

Kingsley College

Inspection report

Unique Reference Number	132823
Local Authority	Worcestershire
Inspection number	341352
Inspection dates	30 September –1 October 2009
Reporting inspector	Michael Smith HMI

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

Type of school	Comprehensive
School category	Community
Age range of pupils	13–19
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	1075
Of which, number on roll in the sixth form	250
Appropriate authority	The governing body
Chair	Mr Richard Middleton
Headteacher	Mrs Lesley McGuigan
Date of previous school inspection	3 March 2007
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and four additional inspectors. The inspectors visited 44 lessons, and held meetings with a member of the governing body, staff and groups of students. They observed the school's work, and looked at a variety of school documents and policies.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- The achievement of students and progress made in lessons and over time, particularly the progress of girls
- The achievement of students with special educational needs and/or disabilities, in all key stages, to determine whether teaching is sufficiently challenging and supportive
- The challenge from leaders at all levels to ensure sustained improvement to the provision
- The accuracy of the school's evaluations across key areas taking into account the standards reached by students and the progress made.

Information about the school

Kingsley College is a specialist art school which was formed in 2001 as part of the amalgamation of three high schools. The proportion of students from minority ethnic backgrounds is low. The proportion of students with special educational needs and/or disabilities is average with an above average proportion of students having a statement of special educational needs. Some of these students attend the school's specialist resource base for students with autism spectrum conditions. Fewer students than the national average are eligible for free school meals.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

4

The school's capacity for sustained improvement

3

Main findings

In accordance with Section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a notice to improve. Significant improvement is required, by the end of Key Stage 4, to overall standards and standards in both English and mathematics. Whilst some aspects of the school's work are good and it provides a secure and welcoming atmosphere for students, standards in GCSE examinations are low and in some of the key areas there has been little sign of sustained improvement over the last four years. As such the school's overall effectiveness is judged to be inadequate. Behaviour continues to be good and attendance has improved over recent years and is above average.

The senior leadership, through its self evaluation, are aware of the issues regarding low standards and have already given a strong steer to what needs to be improved by introducing appropriate policies and procedures to bring about improvements. However, at times middle leaders are overgenerous with their evaluations. The progress observed by students in lessons is satisfactory and is greater than previous test results might suggest. Girls, who had previously made poorer progress than boys, have been a focus for improvement by the school and now make similar progress to boys. These, along with improvements to students' attendance and continued good behaviour demonstrate the school has a satisfactory capacity to improve.

Progress in lessons is best when the teaching, which is judged satisfactory overall, is lively and engaging. However, often lessons do not adequately motivate students because they are too teacher dominated and activities do not allow students to take responsibility for their own learning. In the best lessons, assessment is used well to match the work to the correct level for students, although at other times work is not well matched to the variety of abilities within a group or is not sufficiently demanding. Assessments are not used effectively to identify and advise students on what they need to do to improve and challenge them to meet or better their targets.

Good use is made of the performing arts specialist status to enhance students' self esteem and also to make good contributions to the local community. Outside performers are used effectively to ensure students have a better understanding of different cultures, both within Britain and beyond. These also contribute effectively to students' good social and cultural developments.

What does the school need to do to improve further?

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- Raise overall attainment by the end of Key Stage 4 in both English and mathematics.
- Improve the quality of teaching so lessons consistently engage students in challenging activities with greater opportunities for students to:
 - Work independently
 - Research, debate and discuss their work
 - Take greater responsibility for their own learning.
- Improve the use of assessment so that work is better matched to individuals' needs and advice is given on how students can improve to meet or better their targets.

Outcomes for individuals and groups of pupils**4**

Overall results in GCSE examinations are low. The proportion of students who gain five or more GCSE passes at grades A* to C including English and mathematics has been significantly below average for three of the last four years and the upward trend seen in 2008 was reversed in 2009. Overall results in English and mathematics are also consistently low when compared to national figures. Students' progress has been slow over the last few years but a greater emphasis on increasing the pace of learning and an effective tracking system have meant that the progress observed in lessons was generally satisfactory with some being good. Students with special educational needs and/or disabilities make similar satisfactory progress. There is good and efficient identification of these students' needs and those in the autism base are monitored effectively and a rigorous and accurate record is kept of their progress and achievements, especially in personal development. Students with a statement of special educational needs make good progress.

Students' spiritual development is good. They develop beliefs which inform their perspective on life. They celebrate success around the school and within the community through art and music and develop good levels of self esteem as a result of the opportunities they are given. Their cultural development is good. The school provision for arts and drama makes a positive contribution to students' appreciation and enthusiastic engagement in the artistic and cultural activities it offers. Art work produced by students successfully enhances the environment whilst celebrating their achievement. The students' social and moral development is good. Students engage enthusiastically for example in drama lessons or when learning to design a key ring. They take turns and are aware of the impact of their actions and words on others. They show good respect for the way others live and take the feelings of all into consideration. They are welcoming, friendly and considerate. They engage well with each other and with those they meet. This strong social and moral understanding also supports students' feeling safe and they know any incidents of bullying, for example, are quickly and effectively dealt with. Students' strong social and moral understanding also impacts positively upon their preparation for the future. Students attend well and whilst relative standards in English and mathematics are low this does not adversely affect their ability to function well in the key skills. Nearly all students continue with education, employment or

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training at the age of sixteen.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	4
Taking into account: Pupils' attainment ¹	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	3
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The overall quality of teaching is satisfactory. There are some good lessons, but often the teaching is not sufficiently engaging to ensure students make the good progress needed to enable standards to rise effectively. Assessments are not fully used to identify how to improve students' work. Students do not always feel they have ownership of their targets or that they are supported in bettering them. The satisfactory curriculum is developing and includes appropriate options. The school has introduced the diploma in creative and media which it delivers in conjunction with other local schools. Students have many opportunities to take part in productions and extra-curricular arts activities. Sports are popular for some students but not enough regularly take part in these opportunities to support improving their health. GCSE religious education, which is followed by all students, is well regarded and students say it is effective in helping them understand different religious beliefs and cultures.

Pastoral support for students is good so they feel safe within school and students in

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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need of additional support, including those with special educational needs and/or disabilities are well catered for. All relevant safeguarding procedures are in place and are good. The school provides a welcoming learning environment in which all students are valued. As a result students are enabled to make wise choices in relation to their personal and social development and plan for their futures from a well informed position. The school's work to encourage better attendance has already had a positive impact on attitudes with students in one group looking forward with excited anticipation to their prize for having the best attendance in that year.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The senior leadership give a strong steer and direction. Recent developments have been implemented to secure their ambition for improvements. However, these have not become sufficiently embedded and are only now starting to have the impact required. Leaders have worked with middle managers to ensure they have a secure understanding of what constitutes good teaching, as some evaluations have been too generous and not adequately focused on what needs to be improved. Governors support the school and have appropriate structures in place, although they are not rigorous enough in their evaluations of the school's outcomes. They have ensured the school has good safeguarding procedures and any identifiable issues are quickly dealt with.

The analysis of examination data and identification of underperforming groups have supported the school in ensuring equality of opportunity, which is why girls are now making better progress than they have done in previous years. The school works within the local community and through its specialist arts status and religious education GCSE has ensured students have a better understanding of how they fit into a multi-cultural Britain. There are also a variety of links with overseas areas, for example, South Africa, although as yet the full implementation of procedures for community cohesion, including greater input from governors, is not yet completely in place.

Despite the good and satisfactory aspects within the school, given the inadequate achievement of students the school is judged to give unsatisfactory value for money.

These are the grades for leadership and management

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The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	4

Sixth form

The majority of students are admitted to the sixth form to study Advanced Level courses but there is growing vocational provision. Students make satisfactory progress. While the great majority of students pass advanced level courses in their chosen subjects and are able to proceed to the next stage of their chosen careers, the proportion reaching grades A or B is below average. Life in the sixth form allows students to grow as mature adults; many make a contribution to serving the community but some do not promote their health and fitness through joining voluntary sports activities. The school assessment of outcomes for sixth form students as satisfactory is therefore accurate.

The curriculum for sixth formers is good. International Baccalaureate courses and additional vocational subjects including motor vehicle studies are making an important contribution to further opportunities for post 16 learning in the district. The overall quality of teaching in the sixth form is satisfactory with some that is good. Teaching within the sixth form reflects that seen in lessons across Years 9 to 11. There are some good lessons which engage, excite and provoke students' passion for the new ideas they are learning. But in many lessons too much is done for students, whose progress is then limited by the resources provided by teachers and the pace that is set. On these occasions, insufficient account is taken of students' individual starting points, and the rate at which they could learn. It means that in these lessons students are not questioning and challenging ideas and actively making contributions derived from their own independent and self motivated learning. The guidance and support provided for students throughout their courses is good, as is retention and the vast majority of sixth form students leave Kingsley to enter higher education or employment.

Sixth form managers have correctly identified the improvements to provision that is

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required for success and the effectiveness of their work has been recognised by students who are staying on in increasing numbers and are attracted by the security and quality of school provision. However, managers' work, particularly in respect of teaching and learning has yet to lift standards of more students to levels commensurate with their full potential and therefore leadership and management are satisfactory.

These are the grades for the sixth form

Overall effectiveness of the sixth form	3
Taking into account:	
Outcomes for students in the sixth form	3
The quality of provision in the sixth form	3
Leadership and management of the sixth form	3

Views of parents and carers

Views from parents were generally very positive with many commenting on how supportive they found the school. One parent commented, 'I feel that my eldest daughter would not be doing so well if she had not had the support, especially from the learning support unit and the staff there.' This reflected the views of many who praised the support for students with special educational needs. Whilst a number of parents of Year 9 students felt they could not comment upon some issues, many highlighted how effective the transition into the school had been managed. This reflects the good relationships between the school and parents and carers.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of students registered at Kingsley College to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 211 completed questionnaires by the end of the on-site inspection. In total, there are 1075 students registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	60	28	141	67	9	4	1	0
The school keeps my child safe	53	25	152	72	2	1	0	0
The school informs me about my child's progress	39	18	144	68	14	7	0	0
My child is making enough progress at this school	46	22	134	64	10	5	0	0
The teaching is good at this school	50	24	141	67	0	0	0	0
The school helps me to support my child's learning	31	15	141	67	18	9	0	0
The school helps my child to have a healthy lifestyle	34	16	143	68	14	7	1	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	42	20	136	64	4	2	0	0
The school meets my child's particular needs	42	20	146	69	6	3	0	0
The school deals effectively with unacceptable behaviour	41	19	142	67	4	2	1	0
The school takes account of my suggestions and concerns	26	12	154	73	5	2	0	0
The school is led and managed effectively	38	18	154	73	2	1	0	0
Overall, I am happy with my child's experience at this school	53	25	146	69	3	1	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



2 October 2009

Dear Students

Inspection of Kingsley College, Redditch, B98 7UH

When I visited your school recently with my colleagues, we met some of you at lunchtime, and talked to others during lessons and at break. We were impressed with your friendliness and helpfulness and how well you behaved around the school. We agree with those of you who told us that you felt safe in school and we were pleased at how high your attendance is. As some of you said in your questionnaires 'teachers care' and 'it's a friendly place', although others commented that the school could do more to make you healthy. The work you do as an Arts School gives you opportunities to perform and also allows you to make a good contribution to the local community through the theatre.

You will have noticed that some new procedures have been put in place to improve the way in which teachers see how well you are progressing. This has meant that overall you make satisfactory progress. However, standards in GCSE examinations are not high enough; this includes standards in both English and mathematics. Because of this we have judged that your school does not deliver an acceptable standard of education and have given it a notice to improve. This means the school will be inspected again in about a year and will be expected to improve its results. This is an area you can really help your school with by ensuring that you make an extra effort with your work and always ask for help if you do not understand something.

Staff care for you well, and make sure you are able to go forward to the next stage of your education, including staying in school for A levels, going to university or to work. Lessons are satisfactory and often good but in order to improve the quality of teaching we have asked your school to ensure lessons give you more opportunities to work independently, to discuss your work with each other and to take more responsibility for your own work. Again this is an area where your cooperation will help the school make the necessary changes. We have also asked that assessments are used better to make sure the work challenges you all in a lesson at your own level and also tells you how to improve so that you meet, or exceed, your targets.

Your head teacher, deputy head teachers and assistant head teachers have a clear understanding of what needs to be done and they are very determined that these

improvements will be made.

I wish you well in this school, which many of you told us is very supportive and ask you do all you can to help and support your teachers.

Yours sincerely

Michael Smith

Her Majesty's Inspector

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