

# Kingswood Secondary Academy

Gainsborough Road, Corby, Northamptonshire NN18 9NS

## Inspection dates

12–13 March 2019

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Good</b>
16 to 19 study programmes	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school

- The principal and other senior leaders have successfully improved the quality of education that the school provides.
- The trust provides school leaders with effective support and challenge.
- Leaders' evaluation of the school's strengths and weaknesses are accurate. Their plans for improvement are focused appropriately.
- The leadership of the school has been restructured. Responsibilities and lines of accountability are more clearly defined. Subjects leaders are taking more responsibility for teaching and learning in their areas. However, these new systems are not yet fully effective, including in mathematics.
- Leaders ensure that the curriculum meets the needs of the pupils within the local context.
- Pastoral leaders closely monitor pupils who are most vulnerable. They work with parents and carers to provide these pupils with additional support.
- Leaders are committed to a school that is inclusive. Pupils with special educational needs and/or disabilities (SEND) who attend the enhanced resource provision are fully integrated into the life of the school and make good progress.
- Pupils adopt positive attitudes to learning.
- Teachers use their strong subject knowledge to plan clear sequences of learning.
- Teachers value the training they receive.
- Pupils in Years 10 and 11 are making good progress across a wide range of subjects.
- The sixth-form provision is good. Leadership has recently been strengthened. Students make progress that is in line with the national average.
- Pupils behave well in lessons and around the school site.
- Pupils know how to keep themselves safe and reduce the risks they may face.
- The proportion of pupils who are regularly absent from school is slightly above the national average. This includes the proportion of disadvantaged pupils.
- The teaching of mathematics is improving. However, some pupils are not challenged consistently to do well, particularly the most able.
- Teachers do not all follow the school's policy on feedback. Not all pupils reflect on their learning and improve their work.
- Some teachers do not provide pupils with a level of challenge appropriate to their ability, particularly the most able pupils.

## **Full report**

### **What does the school need to do to improve further?**

- Ensure that teachers challenge pupils appropriately in their learning, particularly the most able pupils, across all areas of the curriculum.
- Further develop the skills of subject leaders, particularly in mathematics, so that they can continue to improve the quality and consistency of teaching and learning in their areas of responsibility.
- Ensure that all teachers make consistent use of the school's system for providing pupils with feedback, so that pupils know how to improve their work.
- Continue to reduce the proportion of pupils who are regularly absent from school, particularly disadvantaged pupils.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- The principal and other senior leaders have established a culture of high expectations and aspirations for both staff and pupils. Senior leaders communicate their vision effectively to staff. As a result, staff feel valued and their morale is high. In the words of one staff member, 'This school is a team.'
- Leaders have a realistic and accurate understanding of the school's strengths and weaknesses. Their strategy for school improvement is focused appropriately on the school's key priorities.
- Senior leaders have undertaken a significant restructuring of the school's leadership. All leaders now have clearly defined areas of responsibility and lines of accountability. With increased leadership capacity, leaders have overseen an appreciable improvement in the quality of the provision.
- Leaders monitor the quality of teaching and learning extensively across the curriculum. Leadership 'triads' in each faculty allow middle leaders to collaborate effectively and share good practice. This organisation is helping to improve the quality of teaching, although it is not yet fully effective.
- Leaders review the curriculum offer to ensure that it meets the needs and interests of changing cohorts, within the local context. For instance, recent additions to the key stage 4 options include a health and fitness course and a business and finance course, reflecting needs within the local community, as well as the addition of GCSE Spanish.
- Leaders have established a consistent approach to tracking and monitoring pupils' progress. Teachers are more skilled at assessing pupils' work accurately against grade criteria. Senior leaders complete regular faculty reviews with middle leaders to identify any areas of weakness and agree future actions to be taken.
- Leaders monitor the attendance of pupils carefully. Through close tracking, leaders identify pupils who require additional support. Pupils' attendance is improving, although it is still lower than the national average.
- Leaders collate information about pupils' behaviour, attendance and welfare on a 'pupils at risk' register. Pastoral leaders track the most vulnerable pupils tenaciously. They provide these pupils and their parents with close support to bring about the necessary improvements.
- Leaders are committed to an inclusive education for all. The leader for the provision of pupils with SEND knows these pupils well, particularly those who attend the enhanced resource provision. Leaders ensure that all staff are aware of the needs of pupils with SEND. These pupils feel well supported and their parents are positive about the progress their children make.
- In the last three years, the school has experienced high levels of pupil movement at times other than at the end of a phase of education, including pupils with SEND. Leaders track pupil mobility closely. They only remove pupils from the school roll once their destination has been confirmed, to ensure none go missing from education.
- On occasion, parents advise leaders that they wish to educate their children at home.

When this is the case, leaders provide these pupils with additional support. If parents still choose to remove their children from school to educate them at home, leaders ensure that local authority officers are made aware.

- Leaders track the progress of disadvantaged pupils closely to ensure that additional funding for these pupils is used appropriately. Their actions to improve the progress of disadvantaged pupils have been largely effective.
- Leaders make effective use of additional funding to support pupils who enter school with poor reading and mathematical skills to catch up with their peers. Bespoke support from a primary school specialist helps these pupils to make strong progress.
- Pupils benefit from a well-designed programme to deliver their personal, social, health and economic education. They have a detailed appreciation of equality and cultural diversity. This was clear in an assembly observed by an inspector on the importance of International Women's Day. However, pupils' awareness of how these aspects contribute to an understanding of British values is more limited.
- Leaders ensure that pupils can access a range of extra-curricular opportunities, including becoming a member of the emergency services cadets or taking part in the Duke of Edinburgh's Award scheme.
- All teachers feel well supported, including those new to the profession. They value the frequent training opportunities available to help improve their practice, whether it be through the sharing of weekly 'teaching nuggets' or guidance on how to make their questioning skills more effective.
- Leaders readily seek support from beyond the trust, for example to enhance the mathematics faculty and provide peer reviews. They have also been creative in forging links with a local university to offer teachers the opportunity to enhance their mathematics teaching skills.

## **Governance of the school**

- Trust leaders are well-informed, providing school leaders with an appropriate balance of support and challenge. They work effectively with school leaders to review their actions and plan future improvements. Focused reviews by trust leaders, for instance of the use of pupil premium funding, provide leaders with detailed recommendations for improvements.
- Trust leaders facilitate teacher networks to share best practice, as well as providing teachers with training opportunities to enhance their teaching and leadership skills. Teachers value the support they receive from the trust.
- Those responsible for governance understand their safeguarding responsibilities well. Trust leaders support school leaders in ensuring that their safeguarding systems and practices are secure.

## **Safeguarding**

- The arrangements for safeguarding are effective.
- Safeguarding leaders are well trained and have a detailed understanding of the risks

that pupils may encounter, particularly within the local area. They work closely with external agencies to provide pupils with appropriate and timely support.

- Leaders' systems and processes for checking adults before they begin to work or volunteer at school are rigorous and secure. Records of these checks are comprehensive. Leaders keep secure safeguarding records for pupils. The records reflect leaders' timely actions to keep pupils safe. Leaders are reorganising these records so that pupils' safeguarding information is all combined in one place.
- Staff understand their safeguarding responsibilities. They know how to identify signs of neglect and abuse. Staff appreciate the importance of sharing any concerns that they may have about a pupil with leaders, in a timely manner.
- Pupils feel safe in school and know they can talk with an adult if they have any concerns. Those who spoke with inspectors explained confidently about how they can reduce the risks they may encounter, for instance in relation to radicalisation and extremism. Most parents who responded to the Ofsted online survey, Parent View, said their children were well looked after, safe and happy at school.

### Quality of teaching, learning and assessment

**Good**

- The quality of teaching is consistently good. Most teachers make effective use of the 'Kingswood Big 5' to plan activities that promote pupils' engagement with their learning. Pupils work willingly with their peers, helping, supporting and challenging each other to improve. They are very responsive to adults' requests and, as a result, there are few delays to pupils' learning.
- Teachers use skilful questions to intervene and clarify pupils' misunderstandings. This helps pupils to think more deeply about their learning and secure the required knowledge and skills to move to the next stage.
- Teachers demonstrate strong subject knowledge across most subject areas. Some teachers use this knowledge effectively to deepen pupils' understanding. For instance, in science, inspectors observed pupils using their prior knowledge to complete a complex activity involving covalent bonding.
- Teachers provide pupils with opportunities to develop their oral communication skills. This is particularly strong in humanities, where the 'oracy project' encourages pupils to present an argument around a 'talking point'. For instance, in religious education pupils articulated their views confidently in response to the question, 'Are we playing God?' As a result, pupils use these skills to enhance their written responses.
- Teachers identify appropriate strategies to help overcome pupils' barriers to learning. Teachers make effective use of additional adults to support pupils with SEND. As a result of this close partnership working, the needs of these pupils are met sufficiently well and they make good progress.
- Teachers set regular homework tasks that support pupils' learning. Homework is valued by pupils and parents.
- Most pupils present their work well, reflecting their positive attitudes to learning.
- Leaders provide pupils in Years 7 and 8 with regular opportunities to develop their reading skills during English lessons. In Years 9 and 10 all pupils participate in weekly

'ERIC' (everybody reads in class) lessons. Pupils who an inspector heard read did so with confidence and fluency, with many being able to self-correct their errors. However, leaders have not yet established a reading culture across the school.

- The quality of teaching and learning in mathematics, while improving, is not yet consistent. Teachers do not always challenge pupils effectively or ensure that the needs of the most able pupils are met. The new leader of mathematics has established a clear set of expectations and there are already notable signs of improvement in pupils' work.
- Teachers do not always provide pupils with a level of challenge appropriate to their ability, particularly the most able. On occasion, pupils' learning is too easy.
- Some teachers allow pupils time to reflect on, and improve, their work in line with the school's assessment and feedback strategy. However, this strategy is not being used consistently well by teachers across all subject areas. Not all pupils improve their work sufficiently well in response to teachers' guidance.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils' conduct and positive attitudes to learning are a strength of the school. Pupils are smartly presented. They behave well in lessons, when moving around school and during social time.
- Adults know pupils very well and have forged supportive relationships with them. This is particularly the case in the school's enhanced resource provision for pupils with autism spectrum disorder. Pupils engage positively with adults and each other. They are respectful, polite and keen to show their school off.
- Tutors make effective use of tutor time to discuss pertinent issues with pupils, for example in relation to pupils' social, emotional and mental health. Topics involving prescription drugs, eating disorders and anxiety were all observed by inspectors. Pupils value this time to share their thoughts about issues that may affect them.
- Pupils understand how to keep themselves safe in a variety of situations. For example, they learn about the potential dangers of the internet and how to protect themselves from risk. Pupils say that bullying is rare. They are confident that staff deal with any instances that occur quickly and effectively.
- A small number of pupils receive some or all of their education through alternative providers. Leaders liaise closely with these providers to ensure that the welfare and safeguarding needs of these pupils are being met. Leaders track these pupils carefully to ensure they make good progress.
- Leaders check the attendance and progress of children looked after closely. These pupils are well supported by leaders.
- Careers provision is a strength of the school. From Year 8 onwards, leaders focus on raising pupils' aspirations through a range of different experiences. Pupils with SEND and disadvantaged pupils receive particularly close support. As a result, very few pupils

fail to secure education or training when they leave Year 11.

- Most parents who responded to the online survey, Parent View, appreciate the individual care and support their children receive and the strong focus on their children's well-being.

## Behaviour

- The behaviour of pupils is good. Leaders' consistent approach to behaviour and high expectations mean that pupils know what is expected of them. They value the 'inspiration' points they receive, rewarding their positive behaviour and attitudes. As a result, pupils' learning is generally well focused, with few interruptions.
- Over time, the proportion of pupils excluded from school has reduced. It is now only slightly above that seen nationally. This is also the case for those pupils who are excluded more than once.
- The number of pupils permanently excluded from school has reduced.
- Attendance has been slightly below the national average for the previous four years. The attendance of current pupils is improving, although these improvements are not consistent for all year groups or for boys.
- The proportion of pupils who are regularly absent from school is slightly above the national average, including a disproportionate number of disadvantaged pupils. Leaders' actions to improve pupils' attendance have recently begun to have a sustained impact.

## Outcomes for pupils

**Good**

- In 2018, pupils' progress improved across a range of subjects, including English, science and humanities, compared with 2017. This was particularly the case for pupils of average ability and the least able pupils.
- Pupils currently in Years 10 and 11 are making good progress across a wide range of subjects, including English.
- In 2018, disadvantaged pupils made broadly average progress across most areas of the curriculum including English, science and humanities. However, their progress in mathematics remained too low. Current disadvantaged pupils are making good progress and diminishing the difference with their peers.
- Over the previous three years, pupils' progress in modern foreign languages has been weak. In response, leaders have reorganised this area of the curriculum. As a result, key stage 3 pupils and those starting their GCSE courses in September 2018 are making strong progress.
- Leaders track the progress of pupils in Years 7, 8 and 9 closely. Across a range of subjects, these pupils, including disadvantaged pupils and the most able, are making good progress.
- Leaders provide a small number of pupils in Years 7 and 8 with an intensive programme of support through the 'Inspiration Zone'. The school's information indicates that this strategy is successful at improving the behaviour, attendance and

progress of these pupils over time.

- Pupils with SEND who are supported through the enhanced resource provision make good progress from their starting points. Many of these older pupils become increasingly independent and are successfully integrated into lessons with their peers for most of their learning.
- In 2018, almost all pupils secured sustained places in education or training at the end of Year 11.
- In 2018, pupils' progress in mathematics improved notably compared with 2017, although it remained significantly below the national average, including for disadvantaged pupils. While the progress of pupils currently in Years 10 and 11 in mathematics is not yet strong, an improvement in the quality of teaching in this subject is helping these pupils, including disadvantaged pupils and the most able, to make greater progress than in the past.
- A whole-school focus by leaders on the most able pupils is having a positive impact on their attainment and progress. However, this group of pupils remains a key priority for leaders.

## 16 to 19 study programmes

**Good**

- Following a change in leadership, the sixth form provision has benefited from an increased level of accountability and greater scrutiny. Leaders are very clear about where the provision's strengths and weaknesses exist, and the actions needed to bring about further improvements.
- Students are very positive about their sixth form experience. They appreciate the care, guidance and support they receive from their teachers. High levels of mutual respect exist between students and their teachers. These positive relationships allow students to flourish and achieve well.
- Teachers have strong subject knowledge in their disciplines. They use this knowledge to question students and challenge them to think more deeply about their learning. This practice is particularly strong in geography and sociology. Teachers plan clear sequences of lessons to develop students' learning over time. This helps students to secure the prior knowledge necessary to achieve the highest grades.
- Teachers' assessment of students' progress is becoming increasingly accurate, particularly in the vocational subjects. In most subjects, students know their target grade and understand what they must do to improve.
- Students' progress is in line with national averages, in both their academic and vocational studies. In 2018, students' attainment increased, in comparison to 2017, particularly for the most able students. Students currently in Year 13 are achieving well, although their progress is not quite as strong in the vocational subjects.
- Leaders ensure that those students who did not secure a higher grade at GCSE in English or mathematics are able to follow an appropriate course and retake the qualification. The proportion of students who pass these qualifications before leaving the sixth form is in line with the national average.
- In response to a growing number of sixth-form students on roll, leaders have



broadened the curriculum offer to include an increased range of vocational subjects.

- Leaders provide students with a rich and varied programme to consider their personal, social, health and economic needs. Students particularly appreciate the high priority given to promoting positive mental health awareness.
- Safeguarding in the sixth form is effective. Students are aware of their responsibilities to stay safe, particularly when they leave the site during the school day to complete independent study. They understand the risks they may encounter in the local community, including substance abuse, and have a clear understanding of how to keep themselves safe when using the internet.
- Students enjoy organising a wide range of extra-curricular activities, including collections for the homeless and raising money to support a school in Gambia. Many students also offer their time and energies to support and mentor younger pupils. They recognise the significance of their role as an active citizen, at school and beyond.
- Students' attendance in the sixth form is slightly lower than in the rest of the school.
- Leaders have taken decisive action to ensure that students choose appropriate courses when they join the sixth form. As a result, the retention of students throughout the duration of their courses has improved, with all Year 12 students transferring into Year 13 in September 2018 to complete their two-year qualifications.
- All students receive high-quality, independent careers advice and guidance to inform their planning for their next steps. This close support is valued by students. They also have the opportunity to engage in work experience. However, last year one quarter of the students did not gain a placement.
- A vast majority of students secure sustained education, employment or training when they leave the sixth form provision.

## School details

Unique reference number	139957
Local authority	Northamptonshire
Inspection number	10057659

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

Type of school	Secondary comprehensive
School category	Academy sponsor-led
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in 16 to 19 study programmes	Mixed
Number of pupils on the school roll	1,160
Of which, number on roll in 16 to 19 study programmes	134
Appropriate authority	Board of trustees
Chair	Mike Hamlin
Principal	Andy Burton
Telephone number	01536 741857
Website	<a href="http://www.kingswoodsecondaryacademy.org">www.kingswoodsecondaryacademy.org</a>
Email address	<a href="mailto:enquiries@kingswoodsecondaryacademy.org">enquiries@kingswoodsecondaryacademy.org</a>
Date of previous inspection	2–3 November 2016

## Information about this school

- The school academised in September 2013 and became part of the Greenwood Academies Trust.
- The current principal has been in role since January 2016. A new senior assistant principal joined the school in September 2018. A new leader of mathematics took up the position in January 2019. The leader of the sixth form has recently stepped down from the role.
- The school is an above-average-sized secondary school, including a small sixth form. It has a growing number of pupils on its roll.

- The proportion of disadvantaged pupils is above average.
- The proportion of pupils who speak English as an additional language is similar to the national average. The majority of pupils are of White British heritage.
- The proportion of pupils with SEND is above average. Similarly, the proportion of pupils who have an education, health and care plan is also above average.
- The school has an enhanced resource provision for pupils with autism spectrum disorder. For many of the pupils who attend the provision, at least a portion of their learning takes place within the mainstream setting.
- The school uses The CE Academy and Youth Works as alternative providers.
- The school receives support from the Hatton Teaching School Alliance and is a member of Challenge Partners. Leaders have also started to work closely with a national leader of education.

## Information about this inspection

- Inspectors observed learning in 50 lessons across a wide range of subjects and in all key stages, including the sixth form. A majority of these lessons were jointly observed with senior leaders. Inspectors also observed tutor time and two assemblies.
- Inspectors looked at work in pupils' books across a range of subjects and year groups, with a particular focus on mathematics, English and science.
- Inspectors held a range of meetings, including with senior and middle leaders, and teachers. Inspectors also met with representatives of the trust, including the chief executive officer.
- Inspectors observed pupils' behaviour before school, during lessons, and during breaktimes and lunchtimes.
- Inspectors spoke formally with pupils from key stage 3 and key stage 4, and students from the sixth form. Inspectors also spoke informally with other pupils.
- An inspector listened to pupils from Year 7 read.
- An inspector spoke with a representative from an alternative provider that a small number of pupils from the school attend.
- Inspectors scrutinised a wide range of documents relating to the school's provision, including: self-evaluation and improvement planning; minutes of meetings of the board of trustees and the academy advisory council; plans related to additional government funding; records relating to pupils' behaviour and exclusions, pupils leaving the school, and attendance; information about the attainment and progress of all pupils and students; safeguarding; trust reviews; and information on the school's website.
- The lead inspector checked the school's single central register and the school's system for recruiting staff.
- Inspectors evaluated the 70 responses to Parent View, Ofsted's online survey, including the 37 free-text responses.
- Inspectors considered the 63 responses to Ofsted's online questionnaire for staff and the 64 responses to Ofsted's online questionnaire for pupils and students.

## Inspection team

Rachel Tordoff, lead inspector	Her Majesty's Inspector
Dick Vasey	Ofsted Inspector
Kathryn Hardy	Ofsted Inspector
Claire Shepherd	Ofsted Inspector

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