

# The Kimberley School

## Inspection report

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<b>Unique Reference Number</b>	122856
<b>Local Authority</b>	Nottinghamshire
<b>Inspection number</b>	327812
<b>Inspection dates</b>	2–3 February 2009
<b>Reporting inspector</b>	Declan McCarthy

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>	Foundation
<b>Age range of pupils</b>	11–18
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	1309
Sixth form	150
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr J Wilson
<b>Headteacher</b>	Mr C Teal
<b>Date of previous school inspection</b>	17–18 January 2008
<b>School address</b>	Newdigate Street Kimberley Nottinghamshire NG16 2NJ
<b>Telephone number</b>	0115 9383961
<b>Fax number</b>	0115 9387001

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<b>Age group</b>	11–18
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## Introduction

The inspection was carried out by five Additional Inspectors.

## Description of the school

The Kimberley School, which is larger than average, serves the community of Kimberley with a significant proportion of students drawn from disadvantaged areas in the city of Nottingham. Students come from a variety of backgrounds. The vast majority of students are White British with a small proportion from minority ethnic backgrounds. The proportion of students who find learning difficult is broadly average with a below average number of students with a statement of special educational needs. Students' attainment on entry is broadly average. The school holds specialist technology college status and Investors in People Status. At its last inspection the school was given a notice to improve as significant improvement was needed in standards and achievement.

## Key for inspection grades

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

## Overall effectiveness of the school

**Grade: 3**

In accordance with section 13(5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement. Kimberley is now a satisfactory and improving school with good features. Good leadership and management under the inspired leadership of the headteacher, with good governance, have ensured good progress in the areas for improvement identified since its last inspection. The school is successfully addressing its legacy of underachievement and enhancing its reputation as a much improved school within the community. As a result, the school has a good capacity to further improve. The school rightly recognises the need to improve leadership and management in the sixth form so that it has the same capacity to improve as in the main school. Much of the action taken since its last inspection can now be seen in improved teaching and students' progress. Nearly all parents speak highly of the improving reputation of the school with comments such as, 'We are pleased with the progress the school is making under the new head; our child enjoys lessons and is working harder.' Students' good enjoyment of school is reflected typically in such positive views as 'we are happy at this school and the teachers really help us'. It is also seen in their good attendance rates. The school has good links within the community and makes a good contribution to community cohesion.

Although standards are broadly average they have risen significantly at Key Stage 4 since the last inspection. The gap between boys' and girls' attainment is reducing significantly and the progress different groups of students are making is satisfactory. Most students are on course to meet their targets for A\* to C grades at GCSE and to exceed them for A\* to G grades. However, not all students are on course to achieve their 5 GCSE Grade A\* to C including mathematics and English. Similarly, not all students are expected to gain the higher National Curriculum levels in teacher assessments by the end of Year 9. Nearly all students make at least satisfactory and sometimes good or better progress in lessons because teaching is now satisfactory overall, with a significant proportion of good or better teaching seen during the inspection. However in satisfactory lessons, teachers do not always focus sufficiently on learning outcomes by matching tasks closely enough to the needs of different groups of students.

Students' personal development and well-being, including their spiritual, moral, social and cultural development, are good as a result of good care, guidance and support. All students feel safe because procedures for protecting their interests and welfare are robust and highly effective. Most students enjoy school and appreciate the support they receive from their teachers and other staff. Students are encouraged to adopt healthy lifestyles and contribute effectively to the community. There are good systems in place to track students' progress and some examples of good quality marking. However, marking does not always inform students of how they can improve their work. The curriculum is good and developing to include an increasing range of vocational options and the impact of technology status is having a positive effective on raising students' achievement, particularly in information and communication technology (ICT) skills, their enjoyment in learning and their confidence. Students participate enthusiastically in a wide range of extra-curricular activities.

## Effectiveness of the sixth form

**Grade: 3**

The sixth form provides a satisfactory education for its students. The lessons observed during the inspection were all at least satisfactory with some good features seen. Progress is satisfactory from a below average starting point. More high achieving students are now choosing to stay at the school for their sixth form education. The monitoring of students' progress has improved with the introduction of whole-school procedures including the recent appointment of a specific sixth form learning mentor to work with underachieving students. Students receive well structured guidance about choices as they move into the sixth form as well as for beyond school. The range of courses on offer continues to be developed and extended. The curriculum is satisfactory. The impact of technology status on learning and progress is yet to be seen within the sixth form. Personal development is good and most students enjoy their experience in the sixth form and contribute to the work of the school in a variety of ways as well as initiating a range of charitable events both within the school and the community. Leadership and management of the sixth form are satisfactory and therefore its capacity to improve, which is also satisfactory, is not as well developed as in the main school.

## What the school should do to improve further

- Increase the proportion of Year 11 students gaining 5 A\* to C grades at GCSE including English and mathematics and the proportion of students gaining the higher National Curriculum levels at the end of Year 9.
- Ensure that teaching has a sharper focus on learning outcomes by consistently matching tasks to the needs of particular groups of students in all lessons and ensuring marking always informs students how to improve their learning.
- Improve leadership and management in the sixth form so that it is more effective in developing provision and raising achievement.

A small proportion of the 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**

Achievement is satisfactory and most students reach average attainment. Standards are rising and the rate of student progress is improving. By the end of Year 9, standards are broadly average in English, mathematics and science. The improved results in English are particularly due to the greater emphasis on developing writing skills. The school is actively supporting the more able students so that there are a greater proportion of higher levels in the core subjects. There is an improving trend in results at GCSE and in equivalent courses with the percentage of students gaining 5 A\* to C grades including English and mathematics rising to broadly average in 2008. The school rightly acknowledges that a key priority is to challenge students' learning in order to raise this percentage above the national average. Students make particularly good progress between Years 9 and 11 because of improvements in teaching and learning as well as a more rigorous system of tracking students' progress. The school is successfully raising the achievement of

boys so they make the same progress as girls. Assessment information from the school suggests that the majority of students are on course to reach above average GCSE targets in the 2009 examinations. Evidence from students' work demonstrates that the majority of classes are making at least satisfactory progress. Students from minority ethnic backgrounds make equally satisfactory progress. Additional support for students who find learning difficult ensures that they make progress in line with other students in their classes.

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

**Grade: 2**

Students enjoy coming to school. They have positive attitudes and behave well in lessons and around the school. Students know they are treated fairly and they are polite and courteous. Students feel safe and well cared for and they know that their ideas are taken seriously. Students make a good contribution through, for example, the work of the school council, which has made an impact in the creation of a parental newsletter and a daily salad bar in the canteen. All students understand the need to live healthily and both boys and girls have good opportunities for exercise and sport. As a result of the good opportunities for spiritual, moral, social and cultural development, students respect the views, values and beliefs of others and treat sensitively peers who find it difficult to learn. Year 11 students are trained as peer mentors and students speak positively about the many differing ways that they are supported by their peers. Attendance is good and there are very few students who are persistently absent. Holidays are not authorised in school time and the school is endeavouring to extend this good practice to its local feeder schools. Attendance during the inspection was good despite poor weather conditions.

## **Quality of provision**

### **Teaching and learning**

**Grade: 3**

Teaching and learning are satisfactory in the main school and in the sixth form, with some good and outstanding lessons seen; no inadequate lessons were seen. Recent actions to improve the quality of teaching have been successful and had a positive effect on improving achievement. As a result of the school's specialist technology status, ICT is increasingly being used as an effective tool for teaching and more resources are now available to further support learning. In the most effective lessons, work is suitably matched to learners' needs and students are provided with opportunities to be actively involved. In the best practice, students are encouraged to assess their own work and that of their peers. Relationships in the classroom are good and students behave well and show positive attitudes towards their learning. The school has created an ethos where students are encouraged to achieve their potential and to be positive about wanting to learn and perform well. Expectations for students' progress are higher than in previous years and this, coupled with increased and proficient use of data, means that both staff and students are able to monitor students' progress more effectively.

## **Curriculum and other activities**

**Grade: 2**

The good curriculum meets all statutory requirements, fulfilling the needs and aspirations of students of all abilities. Since the last inspection, the curriculum has improved by extending the range of courses and placing a greater emphasis on vocational and work-based learning. A strength of the curriculum is its flexibility and the increased number of options available at Key Stage 4. This has been facilitated by its specialist status and the strong partnerships between the school and other local schools and businesses. The school now has more computers and their use has increased accordingly. The acquisition of a Virtual Learning Environment, accessible to all students and staff, has further enhanced the curriculum. The specialist status is also having a positive impact on a number of enrichment and extra-curricular opportunities and activities. The wide range of physical activities available, with high student uptake, effectively supports the promotion and awareness of healthy lifestyles. The curriculum is adapted to meet the needs of all learners through, for example, the learning support and student centres. Gifted and talented students are involved in national competitions such as the National Maths Challenge. The school has introduced the Prince's Trust XL award for Years 10 and 11 to assist those students who have significant barriers to learning. Along with a well-organised programme of careers education and relevant work experience, the curriculum ensures students' adequate preparation for their future working lives.

## **Care, guidance and support**

**Grade: 2**

The school cares well for its students. Students enjoy strong, trusting relationships with their teachers and the highly committed staff offer excellent pastoral care and support to individual students. The school has effective links with external agencies to provide more specialist support when needs arise. Systems for monitoring the attendance of students are thorough and comprehensive resulting in good attendance. The school has efficient systems to track the progress of students and provide quick and effective support for any students who need it. However, not all faculties are using these systems to best effect and individual education plans are not fully developed. Marking is at least satisfactory although there are inconsistencies across the school and within departments, as not all teachers provide the students with constructive feedback on how to improve the standard of their work. All students receive appropriate careers guidance. Procedures for safeguarding students' welfare including child protection are good, with effective procedures in place to deal with any incidents of bullying or racial harassment. There is a strong whole-school commitment to treat and care for every student as an individual.

## **Leadership and management**

**Grade: 2**

The headteacher, with effective support from senior leaders, has established strong leadership and management in the main school so that staff now share the drive and ambition for continuous improvement. Senior leaders and managers are focusing strongly on improving achievement and raising standards. This is seen in the effective mentoring of middle leaders by senior leaders and in setting more challenging whole school targets since the last inspection. Middle leaders also now monitor the performance of all students closely and effectively within their

departments. The main school evaluates its work accurately and effectively through, for example, identifying underperforming subjects and providing effective support to raise standards. Consequently, priorities for development focus tightly on what needs to be done to improve standards, and on achieving the increasingly ambitious and challenging targets the school sets for students' attainment at the end of Years 9 and 11. However, the sixth form leadership, although satisfactory, is not yet evaluating provision and impact on students' learning as effectively as in the main school. Governors are very supportive and challenge senior and middle leaders when appropriate. The school makes a good contribution to community cohesion and in ensuring equality of opportunity, by including all students in the life of the school. There are good links with the local community, mainly through local businesses, colleges and the cluster of schools. The school manages its resources well and gives good value for money.

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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>3</b>
The capacity to make any necessary improvements	<b>2</b>	<b>3</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>2</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>3</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

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	<b>2</b>	<b>3</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>3</b>
How well equality of opportunity is promoted and discrimination eliminated	<b>2</b>	
How well does the school contribute to community cohesion?	<b>2</b>	
How effectively and efficiently resources, including staff, are deployed to achieve value for money	<b>2</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>	



4 February 2009

Dear Students

### **Inspection of The Kimberley School, Kimberley, NG16 2NJ**

Thank you for making us feel welcome when we inspected your school recently. We enjoyed talking to you and appreciated your views and opinions. We were particularly impressed with your good attendance during the snowy weather.

This is what we found out about your school. Yours is a satisfactory and improving school with good features and a satisfactory sixth form. The school is led and managed well under the excellent leadership of your headteacher, Mr Teal. Standards are broadly average and are rising and you are making at least satisfactory, and sometimes good or better, progress in the main school. In the sixth form, standards are also around the national average and you make satisfactory progress. You receive good guidance and support and staff do their best to treat you all as unique individuals. Your behaviour, attendance and attitudes to school are good. This shows how much you enjoy school. Teaching is at least satisfactory with a significant proportion of good or better teaching. There are good learning opportunities for you with a good range of activities, which you clearly enjoy.

To help improve your school further, we have asked Mr Teal, the staff and governors to ensure that:

- more Year 11 students gain 5 A\* to C grades at GCSE including English and mathematics and more students gain the higher National Curriculum levels at the end of Year 9
- teaching has a sharper focus on your progress in lessons by always matching tasks to the needs of particular groups of students in all lessons and ensuring marking always informs you how to improve your learning
- leadership and management in the sixth form improves so that it is more effective in developing provision and raising achievement.

You can help by continuing to do your best in lessons.

Good luck with your examinations this year.

Declan McCarthy  
Lead inspector