



Kineton High School

Inspection Report

Unique Reference Number 125734
LEA Warwickshire
Inspection number 281988
Inspection dates 12 October 2005 to 13 October 2005
Reporting inspector Andrea Tapsfield HMI

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

Type of school	Modern (non-selective)	School address	Banbury Road
School category	Community		Kineton
Age range of pupils	11 to 19		Warwick, Warwickshire CV35 0JX
Gender of pupils	Mixed	Telephone number	01926 640465
Number on roll	1016	Fax number	01926 640872
Appropriate authority	The governing body	Chair of governors	
Date of previous inspection	12 November 2002	Headteacher	Mrs Julia Morris

Age group 11 to 19	Inspection dates 12 October 2005 - 13 October 2005	Inspection number 281988
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Introduction

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

Description of the school

Kineton High School is a mixed secondary school of average size. Pupils are drawn from a relatively prosperous rural area although there are pockets of socio-economic deprivation. The pupils' attainment on starting at the school varies marginally from year to year, but is generally in line with the national picture. Some learners from the school's locality take up places in local grammar schools. The school encourages learners to stay into the sixth form to continue their education. The number of pupils known to be eligible for free school meals is lower than average and the number who have special educational needs is broadly average. There are few pupils from minority ethnic backgrounds. Kineton High School has been a specialist sports college since 2003.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

The school's leadership team judges that the school is satisfactory. Inspection evidence confirms this and reveals many good features. Teaching and learning are satisfactory and so are the standards that pupils achieve. Some lessons are not interesting enough and assessment information is not used as well as it could be to improve pupils' progress. Parents and pupils speak very positively about the school. It develops pupils' personal qualities well. Pupils enjoy coming to school and their attitudes to work and their behaviour are good. The specialist sports college has been a successful initiative which benefits pupils and the community. There are weaknesses in the provision and use of information and communication technology (ICT) to improve achievement, and in risk assessment procedures. The school gives satisfactory value for money.

There have been good developments since the last inspection, particularly in the establishment of a management system for student data, the review of subject departments, and improvement planning. Managers accurately recognise what needs to improve and the school is taking steps to do so. Recent teacher appointments, the commitment of senior leaders and effective self-evaluation contribute to this. The headteacher has brought a clear vision and sense of purpose to the school and has the confidence of staff, parents and governors. The school is establishing better monitoring of pupils' performance. Senior managers are helping subject leaders to be more effective and removing inconsistencies in the quality of teaching. They take firm action if needed. The school has good capacity to improve.

Grade: 3

Effectiveness and efficiency of the sixth form

Grade: 3

The sixth form provides a satisfactory quality of education. This confirms the school's view. Although overall standards achieved are just below average, some students do particularly well considering their low starting points. Sixth formers show maturity and independence and are a good advertisement for the school. They use effectively the opportunities they are given to take responsibility and develop leadership skills. The curriculum is good and meets all students' needs through a wide range of academic and vocational courses provided either at the school or in partnership with local colleges. Some good teaching was observed but overall teaching is satisfactory. There is sometimes a lack of pace and targets are insufficiently challenging so that students are not engaged in their learning. Access to ICT during study time to facilitate independent work and research is not good enough. Leadership of the sixth form is new and it is too early to assess any impact. Grade: 3

What the school should do to improve further

- strengthen the quality of teaching and learning in order to raise the achievement of all groups of pupils in all subjects

- make better use of attainment data and assessment information to inform targets for teaching and learning
- ensure that the legal requirements for risk assessments are fully met
- improve the use of ICT, ensure that the curriculum meets statutory requirements for ICT at Key Stage 4, and improve provision for ICT in the sixth form.

Achievement and standards

Grade: 3

The standards and achievement of pupils are satisfactory. This confirms the school's judgements. Pupils reach average standards by the end of Year 9, although more able pupils are not achieving as well as they should in the English tests. Pupils make satisfactory progress by the end of Year 11, with boys doing better than girls. Pupils who have learning difficulties and those who are gifted and talented make satisfactory progress. The General Certificate of Secondary Education (GCSE) results over the last five years show an upward trend and were above average in 2004. English and mathematics results are good. In 2005 the GCSE results were not as good as in 2004 and were below average in science.

The standards achieved in post-16 examinations are below the national average, although students' overall progress is satisfactory. Some pupils perform better than would be expected given their starting points. Girls generally do better than boys, except in vocational courses.

Grade: 3

Personal development and well-being

Grade: 2

The pupils' personal development is good. Pupils treat one another with respect and relationships with each other, and with staff are good. They operate well as team players. In religious education lessons, pupils reflect on a range of moral and spiritual issues and show understanding of different cultures. Pupils display positive attitudes to learning and apply themselves diligently to their work. They enjoy coming to school. Attendance is above average and improving. Student behaviour is good in classrooms and around the school site. During the inspection, in an evacuation of the building, the behaviour and attitudes of pupils were exemplary.

Pupils are articulate and readily discuss their participation in school activities and work experience. A range of initiatives encourage pupils to adopt a healthy lifestyle and this is promoted through the sports college status. All pupils participate in physical education, including the sixth form, which is having a beneficial effect on their healthy development. Pupils are aware of safe practices and know where to get help. There is a strong community spirit within the school and the sixth formers make a very valuable contribution to this. For example, they organise fund raising events for charity, and participation in these is highly valued by younger pupils. Through sport, the school council and peer mentoring, pupils develop leadership skills and a good sense of social responsibility. Recent expeditions to India, Zambia and Peru have been life changing

opportunities which have helped individuals to become confident young people ready to take their place in society. Pupils develop good skills to support their future economic well-being.

Grade: 2

Quality of provision

Teaching and learning

Grade: 3

Teaching is satisfactory overall. Many lessons observed had good features and some outstanding teaching was seen. The school recognises that the differences in pupils' achievement between subjects reflect variations in the quality of teaching. The best teachers use their good subject knowledge effectively to support pupils. Their lessons are well structured and they motivate pupils to learn with a good variety of challenging tasks. These teachers conclude the lesson knowing what pupils have learned. However, other lessons are not planned well enough to interest and engage pupils or meet their needs. In weaker lessons, teachers do not use questioning to check that all pupils have understood each learning point before they move on.

Most pupils can confidently explain what they have learned and apply this in new situations. They produce good work and take pride in it. They contribute ideas willingly to discussions. Boys are sometimes allowed to dominate lessons and this has a negative effect on girls' achievements in these lessons. Pupils who have specific needs often benefit from the support of teaching assistants, but the school is aware that the coordination between teachers and those supporting pupils is not yet as effective as it should be. ICT is not used well, or often enough, in lessons.

Assessment has generally improved since the last inspection. Even so, some teachers do not use assessment data well enough to monitor pupils' progress and match teaching to their' needs. The best teachers mark very well. Others do not give pupils enough guidance on how to improve. Pupils speak positively about teachers who encourage them to evaluate their own learning and that of others in the class so they can check their progress against the teachers' judgements of them.

Grade: 3

Curriculum and other activities

Grade: 2

The curriculum is good. In Years 7 to 9, the school provides a broad and balanced range of activities that meets the needs of every student. The curriculum for 14–19 year-olds is flexible. Higher attaining pupils are challenged to follow the separate science courses and take English literature as well as language. Most pupils are expected to study French and technology until 16. Pupils also have the opportunity to sit examinations early, such as music GCSE, and to study vocational courses. Pupils who have learning difficulties can follow the Youth Award programme and a wide range of

off-site courses. This is proving successful at improving the motivation and standards of pupils. At post-16, plans for broadening opportunities with further vocational options in addition to the more traditional subjects are well underway. This should help more students to reach their potential.

The religious education curriculum and school assemblies successfully foster pupils' spiritual, moral, social and cultural development. The school timetable also includes additional activities, such as enterprise days. Opportunities for pupils to experience work placements are well established. Physical education is compulsory for sixth form students and sports leaders awards are open to all. A good variety of enrichment activities enhances the formal curriculum and adds to pupils' enjoyment and achievement in school. Sports, drama, musical productions and visits are all offered. Late buses are provided so that all pupils can participate.

Grade: 2

Care, guidance and support

Grade: 3

Arrangements are satisfactory with some good features. The recent introduction of heads of year has improved the quality of support and guidance. Personal development and academic progress are reviewed and discussed regularly with pupils and parents. Journals are monitored well by teachers and most pupils find them useful. There are good systems for identifying targets but not all teachers make it clear to pupils what they need to do to meet them and make good progress. Year 7 pupils are supported well when they join the school. All pupils know where to get help if they have concerns and feel confident that problems will be dealt with. The personal, social and health education programme includes topics such as bullying and racism but needs to be more tightly coordinated. There is regular careers advice available from Year 7, although sixth form students do not have the opportunity of support from Connexions.

The school provides good support for pupils with learning difficulties and disabilities. The work of the student support centre is particularly effective in meeting the needs of pupils at risk of exclusion and helping them make progress. Child protection procedures are securely in place and are regularly reviewed. Supervision of pupils at break and before and after school is good. Risk assessment procedures have not been prioritised recently, but the school is aware of this and is dealing with the issue. The school council has made a positive contribution towards shaping the life of the school in recent years. Currently, the school is reviewing the best way of hearing the student voice. The sports college status offers a wide range of exciting new opportunities for all pupils to enjoy being healthy and fit.

Grade: 3

Leadership and management

Grade: 3

Leadership and management have several good features but are satisfactory overall. The school is well led. The headteacher provides clear direction, energy and enthusiasm and is supported ably by the other senior leaders. They work well together as a team and have good capacity to bring about improvements. There is beneficial coaching by senior managers for academic and administrative leaders at all levels to develop their management skills. Governors support the school well and participate in subject reviews. Performance management is well established, reinforces accountability and is closely linked to professional development.

The school has good links with other providers of education and care. It reviews its work thoroughly and listens carefully to the views of pupils, parents and the community. Managers undertake frequent lesson observations, scrutinise pupils' work and analyse their progress and achievement. There are regular reviews of subject departments. From this wide range of evaluations, the headteacher has a very good grasp of the strengths and weaknesses of the school. Improvement plans are developed through open discussion and consultation. However, the school has not reached the recent improvement targets it set itself in terms of pupil achievement. The senior managers recognise that, in the past, the school has not focused enough on driving up standards in teaching and learning. They are taking positive action to put this right. Managers are helping subject leaders, particularly in the core subjects, to be more effective in raising pupils' achievement. Last year they established professional groups for all teachers to share good practice in teaching and to work on improving effectiveness. The school analyses information on pupils' standards and achievement, but does not use this to show how well different groups of pupils are doing across the school. There is no robust system to track progress and entitlement in ICT at Key Stage 4.

Resources are deployed as well as they can be in view of the constraints of the accommodation. There are currently no wheelchair users in the school, but parts of the site that were constructed in 1957 do not have access for them. There is insufficient access to ICT resources for pupils to use in lessons, and sixth form students need better facilities and resources to use their private study time in school effectively.

Grade: 3

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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>	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?	3	3
How well does the school work in partnership with others to promote learners' well-being?	2	2
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	3	3
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?	3	3
The standards ¹ reached by learners	3	3
How well learners make progress, taking account of any significant variations between groups of learners	3	3
How well learners with learning difficulties and disabilities make progress	3	

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	2
The behaviour of learners	2	2
The attendance of learners	2	2
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	2	2
The extent to which learners make a positive contribution to the community	2	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	2

The quality of provision

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

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?	3	3
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	3	
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	
How effectively and efficiently resources are deployed to achieve value for money	3	
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

14 October 2005

Dear Students

Thank you for being so welcoming when we came to inspect your school recently. What you had to tell us was very valuable and helped us in our work. Now that we have finished the inspection and written our report we wanted to let you know about our findings.

We judged that your school is satisfactory with areas that are good. The following things are done well:

your headteacher and the senior staff run the school well

the sixth formers make a very positive contribution to the school

the vast majority of you want to succeed, behave well and try your best

you get on well with each other in lessons and around the school

your standards of work and your examination results show that you make satisfactory progress, but you could do better

your teachers know their subjects and you are taught well in many lessons

your school helps you in your personal development and supports you well when you have concerns

the school has worked hard to give you a wide range of different courses which are interesting for you and prepare you for when you leave Kineton

the school gives you some exciting out-of-school opportunities, such as expeditions, sports activities and drama and music productions, and many of you are taking a real interest in supporting these activities

the sports college has brought benefits to many of you and helps you to follow healthy lifestyles.

We recognise that there have been improvements since we last visited your school, but we have said that there are still things to do. We believe this will help your education. The main things the school has to do are:

improve the teaching in some lessons by looking at ways to interest you and involve you more in your learning so that you can do even better in your work

make sure that teachers make it clear to you how you can improve your work and achieve your targets, so that the school can achieve its targets

make sure that all of you develop your ICT skills

give sixth formers better access to ICT and other resources for their private study.

The inspectors know that you are proud of your school. We thought your behaviour when we were all evacuated from the building was excellent. We hope that you will continue to contribute all that you can to enjoy your time at Kineton, improve your own skills and help those around you to do the same.

Our very best wishes to you for the future.

Yours sincerely

Andrea Tapsfield HMI Lead inspector