wide.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

**Standards of attainment are well above average across the school and progress in English and mathematics during Key Stage 4 is very good.**

1. In national tests in 2001, at the age of 14, pupils' results in English were above the national average, and in mathematics and science well above. Compared with similar schools, results were above average overall. They were well above the average for similar schools in science, above average in mathematics and below average in English. Over the last five years, pupils' results at the age of 14 have improved at a rate faster than the national.
2. The work seen during the inspection reflected the high standards in the national tests. For example, in an English lesson in Year 7 on the 'Silver Sword', pupils' attainment in reading aloud was well above average: reading was accurate, fluent, expressive and often demonstrated high levels of engagement. In a mathematics lesson in Year 9, for example, a higher attaining group displayed outstanding ability. They were able to use the sine of an angle in calculations, and, in an oral session, showed an excellent mental grasp of shape and lines. In a Year 7 lesson in music, pupils possessed a high level of technical skill and language, thanks to the teacher's own very good knowledge of the subject. Skills at the keyboard were used very well to add colour to music.
3. In the General Certificate of Secondary Education (GCSE) examinations in 2001, the results were well above the national average and well above the average for similar schools. The proportion of grades A\*-C was significantly above the average in the majority of subjects. Performance at GCSE has risen at a rate faster than the national trend. Pupils' best performance at GCSE, relative to their other subjects, is in statistics. The performance of girls was very high.
4. The high levels of attainment were reflected in pupils' work seen during the inspection. In a mathematics lesson on equations in Year 10, for example, pupils reached outstanding levels of attainment, which will ensure they gain the highest grades at GCSE. In a biology lesson in Year 11, pupils' grasp of the function of the kidney and the process of osmosis was well above average. Their skills in information and communication technology (ICT), were also well above average, as revealed in their presentations of their revision work, with the aid of Microsoft PowerPoint software. In a textiles lesson in Year 10, the group of girls of mixed ability were able to generate very high quality designs inspired by the Impressionist painters' use of colour and texture.
5. Pupils of all backgrounds achieve well. In English and mathematics during Key Stage 4, pupils make very good longer-term progress. Pupils identified as having special educational needs receive targeted support, so that they are not at a disadvantage in reaching the level of attainment appropriate to their ability. For example, in a Year 7 English lesson, the methods of working planned for a pupil with a physical handicap ensured that energy was not wasted but, on the contrary, enabled the pupil to achieve as well as others. In a history lesson in Year 8, the help provided by the support teacher in reading and discussing key words enabled three pupils with special educational needs to focus well and reach their possible levels of attainment. The pupils spoke clearly and fluently, asked appropriate questions with confidence, and played a full part in the lesson.

6. There is no doubt that these high levels of attainment and good longer term progress are supported by the high quality of teaching, the very good relationships in the classroom and the pupils' own high levels of behaviour. The school has received Government achievement awards in the last two years for the substantial improvement in pupils' results.

**There is a high proportion of very good or excellent teaching and learning. Teachers set high expectations of their pupils and the majority of teachers are highly skilled at promoting very good learning by the pupils.**

7. The quality of teaching is at least satisfactory in 98 per cent of lessons. Only one lesson observed was unsatisfactory and this was given by a non-specialist teacher to cover a temporary staffing shortage. Teaching is at least good in 81 per cent of lessons and very good or excellent in 41 per cent. At Key Stage 3, the quality of teaching is particularly high, with very good or excellent teaching in nearly half the lessons. Teaching is very good at both key stages in English and mathematics.
8. The very high expectations set by teachers are a particular strength of the teaching, so that pupils are constantly aiming to achieve their best. In a history lesson on Nazi Germany in Year 11, the teacher expected pupils of all abilities, boys and girls, to work to a very high level and at a very fast pace, setting tight deadlines for the completion of a wide variety of tasks.
9. Teachers use questions very skilfully to probe and extend understanding, including moral and social understanding, so that pupils develop their knowledge and thinking skills to a high level. In a geography lesson in Year 11, the teacher conducted a dynamic session of questions and answers, which skilfully drew out the moral issues behind the deforestation in Brazil. In a lesson on electronics in Year 8, the teacher ensured that questioning of the whole class established clearly the objectives of the lesson and the high standards pupils should aim for. The questions probed and deepened pupils' grasp of the subject, and all pupils, including the lower attainers, were able to benefit from the lively interaction in the classroom, developing their thinking skills and acquiring fresh knowledge.
10. There is extensive use in the different subjects of pupils' skills in information and communication technology (ICT), acquired in the separate ICT courses, more extensive use than is normally found across a school's curriculum. In business studies, teachers are particularly adept at exploiting the potential offered by various computer programs to consolidate and extend pupils' mastery of business concepts and their presentation and number skills. In a business studies lesson in Year 11, the teacher gave an excellent presentation on marketing, using the potential of the PowerPoint software and the interactive whiteboard. The worksheets devised by the teacher then guided the pupils to use the computer programs to revise the key concepts and vocabulary, and to develop their number skills on the topic of market share. Pupils appreciate the possibility of 'saving' their work on their own space on the school network, so that they have the opportunity to do further study after the lesson.
11. In humanities too, there is some excellent use of ICT: pupils are encouraged to use the computer programs to develop very good skills of presentation and number in their fieldwork files. The Internet and identified websites are used for structured research. In art, pupils are guided to use databases to gain inspiration for their own designs. In humanities, teachers also use well a variety of other good resources. The quality of the artefacts, photographs and videos is very high. A particular feature of the school is the use of music to set the tone for the lesson and enhance mood and concentration.

In a religious education lesson, for example, appropriate background music greatly increased the impact made by the teacher's presentation on the suffering of the Jews in the Holocaust.

12. Teachers' effective management of pupils in the classroom creates very good relationships, which enhance motivation and increase the pace of learning. There are high expectations of good behaviour. Teachers treat pupils as equals and with respect; pupils respond accordingly. The skills of literacy are taught well, with sustained expansion of key vocabulary, and attention to neat presentation, accurate communication and sentence structure.

**Pupils' attitudes to school and their behaviour in and out of the classroom are very good. These attitudes are developed and supported by the very strong moral education provided by the school.**

13. Nothing less than good behaviour and attitudes was observed either in the classrooms or around the school. These impressive levels of behaviour are recognised by the parents. At Key Stage 3, where the curriculum is broad and appropriate for all pupils, and the teaching quality is especially high, behaviour and attitudes to learning are excellent: behaviour and attitudes are very good or outstanding in three quarters of lessons at that key stage.
14. A regular written survey of pupils' attitudes to the school and to learning reveals a very positive picture, which is evident in the classroom. In lessons, pupils are willing to respond to questions and react with enthusiasm to the more stimulating teaching methods and activities. When asked to work in groups, they show respect for each other and co-operation. In individual work, they often work in complete silence, exhibiting very high levels of concentration. They persevere to the end of tasks, even when the work is difficult and challenging. They learn a lot in lessons from listening carefully to each other. Attendance is well above average and pupils are rarely absent without good cause.
15. The school is a very harmonious community in which all members are fully valued. Pupils identified as having special educational needs and those with a physical handicap are fully integrated and can achieve their best. Pupils and staff from different races work side by side in an open and accepting atmosphere. More opportunities could be offered to develop pupils' attitudes to issues of racism in the wider society.
16. There are many examples of excellent behaviour in lessons. In a lesson of physical education in Year 7, pupils responded obediently and with self-control to the teacher's good skills of discipline. Pupils are polite and use all equipment sensibly, as in mathematics, for example. They behave very well in the less structured environment of computer rooms and the music room. Even in a minority of lessons in which the teaching methods are not very lively or varied, pupils continue to display high levels of behaviour and commitment to learning. Outside the classroom, pupils are very self-controlled and behave very well, whether or not they are closely supervised. The manner in which they organise their own area for snack lunches, for example, is most impressive. They move in an orderly fashion through the corridors, despite the fact that these are very crowded. There has been only one permanent exclusion in the last five years.
17. The wide range of activities outside lessons enhances the personal development of pupils. In conversation with adults, many pupils are confident, mature and ambitious. Encouraged by the good programme of personal, social and health education, pupils

frequently show high levels of self-esteem. Pupils' maturity and very good attitudes of behaviour are acknowledged by the community: by parents and by the employers who offer pupils work experience, for example.

18. Behaviour, attitudes and personal development are supported by a very strong programme of moral and social education. The adults in the school all set a striking example by their own behaviour, integrity and dedication. The display in classroom and corridors reinforces the importance of positive attitudes and outlooks. Both in lessons and in extracurricular activities, pupils are encouraged to take responsibility for others. There are many examples of helping within the wider community and of fund-raising. If pupils behave in an unacceptable and selfish way, they are faced very swiftly with the consequences of their actions. Pupils themselves are mature enough to realise that positive attitudes, behaviour and personal growth are fostered by the staff and the ethos of the school. As one pupil expressed it: the school offers a place where 'if you set your mind on it, you can do it'.

**The headteacher is an outstanding leader with excellent strategic management skills. He is supported by a thoroughly professional senior management team and staff, all dedicated to the task of raising standards and educating successfully the whole child.**

19. The headteacher is an outstanding leader who unerringly guides the school forward in the right direction. He sets the tone for the work of the whole school by his own deep engagement and dedication. Despite having been in post for a lengthy period, he is open to fresh ideas. He seeks out best practice in other educational institutions and applies it appropriately to his own school, in order to achieve improvement. His clear vision and strategic skills have ensured that the school has flourished, despite problems caused in the past by inadequate accommodation, and by the difficult transition from grant maintained to foundation status, which still affects badly the funding the school receives.
20. The headteacher leads a very hard-working and close-knit senior team, each with clearly defined responsibilities, which they carry out very conscientiously and efficiently. Co-operation, constructive criticism, excellent communication and good humour are strong features of the school's managers. They interpret their task of supporting pupils in a thoroughly professional way, welding the academic and the personal, but always focusing chiefly on learning.
21. Many of these leadership and management skills extend to the heads of department. The whole staff is thoroughly committed to raising the quality of pupils' education. The administrative and premises staff provide excellent support for this aim.
22. A long-standing and effective system for the monitoring of the quality of teaching has developed seamlessly into a very good scheme for 'performance management'. There is regular and incisive observation of teachers. Each teacher is set clear and measurable objectives, based, in part, on the vast quantity of data available on pupils' progress. Teachers take the objectives very seriously and work hard to fulfil them, which has contributed to the marked improvement in teaching quality over the last five years.
23. The governors now have a very clear view of the school's needs, its strengths and weaknesses, based on the extensive documentation they receive and their personal observation of the school's activities, including the teaching. What was a weakness at the last inspection now contributes to the strength of the school's management.

Governors are very involved in the planning for longer-term development. Under governors' guidance, the finances of the school are very carefully managed and controlled. The school constantly seeks 'best value' through competition, consultation and so on, as in its arrangements for catering, for example. The excellent quality of the bursar's control of finances has received due recognition from the school's auditors. Overall, the school offers very good value for money.

**All the staff take very good care of the pupils' welfare, offering in-depth monitoring and support for their academic and personal progress**

24. Pupils are offered a very high level of care as is acknowledged by parents. The house system is vital in providing the pastoral support needed by pupils. Careers guidance is also strong and pupils are in no doubt about the careers opportunities open to them, both in higher and further education and in the world of work.
25. There is a very good system for ensuring that pupils absent through sickness are provided with appropriate work, enabled to catch up on missed work and then helped to reintegrate into school life. Two members of staff in particular are very effective in helping pupils cope with problems at home and any difficulties in relationships at school. This work is invaluable in anticipating and preventing serious situations. It also enables the teaching staff to spend more time on supporting the academic progress of pupils, which is rightly their main focus.
26. The school has a wealth of information on the results of testing of pupils. This is used to set individual targets, in order to raise pupils' motivation and ambition. Pupils have a remarkable awareness of their own targets, which they can relate directly to the National Curriculum or the grade levels at GCSE. Progress is reviewed with tutors regularly, and also at the annual 'mentoring day', when pupils, parents and tutors work together to see how their partnership can further improvement. It is therefore not surprising that, on measures of 'value added', the school scores highly, and pupils constantly reach academic levels beyond what was predicted on the basis of their prior attainment.

**The parents of the pupils are very positive about the school.**

27. There is very good communication with parents and the school conducts a regular survey of parents' views, using the OFSTED questionnaire for parents. It then takes action to tackle parents' concerns and suggestions, as in the forum on homework, which followed the most recent survey of parental attitudes. The Kingswinford Association works very hard to build strong bridges between parents and teachers.
28. As a result of all this and their experience of the high quality of the education offered by the school, parents' views are very positive. In the 195 questionnaires analysed prior to the inspection, 97 per cent of parents agreed that the school expects hard work and high achievement, with 65 per cent agreeing strongly. Ninety-six per cent of parents agreed that their children were making good progress at school, with 55 per cent in strong agreement. Ninety-five per cent felt comfortable about approaching the school with questions or problems, with 53 per cent very satisfied in this respect. Ninety-five per cent of parents recognised the very good standards of behaviour in the school, 93 per cent the high quality of teaching, and 94 per cent the effectiveness of the school's leadership and management. Of the remaining parents, the majority did not disagree with these judgements, but felt unable to comment.

**WHAT COULD BE IMPROVED**

**Teachers could adopt more widely methods which encourage pupils to be active in the classroom and articulate their views and knowledge, in order to consolidate learning.**

29. Many teachers in the school plan their lesson so that pupils take an active part and this deepens pupils' understanding and accelerates learning. Some teachers, however, still adopt the format of a lecture for lengthy periods of the lesson. In some subjects, too little use is made of group and pair work, to enable pupils to bounce ideas off each other, correct each other's mistakes and express their different viewpoints. Not only do pupils acquire knowledge and skills less securely than they might, but the skills of debate and teamwork, the appreciation of other people's points of view remain underdeveloped. Opportunities are lost for generating a love of learning and enthusiasm in pupils, so that they are less likely to continue learning independently outside the classroom, in homework and in private research.
30. In language lessons, for example, the lack of substantial oral work means that pupils' ability to express themselves is below average. There is insufficient repetition and use by pupils of oral vocabulary and structure, so that the accurate construction of simple sentences and pronunciation remain weak.
31. It must be noted that, in several subjects, the current short length of the single lesson does not always allow the teacher to develop the work with methods which would encourage active learning. In some subjects, the cramped nature of the classroom makes group and pair-work difficult.

**Some opportunities are lost to develop pupils' awareness of themselves and appreciate the different strengths and outlooks of others.**

32. The programme of personal, social and health education (PSHE) contributes strongly to making pupils aware of themselves and encourages them to value their own beliefs and ideas, as well as those of others. In many lessons, pupils are enabled to develop as independent learners with individual views. Pupils' questions are valued and they are given space for their own thoughts, ideas and concerns. In other areas of the school, however, the emphasis is not as great. Some opportunities are lost in lessons, as outlined in detail above. The curriculum, whilst satisfactory for the majority of pupils, is underdeveloped in the area of vocational education. As a result, those talents and gifts which could be developed and appreciated in vocational studies do not feature strongly in the school.
33. Tutors use tutor time profitably to develop study skills and chase progress, for example. However, the 'Thought for the Day', the only act of collective worship on certain days, is sometimes conducted in tutor time in a superficial manner, which does not encourage reflection. Pupils miss the chance of deepening their spiritual understanding and their awareness of themselves and others. In assemblies, although moral and social education are strong features, the spiritual dimension is less marked: opportunities for reflection on the important issues in life, and opportunities for worship, are not always provided.
34. There are many ways in which the school encourages pupils' cultural development and reinforces the school's cultural values. Whilst the standard of display around the school is very good, there is, however, insufficient celebration of the rich cultural diversity of modern Britain, and the immense contribution made to our society by people of different cultures, faiths and backgrounds. More opportunities could be



presented in and out of lessons to address issues of racism and the tensions which may arise outside the relaxed community of the school.

### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

- (1) Raise further the quality of teaching and learning by:
  - disseminating to all teaching staff the very good practice which already exists in the school and;
  - pursuing a programme of training, as already planned, to develop teaching methods which enable pupils to be more active and confident in their learning.
  
- (2) Exploit to the full the opportunities which exist in lessons, tutor periods and in all other aspects of school life to:
  - raise pupils' awareness of their individual self and capacity for full development as human beings;
  - recognise and appreciate the differing strengths, values and beliefs of other people;
  - increase openness to new ideas and understand the developing nature of culture and cultural values.

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	48
Number of discussions with staff, governors, other adults and pupils	24

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	5	15	19	8	1	0	0
Percentage	10	31	40	17	2	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than two percentage points.

### Information about the school's pupils

Pupils on the school's roll	Y7 – Y11
Number of pupils on the school's roll	902
Number of full-time pupils known to be eligible for free school meals	22

Special educational needs	Y7 – Y11
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	75

English as an additional language	No of pupils
Number of pupils with English as an additional language	18

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	12
Pupils who left the school other than at the usual time of leaving	14

### Attendance

#### Authorised absence

	%
School data	6.3
National comparative data	8.1

#### Unauthorised absence

	%
School data	0.0
National comparative data	1.1

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

### Attainment at the end of Key Stage 3 (Year 9)

Number of registered pupils in final year of Key Stage 3 for the latest reporting year	Year	Boys	Girls	Total
		2001	76	97

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	54	66	71
	Girls	80	76	84
	Total	134	142	155
Percentage of pupils at NC level 5 or above	School	70 (79)	82 (89)	90 (89)
	National	64 (63)	66 (65)	66 (59)
Percentage of pupils at NC level 6 or above	School	35 (31)	59 (62)	61 (50)
	National	31 (28)	43 (42)	34 (30)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	61	69	71
	Girls	86	83	83
	Total	147	152	154
Percentage of pupils at NC level 5 or above	School	85 (88)	88 (90)	89 (91)
	National	65 (64)	68 (66)	64 (62)
Percentage of pupils at NC level 6 or above	School	53 (47)	66 (65)	58 (53)
	National	31 (31)	42 (39)	33 (29)

Percentages in brackets refer to the year before the latest reporting year.

### **Attainment at the end of Key Stage 4 (Year 11)**

Number of registered pupils in final year of Key Stage 4 for the latest reporting year	Year	Boys	Girls	Total
	2001	88	85	173

GCSE results		5 or more grades A* to C	5 or more grades A*-G	1 or more grades A*-G
Numbers of pupils achieving the standard specified	Boys	56	86	87
	Girls	63	85	85
	Total	119	171	173
Percentage of pupils achieving the standard specified	School	69 (65)	99 (99)	100 (100)
	National	48 (47)	91 (91)	96 (96)

*Percentages in brackets refer to the year before the latest reporting year.*

GCSE results		GCSE point score
Average point score per pupil	School	52.6 (48.9)
	National	39 (38.4)

*Figures in brackets refer to the year before the latest reporting year.*

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	2
Black – other	
Indian	13
Pakistani	1
Bangladeshi	
Chinese	4
White	840
Any other minority ethnic group	41

### ***Exclusions in the last school year***

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	26	1
Other minority ethnic groups		

*This table gives the number of exclusions, which may be different from the number of pupils excluded.*

### ***Teachers and classes***

#### **Qualified teachers and classes: Y7 – Y11**

Total number of qualified teachers (FTE)	54
Number of pupils per qualified teacher	16.7

#### **Education support staff: Y7 – Y11**

Total number of education support staff	6
Total aggregate hours worked per week	210

#### **Deployment of teachers: Y7 – Y11**

Percentage of time teachers spend in contact with classes	74
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#### **Average teaching group size: Y7 – Y11**

Key Stage 3	24.2
Key Stage 4	22.4

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	2000/2001
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	£
Total income	2218987
Total expenditure	2206436
Expenditure per pupil	2527
Balance brought forward from previous year	140896
Balance carried forward to next year	153447

### ***Recruitment of teachers***

Number of teachers who left the school during the last two years	7
Number of teachers appointed to the school during the last two years	9

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	4
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

### ***Results of the survey of parents and carers***

**Questionnaire return rate**

Number of questionnaires sent out	902
Number of questionnaires returned	195

**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	43	50	6	1	0
My child is making good progress in school.	55	41	3	1	0
Behaviour in the school is good.	38	57	2	1	3
My child gets the right amount of work to do at home.	28	50	15	5	2
The teaching is good.	38	55	3	1	4
I am kept well informed about how my child is getting on.	29	49	18	3	2
I would feel comfortable about approaching the school with questions or a problem.	53	42	4	1	1
The school expects my child to work hard and achieve his or her best.	65	32	2	0	1
The school works closely with parents.	28	53	14	1	3
The school is well led and managed.	46	48	1	0	5
The school is helping my child become mature and responsible.	42	50	3	1	4
The school provides an interesting range of activities outside lessons.	24	49	14	4	10