

# Kingsmeadow Community Comprehensive School

Market Lane, Dunston, Gateshead, NE11 9NX

**Inspection dates** 21–22 April 2015

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Achievement requires improvement. Although students are making the progress expected of them, too few do better than this.
- The achievement of students across year groups and subjects is uneven and not consistently good.
- The quality of teaching requires improvement. Over time, teaching has not been consistently good. As a result, students have not achieved well.
- When marking students' work, the guidance given to them is not always linked to improving subject skills and understanding.
- Work set is not always set to meet the needs and abilities of all students.
- Students' mathematical skills are not enhanced by successful application in a wide range of subjects.

### The school has the following strengths

- Parents rightly have confidence in the work of the school as there are clear signs of improvement in their children's achievement.
- The headteacher has the full support of staff in his drive for improvement. Staff morale in the school is high. As a result, teaching and achievement are improving.
- Students say they are safe in school, enjoy their work and are well cared for. Staff and parents agree with this.
- Students have positive attitudes to learning and make a good contribution to the progress they are making. Attendance is above average and students' behaviour around the school is impeccable.
- Increasingly, there is good and better teaching in the school and, where this happens, students make good progress and learn well.
- Personal development is promoted strongly through the curriculum. There are highly effective experiences throughout the curriculum that promote well students' spiritual, moral, social and cultural development.
- There are clear improvements in students' achievement especially in English and mathematics. The proportion of students attaining five or more GCSE grades at A\*-C including English and mathematics is rising.
- Governance is a strength of the school. The headteacher and other leaders are challenged and supported well to ensure that teaching, students' achievement and the school's overall performance are continuing to improve.

## Information about this inspection

- Inspectors observed a range of teaching and learning in parts of lessons. Six observations were undertaken jointly with leaders from the school.
- Inspectors spoke with two groups of students about their learning in lessons and their safety in the school. An inspector also listened to some students reading.
- Inspectors held meetings with the Chair of the Governing Body and four other governors. They also met with school staff, including middle and senior leaders.
- Inspectors looked at the school’s review of its own performance, its development and improvement plan, school policies and the minutes of the governing body meetings. Inspectors also considered a range of documentation in relation to child protection, safeguarding, behaviour and attendance.
- Inspectors reviewed students’ work in lessons and analysed samples of students’ books.
- Inspectors evaluated 74 responses to the online questionnaire (Parent View). Inspectors also analysed responses to a school questionnaire completed by parents.
- Inspectors analysed 50 inspection questionnaires completed by staff.

## Inspection team

James McGrath, Lead inspector	Additional Inspector
Bernard Clark	Additional Inspector
Geoffrey Lumsden	Additional Inspector

## Full report

### Information about this school

- The school is much smaller than the average-sized secondary school.
- There are more boys than girls in the school.
- The proportion of disadvantaged students known to be eligible for the pupil premium is well above average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals and those children who are looked after by the local authority.
- Almost all students are White British. There are very few students whose first language is believed not to be English.
- The proportion of disabled students and those who have special educational needs is well above average.
- In learning is the one alternative provider used by the school for a very few students.
- The school meets the government's current floor standard, which is the minimum expectation for students' attainment and progress in English and mathematics by the end of Year 11.
- There have been significant changes in teaching staff, middle leadership and in senior leadership in the school since the previous inspection.
- The headteacher has been appointed since the previous inspection and took up post on 1 September 2013.

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

- Improve the quality of teaching so that it is consistently good in all subjects in order to ensure good progress for all students by:
  - making sure comments for improvement in marking provide precise subject information to improve students' learning
  - matching work more precisely to the needs and abilities of all students so many more make better than expected progress
  - making sure questioning is consistently skilful, challenges students to think deeply about their learning and increases the knowledge of all students
  - planning more effectively to ensure more students do better than the minimum expected of them.
- Increase the impact of leadership and management by making sure that:
  - the quality of teaching is consistently good across all subjects to increase students' progress
  - subject leaders check comments for improvement in students' books to ensure they are precisely linked to gains in subject knowledge, skills and understanding
  - there are more opportunities for students to use their mathematical skills in a wide range of subjects.

## Inspection judgements

### The leadership and management are good

- The headteacher, senior leaders and governors are highly ambitious for the students. They have the full support of the staff in driving forward improvements and staff morale is high. As a result, the quality of teaching and achievement is improving. Leaders have high expectations for social behaviour and respect and courtesy are the norm for the students.
- Plans for improvement indicate the main priorities for the school and these are clearly known and supported by the staff. Success is emerging with more students now making at least the progress expected of them across the school. However, too few are making better progress than expected as teaching is not consistently good.
- A thorough system for checking students' progress has been introduced since September 2014. Leaders and managers check the performance of each student and the different groups of students. More ambitious targets are set and this is supporting improvements in progress and achievement for students. There are still inconsistencies in progress across subjects and year groups in achievement and leadership is working hard to resolve these. Successes already evident show that this approach is working effectively.
- Subject leadership has improved because of coaching and support from senior leaders and new appointments made since the last inspection. These middle leaders check the quality of teaching regularly using a wide range of evidence and information. However, they have not ensured that the advice given by teachers to students is consistently linked to subject improvement and, as a result, achievement is inconsistent.
- Performance management for teachers is thorough, linked to teaching standards and identifies the skills teachers and leaders need to improve. There is bespoke training for all staff during each week and individual support and coaching for any staff who are falling short of meeting the school's high expectations. There are good examples of the impact of the school's support work with staff in terms of improving teaching.
- A performance review system is in place for teaching assistants in the school which supports their development and career aspirations. This is a good example of the school's commitment to equality of opportunity.
- Leaders have established good systems to link with the off-site provider to check the progress, attendance, behaviour and safety of students.
- The curriculum is good. Changes over the past two years are supporting improved achievement and provide strong support for students' personal development. The school has a well-coordinated approach to the development of literacy skills and this is supporting improvements in students' reading, writing and communication skills. The use of mathematical skills in other subjects is not as well developed. There are good links with industry and students receive careers' advice throughout the school to select appropriate courses to fulfil their ambitions. Almost all students leaving school in 2014 went on to education, training or employment.
- Spiritual, social, moral and cultural development is a strength of the school. It is a focus in students' everyday work in lessons, including their 'REAL' lessons, and is enhanced through additional 'Learning for Life' days throughout the year. Inspectors saw lessons focusing on multiculturalism and diversity as well as discrimination. These are good examples of how the school is tackling discrimination and developing good relationships. The school has a clear approach to the development of democracy, the understanding of other faiths and rules and behaviours required to live in modern day Britain. Students enjoy a wide range of additional activities, particularly in their 'Active Tuesday' sessions.
- The headteacher takes direct management of the additional government funding provided to the school for disadvantaged students. There are 10 clear actions, the 'Top-Ten Gap Busters', which he has set to improve the achievement and engagement of these students. These actions have successfully improved the attendance of disadvantaged students, showing improvements in their rate of progress. Consequently, in 2014, attainment gaps with other students in school and nationally narrowed in English and mathematics. The headteacher is passionate about improving the achievement of these students, regularly checks their progress and is keen to ensure gaps in attainment are closed.
- Leadership ensures that there are good arrangements for safeguarding and child protection which meet statutory requirements. Staff are appropriately trained and vigilant. Leaders work with other agencies in the local authority to make sure vulnerable students are well cared for and supported. There is a nominated governor who checks the effectiveness of procedures with school leaders.
- The local authority is supporting this improving school well. It supported governors in the selection of the new headteacher and checks the progress the school is making. It has provided training to middle leaders

and governors and is part of a steering group formed from the school's leadership and members of the local authority to monitor the school's progress.

#### ■ The governance of the school:

- Governance is highly effective. Governors are a knowledgeable, dedicated team who are challenging school leaders well. They have supported the headteacher in improving middle leadership. They compare the school's performance data both locally and nationally and offer challenge and support to ensure the school is improving. They hold subject leaders to account for their work through regular meetings and presentations from heads of departments. They have appointed new middle leaders to support the headteacher's drive for improvement.
- Governors have developed clear lines of communication with staff, parents and industry to support the work of the school. They check the finances of the school expertly and have a clear understanding of how teachers' performance links to pay. They also know, in detail, what is done to tackle underperformance among staff. Governors know that teaching is improving as they visit the school to see its work in action. Governors know how well the additional government funding to support disadvantaged students is used and are fully aware of the impact of this funding on these students' achievement. The governing body deals very effectively with its statutory duties.

### The behaviour and safety of pupils are good

#### Behaviour

- The behaviour of students is good.
- Students are keen to learn, especially when they are taught well. They follow the instructions of their teachers and enjoy sharing ideas to support their learning. Occasionally, they lose concentration and at these times they do not contribute as well as they ought to.
- Students wear their uniform with pride and dress exceptionally smartly. They are proud of their school which is free of litter.
- Around the school, students' behaviour is impeccable and they get on well with each other. They are polite and courteous and welcoming to visitors. The school is a calm and harmonious community.
- A scrutiny of students' books throughout the school shows they take pride in their work.
- Students are clear about what constitutes bullying. They know it is not tolerated and say that, on the rare occasions it occurs, it is dealt with swiftly by the school.
- The school uses off-site provision for a very small number of students for part of the week. Leaders have established procedures with the provider to ensure students are well behaved.
- There have been no permanent exclusions this year and, overall, very few students are excluded from school.

#### Safety

- The school's work to keep students safe and secure is good.
- Students say they feel safe, enjoy school and know how to keep safe. They have an exceptionally clear understanding of internet safety and what to do should any issues arise. There are opportunities in assemblies and 'Learning for Life' days to develop students' understanding of safety.
- There are well-developed links with the off-site provider to ensure students are safe.
- Vigilant staff act swiftly if students are absent. Governors check attendance regularly and support the school strongly in this aspect of its work. Attendance has improved over time and is now above average. Students attend regularly and are punctual to school and to their lessons.
- Staff and parents share the same, strongly positive, views about students' behaviour and safety.

### The quality of teaching requires improvement

- Over time, students have underachieved due to inconsistencies in the quality of teaching. Teaching is improving, with increasingly more that is good and outstanding, enabling more students to make strong progress. However, teaching is not yet consistently good enough to ensure that all students make good progress and catch up from earlier underachievement.
- Work in books, seen by inspectors, shows that the quality of advice and guidance, resulting from marking, is not helping students to make consistently good progress. It is not focused well enough on helping students to understand how they can develop their subject knowledge, skills and understanding. This

inconsistency in precision is preventing students making good progress in all subjects. High quality marking for subject development is evident in Year 11 English, in business education where work is marked using computer systems and particularly in art where it was said by Year 7 students that feedback 'helped to unlock your hidden talents'.

- Staff use good questioning skilfully to involve students and to challenge them to discuss and 'think out' challenging concepts. When this is used, students make strong progress and give reflective and extended answers. However, staff do not always use questioning skilfully to help students to recognise what they understand. Questioning is not always challenging for all levels of ability. Questions are not always used well enough to search out the knowledge of other students and deepen their understanding.
- When students make better than expected progress, work is pitched well to the varying levels of students' abilities and their specific needs. Work is thought out well with an interesting range of activities. All students engage in these activities at all times and make good and even better progress. However, when these aspects are inconsistent, students can find the work lacks challenge or they wait too long to move on to the next task and so waste time and make less progress. There are clear indications in students' current work that it is now more challenging, particularly for students in Year 7.
- A strong focus on literacy, the development of technical vocabulary and opportunities for students to read and write at length is seen in most lessons. The use of mathematical skills in other subjects is less well developed and this is not supporting students' mathematical application strongly.
- Good relationships between adults and students are a feature in all lessons. Lessons flow smoothly without interruption and both adults and students are treated with dignity and respect.
- Skilled teaching assistants make a good contribution to the learning of students. They work skilfully with individuals or small groups to support learning well.

### The achievement of pupils

### requires improvement

- Since the last inspection, progress is improving and more students are making at least the progress expected of them in a range of subjects, including English and mathematics. However, too few are making better progress because the quality of teaching has not been good enough over time. Achievement across year groups and subjects is not consistently good because teaching is not consistently good across subjects.
- The strongest and most consistent progress occurs in Year 7 as these students have been set challenging work right from the start of school.
- In 2013, those students leaving school at the end of Year 11 underachieved and results were below the government's minimum expectation for students' attainment and progress. The new headteacher strengthened leadership and focused strongly on improving the quality of teaching. As a result, students leaving school in 2014 met the government's minimum expectation. The proportion of students achieving five or more GCSE grades at A\*-C including English and mathematics improved above the minimum expected.
- Senior leaders focus strongly on improving teaching and subject leadership. Consequently, this has led to more students, who were leaving school in 2014, making the progress expected of them in English and mathematics than in the previous year. The proportion of students making the progress expected of them in mathematics matched the national average. However, the proportion in English was well below average with girls' progress below average and boys' progress well below average. Few students made better than expected progress in their subjects.
- The school's most recent data, for the current Year 11, indicates that achievement continues to improve. The proportion of students currently on track to attain five or more GCSE grades at A\*-C, including mathematics and English, is average. The proportion of students on track to make expected or better progress in mathematics compares well with national averages. Leaders and staff are working hard to improve boys' progress in English.
- Most able students do not do as well as similar students in other schools. Over time, teaching has not challenged them well enough. As a result, too few students achieve the highest GCSE grades. Leaders have focused on raising teachers' expectations for these students and this is working well, particularly in Year 7, where strong challenge was seen by inspectors.
- The school does not use early entry to GCSE.
- There are very few students who study at part-time alternative provision. Comparisons between those students and other students in the school and nationally are, therefore, not statistically valid.
- The progress made by disadvantaged students is improving across the school because of the effective use of additional government funding. These students attend regularly and are benefiting from additional

support. Gaps in attainment are closing. Disadvantaged students in 2014 were half-a-GCSE grade behind non-disadvantaged students in English and almost a grade behind non-disadvantaged students nationally. In mathematics, they were half-a-GCSE grade behind non-disadvantaged students in school and two thirds of a GCSE grade behind non-disadvantaged students nationally. These gaps in attainment were less than the previous year.

- Disabled students and those who have special educational needs make better progress overall by the time they leave school than other students in school. This is because leaders identify the individual needs of these students well and teachers and teaching assistants provide good support for these students across the school.
- Year 7 catch-up funding is helping to improve students' literacy and mathematical skills well. The catch-up funding is government funding for those students who enter secondary school with below average standards in English and mathematics.
- The school promotes reading well. It uses computer technology to assist students to enjoy reading and to develop their understanding of what they are reading. Students say they 'enjoy reading and can picture what is happening next.' Additional time and extra assistance are provided for students to improve their reading.

## What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	108410
<b>Local authority</b>	Gateshead
<b>Inspection number</b>	462259

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

<b>Type of school</b>	Secondary
<b>School category</b>	Community
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	555
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sarah Diggle
<b>Headteacher</b>	Doug Pettitt
<b>Date of previous school inspection</b>	23 April 2013
<b>Telephone number</b>	0191 460 6004
<b>Fax number</b>	0191 460 0295
<b>Email address</b>	admin@kingsmeadow.org.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)  
[Store St](#)  
[Manchester](#)  
[M1 2WD](#)

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2014

