

# King Edward VII Science and Sport College

## Inspection report

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<b>Unique Reference Number</b>	120235
<b>Local Authority</b>	Leicestershire
<b>Inspection number</b>	301283
<b>Inspection dates</b>	16–17 May 2007
<b>Reporting inspector</b>	Dilip Kadodwala HMI

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

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<b>Type of school</b>	Comprehensive
<b>School category</b>	Community
<b>Age range of pupils</b>	14–18
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	757
6th form	251
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	John Kailofer
<b>Headteacher</b>	Noel Melvin
<b>Date of previous school inspection</b>	8 June 2004
<b>School address</b>	Warren Hills Road Coalville LE67 4UW
<b>Telephone number</b>	01530 834925
<b>Fax number</b>	01530 832268

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<b>Age group</b>	14–18
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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

This is an average size school which serves a former coal mining area. It gained specialist science and sport status in September 2005. Almost all students are from White British backgrounds. Very few students are from minority ethnic backgrounds and they all speak English fluently. The proportion of students eligible for free school meals is broadly average. The proportion of students identified with learning difficulties and disabilities is broadly average too, but the proportion that has a statement of special educational need 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

The college's overall effectiveness is good. It is particularly successful in ensuring the good personal development and well-being of students. Close attention has been paid to improving students' attendance using a good range of strategies. The curriculum is good with some outstanding features. A creative approach to curricular planning enables students to exercise choice from a wide range of studies, including vocational options, which has helped to improve students' attendance and increased their motivation to succeed. The great majority of students like coming to college and have positive attitudes to learning. Students' care, guidance and support are good. Robust systems ensure the welfare, protection and safety of students. There have been no permanent exclusions in recent years. Students with learning difficulties and disabilities, and looked after children make good progress because of the level of care and support they receive. The college enjoys outstanding links with neighbouring schools so that transfer at age 14 is smooth. Another strong feature is its partnership work with parents and the wider community. This helps to inform and improve provision for students. The college's specialist science status is influencing other faculties through the dissemination of effective practice. The college's sport status has helped to widen the range of activities for sport with increasing participation, although girls are underrepresented.

Teaching and learning are good. Typically, lessons are well planned with a good range of activities which engage students' interests, and they respond positively, as shown by their behaviour and application. Students are aware of their target grades in each subject. These are realistically set and, over recent years, students have generally reached the targets set in most subjects. However, monitoring of students' progress towards their target grades is not frequent enough, resulting in some underachievement not being identified early enough for remedial action to be effective. This is particularly the case for the lower attaining students. Some teachers mark students' work conscientiously, providing them with detailed guidance on how the standard of their work can be improved, but this good practice is not consistent across all subjects.

Leadership and management are good. In the sixth form, this has led to more students joining, remaining and making good progress. Elsewhere, senior leaders ably support the principal and, together, they provide good leadership. Improvement since the last inspection has been effective in relation to attendance and teaching and learning. Achievement and standards are satisfactory. Results in the GCSE examinations have improved at a faster rate than is found nationally, so that students now make satisfactory progress from their starting points on entry to the college. However, standards and progress in English, information and communication technology (ICT) and physical education lag behind those in other subjects. The rigour of senior leaders' evaluations has rightly picked up these weaknesses and suitable action is being taken, demonstrating that the college has a good capacity to improve.

## Effectiveness and efficiency of the sixth form

### Grade: 2

The effectiveness of the sixth form is good. It is well led and provides a good education for its students. Over recent years there has been a marked increase in student numbers, rising from under 200 in 2003 to a high of 275 in 2006. This has enabled the college to offer a much wider range of courses to cater fully for students' academic and vocational needs. Good guidance is

provided so that students can choose combinations of subjects that will help them to pursue their personal and career aspirations.

Attainment on entry is below average but by the time they leave, students' attainment is broadly average. All groups of students, including those with learning difficulties and disabilities, make good progress and achieve well. This reflects the good quality of teaching they experience. Students enjoy lessons and benefit from teachers' good knowledge of their subjects. There is a high staying-on rate from the main school and good retention of numbers from Year 12 to Year 13. The sixth form is successfully raising students' aspirations and an increasing number progress into further or higher education each year. The college has established excellent links with many universities and this enables students to make informed decisions about their choice of higher education courses. Equally, strong links have been established with local industries that give students a good indication of local employment possibilities.

Students' personal development and well-being are good. They grow in confidence and maturity. The sixth form council provides an effective forum for students to discuss and influence decisions. Students respond positively to opportunities to organise school functions and charity work. There is a good system for monitoring students' progress. Underachievement is identified quickly and support provided to get them back on track.

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

- Improve students' achievement, particularly that of the lower attainers, by making more frequent assessment of their progress.
- Improve the quality and frequency of teachers' marking so that students know how to improve their work consistently across all subjects.

## **Achievement and standards**

### **Grade: 3**

#### **Grade for sixth form: 2**

Achievement and standards are satisfactory. Students enter the college with standards just below national averages and even lower levels of attainment in literacy. They make satisfactory progress in Years 10 and 11. Standards are below average but have improved over the last three years at a significantly faster rate than the national trend. The college attained its best GCSE results in 2006. However, there are marked variations between subjects. In science, results are consistently strong but students do not achieve as well in English, ICT and physical education. Students with learning difficulties and disabilities receive strong support and as a result they make good progress. The poor attendance of some low attaining students hinders their progress. There are still too many students who leave the college at the age of 16 with no GCSE qualifications although this has improved over recent years. The college's specialist status in science has achieved good results and agreed targets have been met. In physical education, the targets set were not met in 2006.

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

### **Grade: 2**

#### **Grade for sixth form: 2**

Students' personal development and well-being, including their spiritual, moral, social and cultural development, are good. This is achieved through the personal, social and health

education programme, with good contributions from a number of other subjects. A wide range of trips and visits enriches students' cultural awareness. Attendance is satisfactory and has improved significantly since the last inspection. This is because the college has worked hard to develop and implement rigorous systems to ensure that students attend school regularly and punctually. Most students work hard and have positive attitudes to learning. They feel safe and are comfortable about approaching staff if they have any concerns. Overall, students look after themselves well. They are confident that any bullying incidents will be dealt with quickly and effectively. Students are considerate and behave well in lessons and around the college. Careful monitoring of any incidents of unacceptable behaviour leads to effective but sparing use of exclusions.

Students make a good contribution to life in the college and the wider community. The student council represents students' opinions well and many of its suggestions are acted upon. The college has achieved the Healthy Schools Award in recognition of the high priority it gives to the importance of leading a healthy, active lifestyle. Students respond positively. For instance, they make the most of the increased time given over to sporting activities. Students are provided with opportunities to develop skills for their future economic well-being through well focused advice from the careers service. Students gain well from work experience opportunities. However, some students' skills in literacy, numeracy and ICT are underdeveloped.

## **Quality of provision**

### **Teaching and learning**

**Grade: 2**

**Grade for sixth form: 2**

Teaching and learning are good and have improved since the last inspection as a result of systematic review, challenge and support. Learning is effective when there is a good structure to lessons and tasks are stimulating. Students respond with enthusiasm and enjoyment. Typically, lessons begin purposefully with clear learning objectives which are explained well. Students are engaged through work in pairs or small groups and know how well they have made gains through teachers' careful checks against learning outcomes at the end of lessons. The best lessons take account of the students' differing needs and learning styles and suitable tasks promote effective learning. Evaluation of teaching and learning has rightly identified the need for this kind of practice to feature more across lessons, along with the priority of enabling students to think and work more independently. There is a well established tracking system to monitor students' progress towards realistic target grades. Staff use assessment data to inform their planning. However, assessments are not carried out frequently enough to identify and remedy some underachievement quickly. This is particularly significant because of the limited time students have in the college before their GCSE examinations. The marking of students' work is variable. The most informative marking tells students of the progress they are making and guides them towards improvement. However, too much work is simply marked with a tick or a cross.

## **Curriculum and other activities**

**Grade: 2**

**Grade for sixth form: 2**

The curriculum is good with some outstanding features. There are excellent links with other providers to meet the specific needs of individual students through a wide range of vocational courses. This has increased students' attendance, along with an increase in the proportion of students continuing in education beyond the age of 16. Close collaboration with a local college of further education has enhanced the range of courses offered and further innovative expansion of such courses is planned for September 2007. Students are offered many additional activities, including additional classes to boost examination results. The specialist sport college status has extended the type and number of sporting activities which are readily taken up and enjoyed. The college recognises that more needs to be done to encourage many more girls to take part in sport. Students enjoy participating in, and supporting, imaginative musical and theatrical performances. Whilst there has been significant improvement in the provision for ICT, access for all students is not fully secured.

## **Care, guidance and support**

**Grade: 2**

**Grade for sixth form: 2**

The provision for care, guidance and support is good with some outstanding features. The college has outstanding procedures that provide a smooth transition for students from and into other schools. There are excellent support systems which students use confidently. When necessary, the college uses its strong links with outside agencies to ensure that vulnerable students and families benefit from a wide range of professional services. The progress of looked-after children is monitored closely and they are very well cared for. Good relationships and a clear structure of well targeted support for students with learning difficulties and disabilities enable these students to make good progress. Arrangements for students' safety are very effective with detailed risk assessments and thorough child protection procedures. Students are aware of their target grades and are supported in monitoring their own progress by teachers, mentors and tutors.

## **Leadership and management**

**Grade: 2**

**Grade for sixth form: 2**

Leadership and management are good. The principal provides good leadership, ably supported by the senior leadership team. Together, they work with unrelenting determination to bring about improvement. Staff share a common purpose in raising students' standards and ensuring their well-being. As a result, students' attendance has improved, as have their achievement and standards. Senior leaders have a good understanding of the college's strengths and weaknesses. Their sharp evaluations of the college's work have helped to identify accurately where improvement is needed. However, some weaknesses persist with action still needed to improve the progress of lower attaining students and the frequency of teachers' assessments. Middle managers are supported well and held to account. This has enabled the quality of their leadership to improve and weaknesses to be tackled. The college's development plan identifies

the right priorities for improvement, including those focused on students' achievement. Governors work well with college staff making periodic visits to faculties. Governors' support and challenge are balanced, resulting in good governance. Financial management is good. The use of prudent strategies has resulted in turning a deficit budget to a slight surplus. The college provides good value for money.



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## Annex A

## 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	2
How well does the school work in partnership with others to promote learners' well-being?	1	1
The effectiveness of the school's self-evaluation	2	2
The capacity to make any necessary improvements	2	2
Effective steps have been taken to promote improvement since the last inspection	Yes	Yes

### Achievement and standards

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

### 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	
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	2	

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	2
<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 to below average; Grade 4 - Exceptionally low.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	
How effectively performance is monitored, evaluated and improved to meet challenging targets	2	
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, including staff, are deployed to achieve value for money	2	
The extent to which governors and other supervisory boards discharge their responsibilities	2	
Do procedures for safeguarding learners meet current government requirements?	Yes	Yes
Does this school require special measures?	No	
Does this school require a notice to improve?	No	

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**Annex B****Text from letter to pupils explaining the findings of the inspection**

Dear Students

Inspection of King Edward VII Science and Sport College, Coalville, LE67 4UU

As you know your college was inspected recently. Thank you for your warm welcome and cooperation during our visit. We really enjoyed meeting you and value your opinions and comments.

The inspection found yours is a good college. Although GCSE standards are below average, they are improving fast. Good teaching, your positive attitudes to learning, your application in lessons and improved attendance by many of you mean that the majority of you make good progress in Years 10 and 11. Standards in the sixth form are average and students make good progress because of the quality of teaching. The college allows you to express your opinions and you do so responsibly through the college council which helps to improve the quality of life in the college. The college works hard to enable you to lead healthy lives and you get involved in many extra-curricular activities, including sports. We agree with your principal that more girls could take part in sporting activities. The college has excellent links with other providers. This enables you to have wider choices to help you to make the most of future employment options.

There are some aspects of the college's work which we think can be better. Teachers need to carry out more assessments to check how well you are progressing towards your target grades. Although some of your work is marked regularly, we think that teachers need to give you more indication of how you can improve your work.

Best wishes for your success.

Yours faithfully

Dilip Kadodwala Her Majesty's Inspector