



## QUALITY ASSURANCE REVIEW

### REVIEW REPORT FOR KINGSMEAD SCHOOL AND SIXTH FORM

<b>Name of School:</b>	Kingsmead School and Sixth Form
<b>Headteacher/Principal:</b>	David Medway
<b>Hub:</b>	East London Hub
<b>School phase:</b>	Secondary
<b>MAT (if applicable):</b>	N/A

<b>Overall Peer Evaluation Estimate at this QA Review:</b>	Effective
<b>Date of this Review:</b>	01/02/2023
<b>Overall Estimate at last QA Review</b>	Effective
<b>Date of last QA Review</b>	31/01/2022
<b>Grade at last Ofsted inspection:</b>	Good
<b>Date of last Ofsted inspection:</b>	26/04/2022



## **1. Context and character of the school**

Kingsmead School and Sixth Form has many more students than the average secondary school and a large Sixth Form. The school is proud of its tradition of high academic achievement and its Ebacc entry of 90%, which is very high.

The school has students from 15 of the 17 ethnic groups listed on the IDSR. Almost two thirds of students speak English as an additional language. The local area is in highest 20% of the Income Deprivation Affecting Children Index (IDACI), which makes clear the challenges to progress and aspiration. The area also currently has some of the highest levels of violent youth crime in London. The proportion of disadvantaged students is above the national average while the proportion of those on the special educational needs and/or disabilities (SEND) register or with an education, health and care plan (EHCP) is broadly average.

The school's motto is 'Practise to Perfect'. Leaders are ambitious for all students to succeed, embracing the four values of courage, nurture, collaboration, and rigour.

### **2.1 Leadership at all levels - What went well**

- The renewed senior leadership team have a clear vision for the improvement of the school and have been implementing this in a systematic and reflective way. They know what is going on and are very clear about the strengths of the school and where it can become even better.
- Leaders have a transparent approach. The headteacher has shifted the culture to one of openness and collaboration. Teachers are confident they are valued and supported, and as a result are more able to meet students' needs.
- Middle leaders know the school's priorities, including developing assessment for learning. They value the whole-school continuing professional development (CPD). Increased planning time has given them more time for departmental conversations. Middle leaders enjoy collaborating with one another, and some departments use part of the extra time for reading and research around their subjects.
- Leaders create an atmosphere of mutual trust for lasting results in improving the provision. At Kingsmead the impact of training is evident in classrooms. For example, reviewers saw examples of 'turn and talk', retrieval practices and literacy across the curriculum.
- The whole-school initiative of 'mastering and deepening' is being carried through into lessons for all students. They could talk about what would make for a good mastering and deepening lesson. This initiative has strengthened this year as leaders have reviewed and reflected upon it.
- Leaders have made the curriculum more relevant for students. In English, especially, much work has gone into developing programmes of study which include material that is inclusive and diverse.

- Middle leaders have a desire to adapt and progress their curriculum areas. They revisit change. They are ambitious for the students. One said, 'We are a very ambitious school'.
- Raising students' aspirations is an important feature of the school's work. Half termly 'drop down days' include local businesses, universities and colleges. A successful careers fair for Years 8 and 10 has recently been held. Companies host work experience and events for the students, such as PWC. Students visited the Microsoft offices in Enfield. The 'First Give' program is a charity project for Year 7s where they work with local charities and raise money and awareness of them. Students have worked at the local foodbank. They support improving local amenities.
- People from the local care home come for afternoon tea as part of the Stepping Stones programme. The headteacher sits on the Enfield Music Hub, with an aim to raising the profile of music in the borough and increasing opportunities for all students.
- Leaders have started to bring new momentum to the parent community since COVID, when several long-standing ventures were interrupted.
- The leadership of personal development is well organised and fits into the wider pastoral experience of the school, responsive to issues in the area. The character curriculum lead has produced relevant and high quality materials that form tutors deliver, because they have the strongest relationships with the students. They receive regular training. The lead is released to monitor the impact of this provision. A strategic decision to extend tutor times to 45 minutes means more can be achieved each day.
- Coaching is being used as a positive strategy to support teachers in improving their practice.

## **2.2 Leadership at all levels - Even better if...**

... learning directors of departments (middle leaders) shared best practice in monitoring the quality of what happens in their departments to build their confidence and work towards more tailored approaches.

## **3.1 Quality of provision and outcomes - What went well**

- In many areas of teaching and learning, teachers adopt a consistent approach, such as beginning lessons with retrieval exercises. Students can explain what they know already and understand how it links to their current learning. In Year 11 mathematics, the teacher was checking what the students knew and filling gaps before moving learning on.

- There is use of common language such as 'turn to talk' and cold calling, involving students in responding to one another's input. In Year 12 computing there was a hinge question which established which students understood binary and shifting bits.
- Subject knowledge is very strong. Teachers have a good understanding of the courses they teach. In Year 11 English, the teacher provided students with useful background information about the story of Jekyll and Hyde. This enabled students to gain insight into the ways Robert Louis Stevenson used his characters to comment on contemporary Victorian values.
- Students are willing to share their thoughts. In French, students were learning about possessive pronouns in an interactive way. The teacher elicited from the students their prior knowledge and helped them to come up with a grammar rule from the examples she had given them in the starter.
- There is a good level of challenge in lessons. In Year 11 economics, students were looking at case studies in promoting growth. The teacher introduced the students to A Level methodology to stretch them.
- Another strong feature of the provision is the way teachers use questioning to check students' knowledge and to extend their thinking. For example, in design and technology, the teacher followed up questions about different wood joints, asking students to compare their advantages and disadvantages. The teacher restructured questions as necessary to make sure that students understood them.
- Teachers use well-established routines to sustain a purposeful learning environment, and in the case of food technology in Year 7, a safe one. Students were cutting up vegetables for a pasta sauce, learning about different types of cuts.
- Reading is promoted well through the school. Tutors read carefully chosen high-quality texts regularly in one of the form periods for 45 minutes, while students follow the text. Students in Year 11 were reading to a partner when considering the key themes. In Year 10 Biology the students had to read and recall the learning intention in a lesson about reproduction.
- Teachers use technology, such as visualisers, well in lessons. In a science lesson, the teacher modelled the correct responses to some starter questions, by filling in the answers with the visualiser.
- The school has a track record of positive outcomes at both GCSE and A Level. Almost all students take at least 10 GCSEs and progress is good from their starting points. Achievement is recovering well from the difficulties brought about by the pandemic, which meant Year 7 students moved up with

gaps in their learning from primary school, and older students were unable to learn at the usual pace.

### **3.2 Quality of provision and outcomes - Even better if...**

... students in science were clear how the sequence of learning develops over time and how their knowledge links together.

### **4.1 Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs - What went well**

- The curriculum is adapted for students with additional needs to ensure they have similar outcomes to other students. In English, for example, a student could use a laptop and had a coloured acetate to help him read and write more easily. Teachers adapt the curriculum well for these students so that they can access learning and reach the planned end points.
- Teaching assistants provide good support to students, breaking down the learning into manageable chunks. Teachers check in on these students to make sure they understand and are keeping up with the others in the class. A student said, 'The school is really good at adapting to everybody's needs.'
- Students with SEND are very positive about their teachers and the support they receive. They are comfortable with key lists of vocabulary. They feel listened to. One said, 'The teachers explain things to us'.
- Leaders of SEND have strong transition arrangements in place and visit over 20 primary schools every year. Year 6 students with EHCPs have extended visits to the school. The Stepping Stones programme assists transition for vulnerable students through a summer school. Year 10 students support the Year 7 students.
- The school ensures that pupils with SEND receive careers advice that is tailored to them. They benefit from the school's 'Drop Down Days' when they can find out about the opportunities that are available.
- Disadvantaged children say they like the structure of consequence systems and find staff approachable. They said, 'It's a nice place to be. There's something for everybody.'
- Students with SEND produce high quality work in 'mastering and deepening' lessons, when they respond to feedback, as teachers make it work for these students with modelling and redrafting.

## **4.2 Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs - Even better if...**

... None identified.

## **5. Area of Excellence**

None submitted for this review.

### **Following the QA Review**

The review report is primarily for the school's internal use to support the school's continuing improvement. However, we encourage you to share the main findings with your hub/hub manager so that they can support your hub's activity planning. Challenge Partners will also collate and analyse report content to create an aggregate picture of what is going on across the sector each year.

For further support following your QA Review, schools can access the School Support Directory; the Challenge Partners online tool that enables schools to connect with other schools in your hub and across the national network of schools.

Schools can also attend Sharing Leading Practice (SLP) events where schools showcase excellent and/or innovative practice. Sharing Leading Practice events allow school leaders with specific improvement needs to visit a school or attend an online webinar hosted by a school, with outstanding provision in that area.

Both the School Support Directory and the Shared Leading Practice events can be accessed via the Challenge Partners website. (<https://www.challengepartners.org/>)

Finally, following the QA Review, schools may find it useful to refer to research such as the EEF toolkit to help inform their approach to tackling the EBIs identified in the report (<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>)