



# Kemnal Technology College

## Inspection Report

**Unique Reference Number** 101672  
**LEA** Bromley LEA  
**Inspection number** 276569  
**Inspection dates** 10 May 2006 to 11 May 2006  
**Reporting inspector** Heather Yaxley

This inspection was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Comprehensive	<b>School address</b>	Sevenoaks Way
<b>School category</b>	Foundation		Sidcup
<b>Age range of pupils</b>	11 to 18		DA14 5AA
<b>Gender of pupils</b>	Boys	<b>Telephone number</b>	020 8300 7112
<b>Number on roll</b>	1218	<b>Fax number</b>	020 8300 5619
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Professor Mark Hector
<b>Date of previous inspection</b>	15 January 2001	<b>Headteacher</b>	Mr John Atkins

Age group	Inspection dates	Inspection number
11 to 18	10 May 2006 - 11 May 2006	276569

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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors and four Additional Inspectors.

## Description of the school

Kemnal was one of the first schools to be designated as a specialist Technology College in 1994 and there is currently a bid in place to adopt vocational skills as a second specialism. Kemnal recruits students from a wide range of social backgrounds including some of the most deprived wards in the country. The college is in competition locally with selective schools, and approximately 65% of students come from outside the borough. Students start at the college and sixth form with standards of work that are below that which would be expected for their age. Most students are from White British heritage and 20% from other ethnic groups. Very few students do not speak English as their first language. There are 127 students in the sixth form including five girls. The number of students with additional learning needs is above the national average and 20 have a statement for special educational need.

The college is involved in a wide range of local and national initiatives and is the lead school for the Harris Group of Schools Federation. Investors In People (IIP) and IIP Leadership and Management awards were both gained in 2005. The college is an associate for the Centre of Vocational Excellence (CoVE) for support staff. The Principal has been in post for the past 16 years.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## **Overall effectiveness of the school**

### **Grade: 2**

At Kemnal Technology College things are done differently. Approaches to staffing structures, planning and delivery of the curriculum, as well as extensive use of information and communication technology (ICT), all make a significant contribution to the success that the college has in raising standards. The college evaluates itself as outstanding. Inspectors found that this is not quite the case yet but judges it to be very good, with some aspects that are outstanding. The progress that most students make, the quality of teaching, and leadership and management are indeed outstanding.

The last inspection identified many areas for improvement and the college quite rightly puts most of its energy into raising standards of achievement and increasing the rate at which students made progress. Significant changes were made to the way in which student behaviour was managed, leadership and delivery of the curriculum as well as approaches to staff development. These are now areas of strength. Less attention has been given to addressing sixth form provision, where the curriculum and the quality of teaching are not as good as in the rest of the college. Opportunities to develop personal, social and health skills are limited throughout the college. The potential for the college to sustain development and improve even further are demonstrated by the success of actions taken as a result of accurate evaluation.

Kemnal has gained in popularity within the local community. Numbers applying for places at the college have risen and its reputation amongst parents, carers and other schools has improved significantly since the last inspection.

The college provides good value for money because resources are successfully focused on the things that will make the greatest difference to students' achievement.

## **Effectiveness and efficiency of the sixth form**

### **Grade: 3**

The effectiveness and efficiency of the sixth form are satisfactory. Inspection judgements are in agreement with the college's own detailed self-evaluation. Students make satisfactory progress in relation to their prior attainment. The college works hard to meet the needs of a diverse group of students and is extending the range of courses it offers appropriately. Current provision for religious education does not currently meet statutory requirement. Students enjoy their education and have good working relationships with their teachers. They make a positive contribution to college life and feel that they receive good support and guidance from staff. They did comment that they would like the college to offer a wider range of enrichment activities.

## **What the school should do to improve further**

The college should:

- improve achievement for students in the sixth form so that all students make as much progress as do in the rest of the college

- develop personal, social and health learning so that students can become more informed citizens
- meet all statutory requirements in the provision of religious education in the sixth form.

## **Achievement and standards**

### **Grade: 1**

#### **Grade for sixth form: 3**

The progress that students make is outstanding in Years 7 to 11 and satisfactory for students in the sixth form.

Students enter the college with standards that are below the national average in Year 7. At the end of Year 9, students attain standards that are above those seen nationally in English, mathematics and science. They are especially high in science. The trend has been upwards since the last inspection. This represents outstanding achievement.

The percentage of students gaining 5 or more A\*-C grades is above the national average for boys. The results from GCSE examinations place the college in the top 5% when compared to students with similar backgrounds nationally over the past three years. However, this outstanding achievement has not been consistent across all subjects. In 2005, results in English and mathematics were below the national figures and students' achievement was only satisfactory. The school has accurately identified these issues in its evaluation and acted in many positive ways. As a result, standards are now significantly higher in English and mathematics and students are achieving well in these subjects. Overall, the achievement is outstanding especially in ICT, science, art and history. The number of students gaining no GCSE qualifications is very low.

Students enter the sixth form with GCSE qualifications that are below those seen nationally. The standards at the end of Year 13 are variable but below the national average in most subjects. This, however, represents satisfactory progress and the emerging issues have been accurately identified in the college's own evaluation.

The college has a very well organised system to evaluate how well students achieve in their tests and examinations. This approach has been used very effectively to assist staff in raising standards even higher, particularly in Years 7 to 11. There are no significant differences in achievement by different groups of students.

## **Personal development and well-being**

### **Grade: 2**

The students' personal development and well-being are good in the main school and in the sixth form. The vast majority of students have very positive attitudes to the college, enjoy their education and consider it provides them with a very positive learning environment. In lessons, students are attentive and relationships with staff are good especially in the sixth form. Girls in the sixth form also feel well supported. Behaviour is good due, in part, to the use of positive management strategies and a clear code of conduct. No students have been temporarily excluded this year. This is largely because

of alternative provision in the form of internal exclusion and a requirement that misbehaving students carry out community work. Most of the boys move around the narrow corridors in an orderly and sensible manner.

Students enjoy their time in college and, as one Year 7 said, 'I thought it would be very macho school but it's not'. Most feel very safe and well supported. Very few incidents of bullying or racism take place and when they do, the boys know that staff will deal with them promptly and effectively. The confidential email system for reporting bullying incidents is reassuring for students as is the very visible presence of senior staff around the college. Attendance is about the national average.

Student's moral, social and cultural development is good but spiritual aspects are not so well developed. Staff have worked hard with the college council to improve the quality of food and to ensure healthy options are available; students do have a good awareness of the importance of a balanced diet although they do not always make healthy choices. Apart from the sixth form the provision for physical exercise is good and students have a sound understanding of topics such as drugs abuse and sexual health.

Students make a good contribution to the community. There is a college council which meets twice a term. It was recently successful in persuading the local bus company to relocate the bus stop for the college, and in getting the canteen to introduce a 'smart card system' for paying for meals. Students in Year 13 act as mentors to younger boys and those in Year 10 are involved in a very caring project with a local school for those with special needs. Last year the whole college raised a considerable amount of money for the Teenage Cancer Trust. Students' preparation for the world of work and financial awareness is satisfactory.

## **Quality of provision**

### **Teaching and learning**

**Grade: 1**

**Grade for sixth form: 3**

The college evaluates teaching and learning as outstanding overall and inspectors agree. Teachers and students are highly focused on the business of learning. Expectations to succeed are high and this leads to excellent progress over time. Relationships between teachers, support staff and students are very good. There is very little disruption and behaviour is often exemplary in class. Lessons proceed with a brisk pace through a series of well planned activities. ICT is used effectively within the whole college to motivate students and also to support teachers in lesson planning and delivery. In the sixth form, students benefit from being able to access lesson plans and resources electronically. Teachers give clear information followed by good opportunities to apply new learning with existing skills to meaningful situations. Students are expected to be active in their own learning and there is often excellent debate and questioning in a relaxed and purposeful atmosphere. Mistakes are used constructively to extend thinking and this helps students to develop confidence as

well as good cooperative skills. Support staff are very well trained and the support given to students with additional needs enables them to integrate fully and achieve exceptionally well. In the sixth form, teaching is satisfactory with many good features including the use of ICT and good attention to the development of independent learning skills which is helping students to complete coursework efficiently and effectively.

## **Curriculum and other activities**

### **Grade: 2**

#### **Grade for sixth form: 3**

The college provides a good curriculum overall with satisfactory provision in the sixth form. The curriculum is responsive to the needs and interests of most students. It is well monitored and evaluations are accurate. Students enjoy a curriculum which reflects the specialist nature of the college effectively and is well focused on developing academic skills. The curriculum for students in Years 7 to 9 is broad and balanced and, throughout the college, significant importance is given to developing the key skills of numeracy, literacy and ICT. Less importance is given to citizenship and students' opportunities to develop personal, social and health skills are limited. The college has identified the need to enhance provision for vocational courses and in the sixth form the range of courses is being extended to better meet the needs and aspirations of students. The new head of department has suitable plans in place to address these issues. Students appreciate the well-organised options for Years 10 and 11. Some have access to college placements and work-related learning in Years 10 and 11 which they can continue when they have left the college. There is good enrichment to the curriculum for students in Years 7 to 11 through opportunities for participation in a wide range of sporting, cultural and academic activities which are valued by students. Fewer enrichment opportunities are available for those in the sixth form and requirements for religious education are not met.

## **Care, guidance and support**

### **Grade: 2**

Care, guidance and support are good throughout the college with some very good aspects. Students are safe and well supported although a few felt the college could be cleaner. The college has good arrangements for ensuring that students are properly protected and the appropriate risk assessments are in place to ensure safety on trips and in lessons such as science and ICT. The care and support for more vulnerable students is outstanding. Students' additional needs are quickly identified when entering the college and high-level support is put in place. As a result, the achievement for these students is exceptionally high. There are very good systems to identify those students at risk of underachieving and to monitor the impact of the support provided. The college has very good links with external agencies to support the more vulnerable students.

All students have access to the careers and connexion services but the amount of time given over to developing this area of learning is limited. Staff know their students well

and progress is regularly reviewed. As a result, many students know their predicted targets and what to do to achieve them although the quality and consistency of the information provided is variable. Parents and carers are kept well informed and have very good access to information about their child's progress through the ePortal and through consultation days. The support for those applying to university in the sixth form is very good because it is focused on the particular needs of individual students. The few girls who attend the sixth form are given good support.

## **Leadership and management**

**Grade: 1**

**Grade for sixth form: 3**

Leaders, managers and governors of the college are unfaltering in their determination to improve the speed at which students make progress. Inspectors agree that this is an outstanding feature of the provision overall and a key to its success over a long period of time. Leadership of the sixth form is satisfactory and, although there is an equally high focus on raising standards, actions taken have yet to impact on exam results.

The principal allows nothing to stand in the way of improvement and effectively lives the vision whereby students are at the heart of all college planning. He has very successfully developed a leadership team that is strong and highly motivated. They have spread their expertise through professional support to the federation and this is very much appreciated by colleagues. Performance management for all staff has very high priority. It is effective in developing staff skills, promoting strategies for successful college development and eradicating areas of weakness.

The effectiveness of self-evaluation is outstanding and the college has demonstrated its capacity to improve further through actions taken in response to accurate evaluation of performance. Monitoring of progress is rigorous, and flexible staffing structures enable changes to be made quickly when an area for development is identified. This was the case when the lack of progress in mathematics and English led to changes in the way in which the subjects are taught and managed, leading to improved achievement in these subjects.

Involvement in local partnerships such as The Harris Federation of Schools, and national initiatives such as IIP ensures that the views of others are regularly sought and incorporated into development planning. Particularly successful use has been made of national opportunities through remodelling the workforce and ICT developments.



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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	3
How well does the school work in partnership with others to promote learners' well-being?	1	2
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	1	2
The capacity to make any necessary improvements	Yes	Yes
Effective steps have been taken to promote improvement since the last inspection	Yes	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	1	3
The standards <sup>1</sup> reached by learners	2	3
How well learners make progress, taking account of any significant variations between groups of learners	1	3
How well learners with learning difficulties and disabilities make progress	1	

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	2
The extent of learners' spiritual, moral, social and cultural development	2	2
The behaviour of learners	2	2
The attendance of learners	3	3
How well learners enjoy their education	2	2
The extent to which learners adopt safe practices	2	2
The extent to which learners adopt healthy lifestyles	3	3
The extent to which learners make a positive contribution to the community	2	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	3

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	1	3
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	3
<b>How well are learners cared for, guided and supported?</b>	2	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	
How effectively and efficiently resources are deployed to achieve value for money	2	
The extent to which governors and other supervisory boards discharge their responsibilities	2	
The adequacy and suitability of staff to ensure that learners are protected	Yes	Yes

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	Yes
Education for all learners aged 14–19 provides an understanding of employment and the economy	Yes

## **Text from letter to pupils explaining the findings of the inspection**

Students

It was a pleasure to inspect Kemnal Technology College recently. On behalf of the inspection team I would like to thank you for the warm welcome that we received and the help that you gave us in finding our way around! We took into consideration the comments that you made to us in groups or as individuals and would also like to thank members of your family who completed the questionnaire. It was good to hear so many good things about the college. You told us that staff know you as individuals and that there are always staff available to give advice or to help sort out any problems. You clearly like coming to the college and enjoy lessons.

We judge the college to be very good and that there are things that it does exceptionally well. Mr Atkins is an excellent leader and has a great staff team. They put the needs of students right at the heart of whatever they do to make improvements to the college. Their first priority is always to ensure that you achieve as much as you can because they rightly believe that this is the key to your future success in life, whatever you decide to do when you leave the college. I hope that you will read the full report (it's not too long!) and think about how you can get involved in the things that staff want to do to improve still further. I have asked Mr Atkins, the staff and governors to look at improving provision in the sixth form as well as more opportunities for you to develop personal, social and health skills throughout the college.

I wish you well in all that you want to achieve for yourselves in the future.

Thank you again.

Heather Yaxley

Her Majesty's Inspector