

# Kineton High School, A Specialist Sports College

## Inspection report

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<b>Unique Reference Number</b>	125734
<b>Local Authority</b>	Warwickshire
<b>Inspection number</b>	328389
<b>Inspection dates</b>	17–18 September 2008
<b>Reporting inspector</b>	Paul Joyce 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>	Modern (non-selective)
<b>School category</b>	Community
<b>Age range of pupils</b>	11–19
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	953
Sixth form	136
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	David Savory
<b>Headteacher</b>	Julia Morris
<b>Date of previous school inspection</b>	12 October 2005
<b>School address</b>	Banbury Road Kineton Warwickshire CV35 0JX
<b>Telephone number</b>	01926 640465
<b>Fax number</b>	01926 640872

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<b>Age group</b>	11–19
<b>Inspection date(s)</b>	17 September 2008
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## Introduction

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

## Description of the school

Kineton High School is a specialist sports college situated in a rural location on the outskirts of Stratford upon Avon. It is an average sized school with a low proportion of students eligible for free school meals. Very few students are from minority ethnic backgrounds and most speak English as their first language. The proportion of students with a statement of special educational need is broadly average but the number identified with learning difficulties and/or disabilities 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: 3**

This is a satisfactory school that has many good features. There is a strong sense of community within the school and students contribute very effectively to the local community. The caring and supportive environment provides a safe and friendly place for students to learn. The school has improved since the last inspection and continues to do so.

Students enjoy school life and participate well in the range of activities provided. The curriculum is satisfactory with some good features, including the extensive range of extra-curricular activities. The school's specialist status as a sports college has increased the opportunities for students and the wider community to participate in physical exercise, although some students and parents feel that the facilities available are limited. Healthy lifestyles are promoted well within the school throughout the curriculum. The programme of personal, social and health education is good and enables students to develop well as young citizens. However, students currently have limited opportunities to interact with young people from different minority ethnic backgrounds and therefore to fully experience their different cultures and values.

Careers education, together with work experience and enterprise education help students prepare for the world of work and make a good contribution to the development of skills that will contribute to their future economic well-being. However, the range of vocational and applied options available to students within the curriculum is narrow especially in the sixth form.

Student achievement is satisfactory and continues to improve. Some students make good progress, although this is not yet consistently the case in all subjects. Standards are improving in most areas and significantly more students achieved five or more A\* to C grades at GCSE in 2008 compared to previous years. Good academic guidance and support have been key factors in raising standards. Pastoral support is also good and students benefit from a range of specialist support services provided by professionals who visit the school.

Teaching and learning are satisfactory. Whilst the proportion of good teaching is improving, it is not yet consistently good across the school. In too many lessons, the work set does not meet the needs of the full ability range within the group. As a result some students, especially the more able, are not sufficiently challenged and hence do not make the progress of which they are capable. The specialist status of the school has had little impact in raising standards in teaching and learning, and has a low profile within the curriculum.

Leadership and management are good and are focused on raising standards and improving the student experience. Team working at every level is a key feature of the school. Improvement planning is effective, as reflected by rising standards. Monitoring and evaluation of performance are good in most areas of the school and lead to effective improvement actions. However, the monitoring of teaching and learning is not yet used to its full potential to target improvement actions. The school works well with its partners and has a good reputation locally. The majority of

parents and carers who returned inspection questionnaires commented favourably about most aspects of the school. The school has a good capacity to improve.

## **Effectiveness of the sixth form**

**Grade: 3**

The sixth form is satisfactory. The school operates an open access policy and numbers entering the sixth form are increasing. Students make satisfactory progress based on their prior attainment at GCSE. They reach standards that are broadly average when compared nationally; however, the rate of progress and the standards achieved do vary between different subjects. Students can choose to follow an extensive range of courses at GCE A and AS level, but the choice available for applied options or for courses at Level 1 or 2 is narrow. Sixth form students contribute well to the school and wider community. Good guidance and support are provided to enable students to enter higher education or to progress into employment. Leadership and management are good and continue to improve the experience of students and to raise attainment levels.

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

- Ensure that work set in lessons is better targeted to meet the needs of individuals so that all students are sufficiently challenged.
- Make more effective use of data following the monitoring of teaching and learning to better target improvement actions.
- Raise the profile of the specialist status to improve performance across all areas of the curriculum.
- Increase the range of vocational and applied subjects available for students to study.

A small proportion of schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Achievement and standards**

**Grade: 3**

Student achievement is satisfactory overall. Attainment levels on entry to the school are broadly average and students make satisfactory progress throughout their time at the school. In Years 7 to 9 students make better progress than they do in Years 10 and 11. The rate of progress continues to improve because of actions taken by the school to improve target setting and monitoring arrangements and by other improvement strategies introduced by the senior leadership team. Some students do make good progress in some subjects and no group of students, including those with learning difficulties and/or disabilities, significantly underachieve.

Standards achieved by students at the end of Year 9 continue to improve and are now above average overall. In English and science many more students gain higher levels of attainment than found nationally. Attainment levels in mathematics, although improving, remain satisfactory. In public examinations at the end of Year 11 in 2008, the proportion of students achieving five or more higher grade passes at

GCSE improved significantly. Standards improved on the majority of courses, with significant improvements in the science, geography, and information and communication technology (ICT) curricula. Attainment overall at GCSE is broadly average.

The school sets appropriate targets for student achievement that are being met with increasing frequency. However, in physical education (PE), the school's specialism, attainment targets have not been met and levels of attainment are below many other subjects. Achievement and standards in the sixth form are satisfactory.

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

**Grade: 2**

Students enjoy going to school and their attitudes to learning are positive. Many participate in the wide range of extra-curricular activities that are available. Relationships between students themselves and with adults are friendly and productive, creating a strong sense of community within the school. The vast majority of students behave well in lessons and around the school. Students say they feel safe in school and that very little bullying occurs. They are confident that they can turn to staff for support if they have any problems. Their spiritual, moral, social and cultural development is good, enhanced by the school's caring ethos and the wide range of opportunities provided for them. However, students' awareness and understanding of the different cultures in the United Kingdom are not yet as well developed.

Students have a good awareness of the need to maintain an active lifestyle and to eat healthily. They contribute well to the school and wider community, with the school and year councils having a strong influence on some school decisions. Sixth form students play a key role in supporting younger students, leading many after-school activities and organising a charity week which raises considerable sums of money. The opportunities for enterprise, work experience, careers guidance and the citizenship programme give students a good range of skills to prepare them well for their future lives.

## **Quality of provision**

### **Teaching and learning**

**Grade: 3**

The quality of teaching and learning varies both within and between subjects. Overall teaching and learning are satisfactory and continue to improve. An increasing proportion of teaching is now good or better. In the best lessons students are motivated and engaged in learning, they enjoy participating in group work activity and are engaged in discussion and debate. In these lessons teachers design activities well to meet the needs of individuals within the group, they use a range of teaching styles that interest students and ensure tasks are sufficiently challenging so good progress is made.

Typically, although satisfactory overall, lesson activities are not always well matched to students' individual abilities. The pace of learning is often too slow for some

students and this limits progress. Assessment is not consistently well used to inform the pace of learning and teachers do not check student learning frequently enough in some lessons. In almost all lessons behaviour is good and relationships are positive and productive. The marking of students' work is satisfactory, and usually, although not always, informs them what they need to do to improve their work to reach the next level or grade.

## **Curriculum and other activities**

**Grade: 3**

Students have a satisfactory range of course options to choose from, including a small number of vocational or applied courses. The school is involved in 14-19 curriculum developments although students are not yet able to access any of the diploma lines of learning. Many students study a modern foreign language and a design technology subject at GCSE, and a few higher attaining students are challenged to take separate science courses. Students with learning difficulties and/or disabilities are well supported to engage fully with the curriculum, and learning support assistants ensure they can participate effectively in all activities.

The personal, social and health education programme, including citizenship, enables students to learn about the importance of healthy lifestyles and helps them to develop well as young people. Opportunities to learn about the values and cultures of different communities continue to develop. The range of extra-curricular activities, including trips and visits, is good and enhances the curriculum. A significant number of students participate in out of hours sporting activities and the school's specialist status as a sports college has increased participation by students and successfully engaged members of the wider community. The impact of the specialist status on subjects within the school curriculum is too limited.

## **Care, guidance and support**

**Grade: 2**

Staff have a real regard for the welfare of their students and the pastoral care, guidance and support they provide are good. Students are confident that they can talk to their tutor or another member of staff if they have any personal or academic concerns. Students with learning difficulties and/or disabilities, together with other students who are identified as potentially vulnerable, receive good support that is carefully tailored to their individual needs. As a result, they settle well into the school and make similar progress to their peers.

The arrangements for helping new students settle in to the school are good, as are the guidance and support provided for students in choosing which courses to follow and in making decisions about their future careers. The school's systems for setting targets and tracking students' progress are used effectively, especially to identify those in danger of falling behind. Teachers are using this information more consistently and are providing good academic support and guidance, but are not yet using the information with sufficient rigour in the planning of lessons.

## Leadership and management

**Grade: 2**

The headteacher provides good leadership and has successfully created a strong senior team that works well together. Leadership coaching at senior and middle management level has improved the performance of individuals and the school as a whole. However, although now improving, the impact of the school's specialist status has been limited, with insufficient monitoring or evaluation to ensure the achievement of set targets. The school has a clear strategic direction focused on improvement that is well understood by leaders and managers at all levels.

An effective process of self-evaluation ensures the school knows its main strengths and areas for improvement. The setting of individual student targets for each subject and the subsequent tracking and analysis of performance are strong features of the school. They have led to improvements in student performance. Nevertheless, whilst teaching and learning are adequately monitored, the outcomes are not yet sufficiently well analysed or evaluated to target the necessary improvements.

Governors are well informed and provide good support for the school whilst also challenging managers effectively. They ensure resources are deployed effectively, given the constraints of the school's aging accommodation, and that the school's compliance with statutory requirements relating to Child Protection and community cohesion is satisfactory. Equality of opportunity is promoted, although the school site is not fully accessible to students with mobility difficulties.

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## Annex A

## Inspection judgements

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

### Achievement and standards

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

### Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	<b>2</b>	<b>2</b>
The extent of learners' spiritual, moral, social and cultural development	<b>2</b>	
The extent to which learners adopt healthy lifestyles	<b>2</b>	
The extent to which learners adopt safe practices	<b>2</b>	
How well learners enjoy their education	<b>2</b>	
The attendance of learners	<b>3</b>	
The behaviour of learners	<b>2</b>	
The extent to which learners make a positive contribution to the community	<b>2</b>	
How well learners develop workplace and other skills that will contribute to their future economic well-being	<b>2</b>	

<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.

All white boxes must be completed. The grey boxes are used wherever the inspection team has sufficient evidence to come to a secure judgement.

## The quality of provision

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

## Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	<b>2</b>	<b>2</b>
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	<b>2</b>	
How effectively leaders and managers use challenging targets to raise Standards	<b>2</b>	
The effectiveness of the school's self-evaluation	<b>2</b>	<b>2</b>
How well equality of opportunity is promoted and discrimination eliminated	<b>3</b>	
How well does the school contribute to community cohesion?	<b>3</b>	
How effectively and efficiently resources, including staff, are deployed to achieve value for money	<b>3</b>	
The extent to which governors and other supervisory boards discharge their responsibilities	<b>2</b>	
Do procedures for safeguarding learners meet current government requirements?	<b>Yes</b>	<b>Yes</b>
Does this school require special measures?	<b>No</b>	
Does this school require a notice to improve?	<b>No</b>	

## Annex B



19 September 2008

Dear Students

### **Inspection of Kineton High School, Warwickshire, CV35 0JX**

As you know, your school was recently inspected and this letter is to tell you about the outcome of the inspection. Before I do, I would like to thank you all for your help during our visit. We enjoyed meeting you and you made us feel very welcome. Your comments helped us form our judgements about the school.

Many of you told us that the school was a friendly place where you feel safe and well cared for. Most of you said you enjoy going to school and especially like socialising with your friends and taking part in the out of hours activities that are arranged for you. We noted that some of you, and indeed your parents and carers, thought the school's accommodation was poor and that some of you wanted better sporting facilities and equipment.

We found your school to be satisfactory with many good features. The school provides a safe and supportive environment for you to learn. The curriculum offered is satisfactory and enhanced by the range of extra-curricular activities arranged for you. Teaching is satisfactory and continues to improve, enabling all of you to make the progress expected based on your starting points by the time you leave. You achieve standards that are broadly similar to other schools and standards are rising because of improvements made to the way teachers set and monitor your targets in individual subjects. You are well cared for and receive good guidance and support.

During our inspection, we identified some aspects where the school could improve further. As a result, we have asked the school to:

- ensure the work set in all lessons matches your individual ability levels
- continue to improve your learning by making better use of teaching observation records
- raise the profile of the specialist sports status to raise standards across the curriculum
- increase the range of vocational and applied courses available for you to study.

You will be pleased to hear that because of good leadership and management the headteacher together with school staff are aware of the need to address these issues and have started to do so. You can help the school by continuing to concentrate and to work hard in all of your lessons. We wish you well in the future.

Yours sincerely

Paul Joyce  
Her Majesty's Inspector