

Kibworth High School a Community Technology College

Inspection report

Unique Reference Number	120273
Local Authority	Leicestershire
Inspection number	302298
Inspection date	7 June 2007
Reporting inspector	Kevin Sheldrick HMI

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

Type of school	Middle deemed secondary
School category	Community
Age range of pupils	11–14
Gender of pupils	Mixed
Number on roll	
School	705
Appropriate authority	The governing body
Chair	Brian Kearvell-White
Headteacher	Angela Edwards
Date of previous school inspection	1 June 2003
School address	Smeeton Road Kibworth Leicester LE8 0LG
Telephone number	0116 2792238
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Introduction

The inspection was carried out by one of her of Her Majesty's Inspectors.

Description of the school

This is a smaller than average sized secondary school serving a community with lower than usual levels of deprivation. The school is popular and a significant minority of pupils are from outside the school's catchment area. Most pupils are of White British heritage and the remaining 6% are from a range of other ethnic backgrounds. On entry to the school most pupils are of broadly average ability, although there is a higher proportion who have attained higher levels at the end of Key Stage 2. The school has a below average proportion of pupils with learning difficulties and disabilities. The school, working in partnership with another local high school and its feeder upper school, gained technology specialist status in 2006.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school. The very good relationships that exist between adults and pupils reflect a strong commitment to listening and responding to pupils' views. Extensive opportunities to be involved in residential activity and charity work also result in pupils being able to make a highly effective positive contribution. Standards are above average and pupils achieve well. Results have improved significantly in recent years and the school is now in the top 12% of highest achieving schools nationally. All pupils make at least satisfactory progress and the majority, including those with learning difficulties, make good progress. Teaching is carefully planned in response to increasingly accurate assessments of most pupils' work. As a result, pupils enjoy learning which contributes to the good behaviour and attendance. Although the progress of high attaining pupils is satisfactory, teaching is not consistently well matched to their needs so they do not make as much progress as other pupils. The school has recognised this and has made improvements for this group a priority. Recent improvements and the school's willingness to listen explain why the vast majority of parents responded very positively in their responses to the inspection questionnaires. Pupils feel safe because they are well cared for. The school makes good use of external agencies to enhance the care provided. Support and guidance are good, particularly as pupils transfer from the primary school and when they leave to go to the upper school. Effective collaboration with other local schools further enhances transitions between schools and also contributes to good enterprise and work-related learning. This provision and the high standards reached mean pupils are well prepared for their future economic well-being, although there is room for more independent learning. The curriculum is good overall, mainly because there are effective adaptations to ensure pupils with learning difficulties achieve well. Literacy is promoted well and there is an extensive range of extra-curricular opportunities. Good spiritual, moral, social and cultural development and the healthy lives almost all pupils lead confirm the pupils' good personal development and well-being. The school is currently introducing a new system for monitoring pupils' progress in response to its recognition that this has not always happened consistently well in the past. Leadership and management are good. The school has made good progress since the last inspection, largely as a result of effective monitoring and evaluation being used to identify the right priorities. Planning for improvement is good because there is a clear focus on raising attainment and a pragmatic appreciation of what is possible. The school has developed a formula for sharing good practice and there is a growing mood for change as higher expectations have spread across more departments. There is clear evidence of the school using its new technology specialist status to improve information and communication technology (ICT) across the curriculum and build important links with partners. All of these improvements indicate a good capacity to improve, although there is scope for moving more quickly towards targets for achievement associated with an outstanding school.

What the school should do to improve further

- Improve the achievement of higher attaining pupils by ensuring consistent levels of challenge and increased opportunities for independent learning.

Achievement and standards

Grade: 2

Standards are above average and pupils achieve well. In the core subjects of English, mathematics and science above average numbers of pupils attain Levels 5 and 6 in the end of Key Stage 3

tests. This is also the case for mathematics and science at Level 7. In English, the proportion of pupils attaining Level 7 is average. Pupils enter the school with broadly average attainment, although there is a greater proportion than usual of pupils who have achieved higher levels in the tests at the end of Key Stage 2. When pupils leave at the end of Key Stage 3 their attainment is above average. The good progress made by middle and lower attaining pupils explains why achievement overall is good. The school is in the top 6% for its achievement in mathematics. The achievement of pupils with learning difficulties is good and the school has eliminated a gap in the achievement between boys and girls. High attaining pupils did relatively less well but still achieved satisfactorily. Attainment is good across most subjects outside of the core, although there are some where achievement has been satisfactory because not enough pupils have gained the higher levels. This has been the case in modern foreign languages (MFL), design and technology, ICT, art and music. The school is taking effective action to improve the performance of these subjects.

Personal development and well-being

Grade: 2

The personal development and well-being of pupils are good. Pupils rightly think their school is good and value what is achieved academically and in competitive sport. Pupils feel there are adults they can talk to easily and they feel safe in school as a result of the good care and the school's determination to deal rapidly with any hint of bullying. The school's healthy dinners and good provision for physical education contribute to the healthy lives almost all pupils lead. Behaviour and attendance are good and reflect the fact pupils enjoy coming to school. Although pupils enjoy most of their learning, they do not enjoy the minority of lessons in which they are too passive. An outstanding feature of the school is the positive contribution pupils make to the community. Pupils really value the way the school listens to their views and responds wherever possible. The school council is taken very seriously by pupils and adults in the school and plays a leading role in improving the school. Recently this has resulted in improvements to the reward system. Pupils are also involved in staff appointments. Pupils relish the opportunities they have to raise money for charity and were particularly enthusiastic about the competition to see which form could make the most of an initial £10 investment. Activities of this kind contribute to effective enterprise and work-related learning. Spiritual, moral, social and cultural development is good as a result of a curriculum that is regularly audited to ensure these aspects are covered. This is further reinforced by a positive school ethos and regular opportunities for reflection on important events in assemblies.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good and this largely explains the above average progress pupils make. Lessons are carefully planned so that there are a variety of activities that take account of the preferred learning styles of pupils. Expected outcomes are made very clear, are regularly reviewed and rewards are given to further motivate pupils. Teachers use ICT and other resources well to make lessons interesting. In an ICT lesson, pupils were fascinated by a traffic light demonstration that addressed the misconceptions held about the colour sequence. High attaining pupils were particularly positive about the teaching of mathematics because of the opportunity they had to work in groups with others of similar ability and the frequent feedback they received that helped them be aware of how they could achieve at a higher level. In a minority of lessons,

progress is less because the same outcomes are expected, regardless of ability, and pupils are not actively involved. Learning support assistants are well deployed to ensure pupils with learning difficulties make good progress. The school's focus on improving feedback to pupils on the progress they make is resulting in a growing awareness of what they must do to improve. So far, this has been particularly effective with middle and lower attaining pupils.

Curriculum and other activities

Grade: 2

The curriculum is good. Good adaptations are made to ease the transitions from primary school and when pupils leave to join the upper school. Where appropriate, pupils initially have a more primary-focused curriculum. In Year 9 vocational taster opportunities are provided so pupils can make more informed choices. The school's technology status partnership arrangement has resulted in collaborative activities that extend into the upper school. This funding is also being used well to increase ICT across the curriculum. There is good support for literacy, particularly in humanities subjects. Pupils are very positive about the wide range of extra-curricular activities and the fact that virtually all have residential experiences that contribute significantly to their personal and social development. Café Neuf and other enterprise activity add further to the curriculum. The school is rightly changing its citizenship curriculum in response to feedback from pupils. The curriculum provides satisfactory support for independent learning. Higher attaining pupils in particular, appreciate being able to pursue their own ideas in art, music and history but would benefit from further opportunities to undertake their own guided independent research, especially using ICT.

Care, guidance and support

Grade: 2

Care, support and guidance are good. Pupils are well cared for as a result of the work undertaken by form tutors, heads of year, the pastoral support co-ordinator and external agencies. This is reinforced by the school's caring ethos that stresses the need to listen to pupils. The support for pupils at transition times is especially noteworthy. Jointly funded additional posts have been made to ensure extra support is available. As a result, the progress made by vulnerable learners is not adversely affected by transitions. Safeguarding procedures meet current government requirements. Collaboration with the upper school is effective in ensuring pupils have a really good understanding of their subject choices at Key Stage 4. Monitoring of pupils' progress is now effective. It has been improved to ensure the school responds more quickly to any variations in progress. The school has made the right decision to develop further the role of form tutors so they can be more involved in monitoring pupils. There is scope for increased use of pupils' planners in ensuring form tutors, pupils and parents have a greater awareness of the progress being made towards the achievement of targets.

Leadership and management

Grade: 2

Leadership and management are good. Roles and responsibilities have been made very clear and have contributed to the greater urgency that has accelerated the rate of improvement. The school takes very seriously the need to gain the views of pupils and parents and respond positively to these. Changes to the reporting to parents have been made in response to parental comments that they would like more information about pupils' progress. The school is very

clear about how this links to the new progress monitoring system and has carefully planned how this can be implemented successfully. The school is collaborating very well with a range of partners to improve provision. The collaboration with other local schools is well managed to aid transitions but also to improve learning. As a result, teachers are becoming more aware of how to assess and identify the outcomes for pupils of different abilities. The school's monitoring and evaluation are effective because weaknesses have been identified and corrected, largely through using expertise in the school. The significant improvements in English and MFL are a direct result of this. The school has an accurate view of the strengths in its middle leadership team and is making further improvements through an emphasis on increased accountability and collaboration. Governance has improved substantially since the last inspection and is now good. Governors know the school well and have not taken the line of least resistance in making key appointments. They have re-advertised posts to ensure they have a high calibre senior leadership team. They have challenged members of staff where there has been evidence of low expectation in the past. Governors have contributed significantly to the higher expectations that now exist in the school. The school provides good value for money.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	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
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	2
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	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

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

¹ 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**

How effective are leadership and management in raising achievement and supporting all learners?	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	2
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, 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
Does this school require special measures?	No
Does this school require a notice to improve?	No

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

9 June 2007 Dear Pupils Inspection of Kibworth High School and Community Centre, Kibworth, LE8 0LG I am writing to you to thank you for the important role you played during the recent inspection of your school and to inform you of some of the findings. I particularly want to thank the pupils I interviewed because the views expressed were crucial in helping me make the final judgements. The inspection confirmed what many of you already thought, that Kibworth School is good. An important feature of the school is the attention given to your views. This is a major factor in enabling you to make a really positive contribution to the community. Because your school is well led, above average numbers of pupils reach above average standards and achieve well. This good leadership has resulted in good teaching increasing across the school so more of you succeed. We think you are cared for well and have a curriculum that is good because it prepares you well for your upper school and ensures almost all of you benefit from residential experiences. As a result of this good provision your personal development and well-being are also good. You told me that although you enjoy school there are a minority of lessons that are not such fun because you are not actively involved. To improve further I have suggested that the school increases the achievement of higher attaining pupils by ensuring that all lessons are more consistently challenging and there are greater opportunities for independent working. You can help by continuing to share your views about all aspects of the school. Once again thank you for help and I wish you all the best for the future. Yours sincerely Kevin Sheldrick
Her Majesty's Inspector