

# Kingsmead School

## Inspection report

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<b>Unique Reference Number</b>	102044
<b>Local Authority</b>	Enfield
<b>Inspection number</b>	307882
<b>Inspection date</b>	13 December 2007
<b>Reporting inspector</b>	Glynis Bradley-Peat

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>	Comprehensive
<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	1397
6th form	188
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Andrew Nicholas
<b>Headteacher</b>	Mr Giles Bird
<b>Date of previous school inspection</b>	19 January 2004
<b>School address</b>	Southbury Road Enfield EN1 1YQ
<b>Telephone number</b>	020 8363 3037
<b>Fax number</b>	020 8366 3709

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## Introduction

The inspection was carried out by two Additional Inspectors.

The Inspectors evaluated the overall effectiveness of the school and investigated the following issues.

- What are the key factors in leadership and management that are contributing to the school's successful track record of achievement?
- How effectively are leaders at all levels ensuring that pupils achieve as well as they possibly can especially in mathematics and science?
- What are the outcomes of the provision for pupils' personal development and well-being?

Evidence was gathered from the analysis of school documentation, observation of lessons, conversations with learners and discussions with teachers and senior staff. Other aspects of the school's work were not inspected in detail, but the inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

## Description of the school

Kingsmead School is much larger than average. Almost two thirds of its pupils are from minority ethnic groups and 40% speak English as an additional language. Almost a third of pupils have learning needs or disabilities. The proportion eligible for free school meals is higher than that usually found. The school has Performing and Visual Arts specialist status.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

Kingsmead is an outstanding school where there is no room for complacency. The headteacher's calm and highly effective leadership ensures that managers at all levels are 'on board' and committed to the success of the school. He is extremely well supported at senior level by his deputies and senior leadership team. Teamwork is a key factor in the school's success, along with commitment, hard work and pride. The whole school community considers itself to be engaged in lifelong learning. This results in leaders and managers being excellent role models for pupils. Self-evaluation is very accurate and clearly identifies the school's strengths and areas for improvement. The quality of departmental and year leadership is exemplary and focuses its energy on ensuring that every pupil gets the chance to succeed. Governors are highly skilled and work hard to support the school. They are able to perform their role as critical friends successfully because they know their school well. The effectiveness of leaders and managers at all levels ensure the school has excellent capacity to improve further. Parents are overwhelmingly supportive of the school and full of praise. In agreement with the inspectors, one, echoing the views of many, wrote, 'I have not got a bad thing to say about Kingsmead. The school and teachers are fantastic!' Another said, 'I feel Kingsmead is a wonderful school and I'm glad my daughter goes there.' These are but a few of the numerous positive comments returned on questionnaires.

Pupils' achievement is excellent because of the attention the school pays to ensuring the success of every single individual. Learners meet highly challenging targets. The percentage of pupils gaining 5 A\* - C grades at GCSE are below average but considering the exceedingly low starting points of the majority of learners, the progress they make is quite exceptional. Excellent data analysis makes sure that any potential underachievement is tackled quickly and that no child is left behind. The school identified that boys were not achieving as well as girls, particularly in English and history. Leaders took rapid action and made effective adjustments to the curriculum to enable boys to engage with it better. For example, in history where there was a change of topic and in English a choice of boy friendly texts. Those pupils with learning difficulties also achieve well because the curriculum meets their needs fully and they are given highly effective extra help and support.

Why is the behaviour in the school outstanding? Because all staff and pupils have high expectations and there are clear procedures and systems which are used consistently. Pupils say, 'Bad behaviour gets sorted and good behaviour gets praised.' The behaviour improvement programme (BIP) has been extremely successful. It has enabled heads of year to take a much more pro-active role, spending time on the achievement of pupils rather than behaviour management. In turn, this has facilitated excellent teamwork between heads of year and heads of department. This ensures that pupils benefit from a joint approach that addresses both their academic and pastoral needs. Care, guidance and support is exemplary and academic guidance is particularly effective. Assessment and target setting systems are rigorous and academic review days are an effective forum for discussion between the school, pupils and their carers. Targets are set and progress measured towards them. Pupils know their targets and what they need to do in order to achieve them. When teachers mark pupils' work ongoing targets are often expressed as questions. Pupils have time in lessons to reflect on these and other feedback given to them by their teachers.

The result of high quality support and guidance is the excellent personal development and well being demonstrated by pupils. Attitudes to learning are outstanding and pupils' enjoyment of

school is reflected in good attendance figures. Happy faces and excellent relationships observed both in and out of classrooms also illustrate pupils' enjoyment. Pupils feel safe and secure and say, 'There is hardly any bullying here.' They are aware of how to maintain a healthy lifestyle but admitted that they do not always adopt what they know is the healthy choice of food. Students' spiritual, moral, social and cultural development is excellent because the school makes the most of its rich surrounding community. Pupils are very active in the school and local community. For example, they have given concerts to residents in a rest home, raised money for numerous charities and have very good links with primary schools. A recent community trip involved a group of Turkish speaking pupils participating in a live radio show. They spoke maturely about what it is like to be a Turkish speaking pupil and how important it is to be able to speak English in view of the challenges of GCSE exams.

Why do pupils achieve so well? It is because of the superb teaching they receive. There were a number of exemplary features observed in lessons. Pupils enjoy excellent relationships with teachers whose good humour enables them to engage with and be highly motivated by their learning. Interactive technology is used very well and teachers frequently ask searching questions to make pupils think hard. All lessons give pupils the opportunity to participate in a variety of activities and to talk in pairs and groups about their work. In an outstanding science lesson, the teacher's highly entertaining scientific demonstration of what is transported around the body in the blood held pupils spellbound. In another excellent drama lesson, pupils were seen evaluating each other's learning and discussing how they could improve their work.

The excellent curriculum at Kingsmead enables pupils to take part in a wide range of clubs and enrichment programmes. Pupils are given many opportunities to be creative and to participate in sporting activities. They spoke highly about the professional coaches who come in to teach hockey and gymnastics. As a result of pupils asking for Latin lessons, an after school club is now offered and is well attended. Some staff have also opted to attend and they commented that it has helped them to remember what it is like to be a pupil! A series of 'themed days' enrich the curriculum well, and focus on periods of transition from one year group to another. For example, 'Dreamcatcher Day' introduces pupils to the demands and expectation of Year 10. Visits and visitors play a major role in enriching the lives of pupils at Kingsmead. There have been a number of theatre visits, musical and arts workshops. The curriculum in many subjects includes numerous references to being healthy, staying safe and the impact of lifestyle choices on individuals and society. The school's specialist status in Performing and Visual Arts is already having a good impact on raising standards and the personal development of pupils. It has strengthened partnership links with various organisations, other schools and the local community as a whole. A recent joint venture with a High Street bank and an external arts company enabled pupils to participate in a drama, dance, music, film and photography project. The results from this 'Right 2 Life' were screened on film in the school's theatre. However, the status has yet to play a full part in enriching all subjects across the curriculum.

## **Effectiveness of the sixth form**

### **Grade: 1**

The effectiveness of the sixth form is outstanding. Skilled leadership and management have led to impressive improvements in standards. Achievement is excellent and standards are average. Students comment, 'We have superb support from our teachers who are prepared to come in to school early or stay late to help us prepare for our examinations.' Students are highly motivated, make excellent progress and A-level results are steadily improving year on year. Targets for achievement are set and closely monitored. The quality of teaching and learning is

exemplary. Students are directed consistently by high quality questioning towards conclusions. In a thought provoking sociology lesson, an excellent choice of film clip motivated students and challenged their thinking. Independent learning is a strong feature of sixth form life, and students say, 'we have access to all media'. They have exceptional care and guidance through a strong pastoral programme and individual mentoring. Students value their treatment as responsible young adults. They mentor younger students, for example by helping them with their mathematics. Students organise a wide range of charity fund raising.

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

- Ensure that all areas of the curriculum experience enrichment through the school's specialist status.

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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	16-19
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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?	1	1
Effective steps have been taken to promote improvement since the last inspection	Yes	Yes
How well does the school work in partnership with others to promote learners' well-being?	1	1
The capacity to make any necessary improvements	1	1

### Achievement and standards

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

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	1
The extent of learners' spiritual, moral, social and cultural development	1	
The extent to which learners adopt healthy lifestyles	2	
The extent to which learners adopt safe practices	1	
How well learners enjoy their education	1	
The attendance of learners	2	
The behaviour of learners	1	
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	1	

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1	1
How well are learners cared for, guided and supported?	1	1

<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.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	
How effectively leaders and managers use challenging targets to raise standards	1	
The effectiveness of the school's self-evaluation	1	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1	
The extent to which governors and other supervisory boards discharge their responsibilities	1	
Do procedures for safeguarding learners meet current government requirements?	Yes	Yes
Does this school require special measures?	No	
Does this school require a notice to improve?	No	

## **Text from letter to pupils explaining the findings of the inspection**

21 December 2007

Dear Pupils

Inspection of Kingsmead School, Enfield, EN1 1YQ

Many thanks to those of you who found time to speak to us during your school's recent inspection. We are writing to you to let you know what the outcomes were. We think that your school is outstanding. This is because everyone in your school is given the opportunity to succeed. Your headteacher does an excellent job along with his senior leadership team, heads of department and heads of year to ensure you do well. Your behaviour is excellent and we found you to be very polite and courteous. You have great relationships with your teachers, many of which have a good sense of humour, which you appreciate. They teach you extremely well and prepare lessons, which interest you and help you to learn very effectively.

You told us about all the exciting projects, workshops and visits you have been involved with and how much you enjoy them. You are pleased that the school provides clubs and activities you can take part in at the end of the day. You are clear about what you should do to eat healthily, but some of you say that you still prefer burgers and chips. You raise money for charity and gain a good insight into the next stage of your education.

Even in an outstanding school like yours, there are still things to be done. We have asked your school to build upon the good start they have made to ensure that the special status your school holds has a full effect on every subject.

We wish you all the success you deserve at Kingsmead.

Best wishes

Glynis Bradley-Peat

Lead Inspector