



Kenton School

Inspection Report

Unique Reference Number 108528
LEA Newcastle upon Tyne
Inspection number 277997
Inspection dates 15 February 2006 to 16 February 2006
Reporting inspector Mr Paul Hancock

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

Type of school	Secondary	School address	Drayton Road
School category	Community		Newcastle upon Tyne
Age range of pupils	11 to 19		Tyne and Wear, NE3 3RU
Gender of pupils	Mixed	Telephone number	0191 2142200
Number on roll	2013	Fax number	0191 2142208
Appropriate authority	The governing body	Chair of governors	Cllr Margaret Carter
Date of previous inspection	1 November 1999	Headteacher	Mr David Pearmain

Age group	Inspection dates	Inspection number
11 to 19	15 February 2006 - 16 February 2006	277997

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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

Kanton is one of the largest schools in England. It is a community school and technology college catering for learners from the age of 11 to 19. Most learners are from areas that are significantly deprived. There are 2,013 students in total, with 313 in the sixth form. The school is used by 3,000 adult learners and provision beyond the timetable is extensive. Students start at the school with results that are frequently well below average, although there are significant variations from year to year. Attendance is slightly below average. Nearly all students have English as their first language and very few are from minority ethnic backgrounds. The number of students with learning difficulties and/or disabilities is above average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Kenton judges itself to be a good school. Inspection confirms the school's evaluation. It is a rapidly improving school and has improved a lot since the last inspection. Results at general certificate of secondary education (GCSE) in 2005 are the best so far. The percentage of students gaining five or more higher grades has risen from 29% in 2003 to 70% in 2005. The best results are in information and communication technology (ICT), which was a poorly performing subject in the last report. Results in English and mathematics are not as good and appropriate action is being taken to raise standards. The rate of improvement in standards at Key Stage 3 is not as good as in Key Stage 4.

Strengths of the school include the curriculum and care, guidance and support which are outstanding. The leadership of the headteacher and the senior management team is also outstanding. The school is rapidly moving forward and it rightly thinks its capacity to improve is excellent. All technology college targets are met and links with the business community are strong.

Teaching and learning are good overall. An even higher proportion of good and excellent teaching and learning will be required across the school if achievement and standards are to rise further. Resources are very effectively deployed to achieve good value for money.

Effectiveness and efficiency of the sixth form

Grade: 2

Inspection confirms the school's evaluation that the sixth form is good. Results vary widely but learners do well from their starting points and make good progress. Teaching is good and the curriculum is outstanding. A very wide and appropriate range of courses are offered. Leadership and management of the sixth form are good and students are guided very effectively in their choice of courses and future careers.

What the school should do to improve further

- Improve the proportion of good and excellent teaching and learning.
- Improve standards at Key Stage 3 particularly in English and science.
- Raise standards in English and mathematics at Key Stage 4 to meet new performance targets.

Achievement and standards

Grade: 2

The school judges fairly that its students achieve well. They start in Year 7 with below and frequently well below average attainment. Year 9 students made good progress in mathematics to reach average standards in the 2005 tests that were close to the

target set. Standards in English and science were below national averages and did not meet the targets. Overall results follow the pattern of previous years.

GCSE results improved markedly in 2005 compared to previous years and exceeded the targets set. An above average proportion of students made very good progress and achieved well to gain 5 or more A* to C grades. The proportion falls below average when the five or more grades include mathematics and, to a lesser extent, English. Relatively few students gained the highest grades, especially in English and mathematics. In relation to their starting points and background many students, especially boys, did better than predicted.

Students make good progress. They were impressive in a Year 10 manufacturing lesson discussing their designs and handling data to analyse their evaluations. Students with learning difficulties and the gifted and talented make good progress and achieve well. Nearly all parents agree that their children enjoy school.

Personal development and well-being

Grade: 2

Inspection confirms the school's evaluation that personal development and well-being are good. Students show positive attitudes towards learning and behaviour is good both in and out of lessons. They say that they feel safe and enjoy being at the school. Bullying in school does not happen often and is swiftly dealt with. Students say it happens much more out of school. The recently introduced peer mentoring system gives learners an additional sense of security.

Personal, social, and health education has improved and is now taught by specialist teams. Specialists frequently take part; for example, sex education is enhanced by a team from Newcastle University medical school.

Healthy lifestyles are encouraged through participation in sports and healthy eating. Drinking water is provided and the school no longer sells fizzy drinks or sweets. Both students and parents are critical of the healthy food options available in school at lunchtime.

Spiritual and cultural development has improved; for example, through the introduction of an annual Arts week. Pupils are well prepared for later life through good careers guidance, work experience and citizenship lessons.

Contributions to the local community are good; for example, fundraising events and drama performances for the elderly. Attendance has improved as a result of the rigorous efforts by the school and is now only slightly below average. There is a small group of pupils who persistently do not attend. The school has done everything it can to try and resolve the problem.

Quality of provision

Teaching and learning

Grade: 2

The school accurately evaluates the quality of teaching and learning to be good. The quality of teaching ranges from satisfactory to outstanding. An even higher proportion of good and excellent teaching and learning will be required across the school if achievement and standards are to rise further.

The assessment of students' work is strength and individual target setting has greatly improved. Achievable targets are agreed with the full involvement of parents. Feedback is frequent. At all times, students know how well they are doing and how they can aim higher.

Inspection confirms the school's judgement that teaching and learning in the sixth form are good. Students are given every encouragement to enhance their research and presentation skills and develop greater analytical and evaluative skills. Full diagnostic feedback on performance and advice on how to improve are strong features.

Curriculum and other activities

Grade: 1

The school rightly judges the curriculum to be outstanding. It provides very well for all students particularly as a technology college and aspiring arts college. Provision for students with learning difficulties/and or disabilities is very good especially for students with communication disorders.

The wide-ranging extension and enrichment provision, including that for gifted and talented students, is excellent. Students take part in public speaking events, summer schools, art weeks, music activities, and drama competitions.

The increased flexibility built into the Key Stage 4 curriculum provides very effective vocational course choices for the full ability range of students. The school makes very good use of its technology college funding to improve the learning environment and improve standards in other subjects. Improvement in the curriculum since the last inspection has been substantial. For example, the delivery of personal, social and health education was a weakness in the last inspection but it is now delivered much more effectively. Students at Kenton are well prepared with skills for future work.

The sixth form curriculum is outstanding in the variety of courses offered. An extensive programme of vocational courses caters for the vastly differing needs of students alongside the usual academic choices. Students with learning difficulties/and or disabilities are well served by the award scheme development accreditation network (ASDAN) course which helps them to develop the skills needed to undertake a more demanding level two course. Links with the community and external organisations are extensive. Local industry supports many vocational courses particularly in engineering and retail studies.

Care, guidance and support

Grade: 1

Care, guidance and support are outstanding. The school and the sixth form care for students exceptionally well. Staff are very familiar with child protection procedures and receive regular training. Correct health and safety procedures are carried out. There is a health drop-in centre and a very good peer mentoring system is in place. The resource centre for pupils with communication problems is a great asset and also acts as a safe haven for vulnerable pupils at break and lunchtimes.

Many of the extensive links with outside agencies ensure that a variety of help is available. Pupils feel that their views are listened to. The school council has been effective in bringing about changes such as improvements in the environment and the refurbishment of some toilets. Highly effective systems monitor academic achievement. Parents and learners are very well informed about the progress being made. Students receive outstanding guidance regarding careers and options to help them to make well informed decisions for later life.

Leadership and management

Grade: 2

The school judges leadership and management to be outstanding. Inspection confirms the leadership of the headteacher and the senior management team is outstanding. However, the inspection judges that leadership and management at all levels is good overall, reflecting the good quality teaching, good governance, good achievement, and the good leadership in the sixth form.

The headteacher plays the key role in establishing the school's distinctive ethos, and he communicates his forward-looking vision for the school exceptionally well. The school motto 'All different, all equal' sums up the very effective approach to student inclusion. The combined and complementary strengths of the leadership group are very clearly focused upon improving achievement through the continuous professional development of all staff. There is outstanding capacity to make further improvements which is shown by the school's excellent track record since the last inspection.

The school's self-evaluation is very well developed. This is a school that knows itself well. Sharply focused plans resulted in hugely improved results at the end of Key Stage 4. The monitoring of departments by the senior management team is very thorough and systematic. It resulted in substantial improvement of one large, under-performing department. Leadership by subject and aspect leaders is good overall and improving. They are increasingly taking more responsibility for monitoring the performance of their own departments.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Inspection judgements

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

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	2
How well does the school work in partnership with others to promote learners' well-being?	1	1
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	2	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

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	2
The extent of learners' spiritual, moral, social and cultural development	2	
The behaviour of learners	2	
The attendance of learners	3	
How well learners enjoy their education	2	
The extent to which learners adopt safe practices	2	
The extent to which learners adopt healthy lifestyles	2	
The extent to which learners make a positive contribution to the community	2	
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	

The quality of provision

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

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	2	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	
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	2	
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

The extent to which schools enable learners to be healthy	
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
The extent to which providers ensure that learners stay safe	
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
The extent to which learners make a positive contribution	
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
The extent to which schools enable learners to achieve economic well-being	
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

Alexandra House

33 Kingsway

London

WC2B 6SE

T 0207 421 6800

F 0207 421 6707

Ofsted helpline

08456 404045

Mr David Pearmain

Kenton School

Drayton Road

Newcastle upon Tyne

Tyne and Wear

NE3 3RU

17 February 2006

Dear Students

Thank you for all your help when we inspected your school on 15 and 16 February. We particularly enjoyed hearing your views and listening to you talk about the work you were doing. Please would you pass on my thanks to your parents and carers for returning the questionnaires and say we took all their views into account.

I thought you might like to know what we thought about your school.

You go to a good and rapidly improving school.

Very significant improvements have been made as a result of the outstanding leadership of your head teacher and his senior management team.

GCSE results in 2005 are the best so far.

The care, guidance and support you receive is outstanding and helps keep you safe.

The new school logo 'All different, all equal' is a good example of how much you are valued as individuals by the school.

There is a very wide range of activities for you to show how talented you are.

Your teachers and the staff are dedicated and work hard. They want to make the school even better. To help them do this, I have asked if they could:

improve the proportion of good and excellent teaching and learning

continue to improve standards.

Thank you for all your help. You are a credit to yourselves, your parents and your school.

Yours faithfully

Paul Hancock

Her Majesty's Inspector

Kenton Crèche

Inspection report for early years provision

Unique Reference Number

EY235855

Inspection date

16/02/2006

Childcare inspector

Shirley Peart

Setting address

Kenton School

Drayton road

Newcastle-upon-Tyne

NE3 3RU

Telephone number

0191 2146677

E-mail

Registered person

David Anthony Pearmain

Type of inspection

Care

Type of care

Crèche

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ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the Curriculum guidance for the foundation stage.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the d the care are good.

The registered person meets the National Standards for under 8s day care and childminding.

WHAT SORT OF SETTING IS IT?

Kenton Crèche was registered in October 2002. It is situated in a residential area in Kenton, Newcastle-upon-Tyne. It operates from one dedicated main room, based within Kenton school. There is no outdoor play area. The crèche serves a diverse cultural community. Children are cared for while their parents and carers take up training opportunities, provided by the Adult Education Centre, attached to the school. Numbers on roll can vary depending upon the courses running. There are 103 children registered. The group is open five days a week, Monday to Friday all year round. Times of opening also vary depending on the need, but the crèche is generally available for sessions within the hours of 09.00 until 16.00 and 17.00 until 21.00.

The staff are supplied by a registered mobile crèche agency 'Marlay Childcare Services Ltd'.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children play in a clean environment, which is well set out. Tables, high chairs and nappy changing areas are cleaned appropriately before and after use and children's nappies are changed when needed. Staff ensure that sleep times and nappy changes are recorded appropriately, so that relevant information is passed onto parents. Children follow good hygiene practices, as staff help them to wash their hands before snack time and after using the bathroom. Therefore, young children's health and welfare is well protected. Children enjoy a substantial healthy snack of fruit, toast and cheese. They have regular drinks in their age appropriate cups or bottles and make good attempts to manage their food and drinks independently. Therefore, their nutritional needs are met very well. Children and staff sit together during the well organised snack time and children clearly enjoy the social occasion. Parents often supply their own children's food and drinks, therefore, staff ensure that these are carefully labelled and stored to prevent any confusion. Children do not have any opportunities to play outside in the fresh air, as there is no suitable outdoor area available. However, the room is spacious, therefore, children have good opportunities to enjoy physical play, such as using the 'sit and ride' toys and dancing to music. The person in charge has carried out suitable first aid training and appropriate procedures are followed, regarding medication and accidents. Due to the nature

of the group, parents are on site and are expected to administer any oral medication to their own children. This ensures that children's health needs are well met.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

The environment is spacious, very well set up and stimulating for the children. For example, there is a bright, welcoming and comfortable quiet/reading area and a dedicated messy/creative area. The environment is enhanced very well, as children's music plays and their work is well displayed. There is an abundance of good quality, age appropriate equipment and toys available, which are in very good condition. Therefore, children move around freely and safely and access the toys easily. Children are safe due to a combination of; the well deployment of staff, suitable use of child safety equipment, such as safety gates and electrical socket covers, written daily written risk assessments and procedures and very good monitoring and registration systems. Although clear fire evacuation procedures are displayed and staff have a good understanding of what to do in the event of an emergency, there have been no fire drill practices carried out for some time. Appropriate information and clear procedures are in place regarding child protection. This ensures that children's welfare is protected appropriately.

Helping children achieve well and enjoy what they do

The provision is good.

Children are very happy and fully occupied with some good activities that enhance their all round development very well. One to one care is offered to babies, where possible and they are comfortable and safe when playing with the toys. For example, they sit and look at the activity centres and musical toys, while being well supported by brightly coloured cushions. They are curious and imitate the staff's actions, as they eagerly press the buttons to make the animal sounds. Children concentrate very well during their activities. They thoroughly enjoy painting on the large paper, with the fluorescent paint and demonstrate delight and wonder when using the glitter. Young children's confidence grows as the session progresses and they become more animated and secure within the environment. They relate very well to the staff and relationships are close and natural. Children often seek out the staff for comfort and reassurance. The staff are fully involved and responsive towards the children, therefore children are very well cared for. Children thoroughly enjoy singing, dancing and clapping to the action songs. They successfully play on the sit and ride toys and move around the setting confidently. Therefore children achieve well and thoroughly enjoy what they do.

Helping children make a positive contribution

The provision is good.

Relevant information is gathered and documented, so that staff are aware of children's specific needs. Staff welcome children and parents enthusiastically. Therefore, children enter the room happily and are able to separate from their parents, with the staff's support. They are given lots of reassurance, warm interaction and staff engage them in play, therefore, children settle quickly. Children's choices are acknowledged well by staff, as they choose what they want to do. Overall, children's needs are met very well. The special needs policy ensures that all children are welcomed into the crèche. There is a good range of diverse toys, books and images available for the children, that reflect their own culture. Staff use lots of positive strategies and good management, with regards to young children's behaviour. They encourage them to be kind to each other, to share their toys and to help to tidy up. Children also receive lots of positive praise, therefore their behaviour is good and their self-esteem and confidence is high. Partnership with parents is good. They receive a good information booklet when their children start.

Informative notices and policies are displayed appropriately on the parents notice board. They receive good verbal information upon collection of their child, so that they are fully informed of their child's day. The staff have very friendly relationships with the parents and carers, which helps to develop secure and trusting relationships for the children. Parents are very happy with the staff and the care that their children receive.

Organisation

The organisation is good.

Good vetting procedures are in place and the information is well maintained and up to date. The crèche company works very closely with the adult education centre staff, so that relevant information is passed on, regarding the numbers of children booked into the crèche. Therefore, this ensures that the correct adult-child ratios are always maintained. The same crèche staff tend to work with the children, therefore, this provides good continuity for them. The person in charge is experienced and holds a relevant qualification. However, staff only have a basic knowledge of the Birth to three matters framework and do not currently use this in practice. No further training in this area has taken place. The staff team work very well together and clearly enjoy being with the children. Documentation is well organised and clear staff policies and guidelines are adhered to. Staff arrive early to set the room up for the children and basic activity planning is in place, which is good. Children follow a good, daily routine which includes snack time, free play and planned activities. There is a lack of safe, real and natural materials for the children to access. However, they have participated in some interesting activities such as Chinese New Year and apple printing, which enhances their all round development very well. Overall, the setting meets the needs of the children who attend.

Improvements since the last inspection

At the last inspection the group was required to; offer a change of toys and routines to promote children's independence. The crèche now has a well organised daily routine, which ensures that children's independence is promoted well.

Complaints since the last inspection

There are no complaints to report. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care day care

To improve the quality and standards of care further the registered person should take account of the following recommendations:

ensure that fire drills are carried out regularly

develop the staff's knowledge on the Birth to three matters framework and consider using in practice and increase the range of safe, natural and real equipment and materials for the children.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet Building better childcare: Compliments and concerns about inspectors' judgements which is available from Ofsted's website: www.ofsted.gov.uk.