

King Edward VII School

Inspection report

Unique Reference Number	107140
Local Authority	Sheffield
Inspection number	336817
Inspection dates	23–24 September 2009
Reporting inspector	James Kilner HMI

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

Type of school	Secondary
School category	Community
Age range of pupils	11–18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	1673
Of which, number on roll in the sixth form	497
Appropriate authority	The governing body
Chair	Ms Carolyn Leary
Headteacher	Mrs Beverley Jackson
Date of previous school inspection	3 September 2006
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and five additional inspectors. The inspectors visited 34 lessons, and held meetings with governors, students and staff. They observed the school's work and looked at information which tracks the academic and personal progress of students, detailed analysis of students' attainment and progress, school development planning, subject self-evaluation, records of recent classroom monitoring, minutes from meetings of the governing body and evidence to demonstrate how the school supports students whose circumstances may make them vulnerable. Inspectors also examined evaluations undertaken by the school to ensure that it meets statutory requirements with regard to safeguarding. In addition, 183 parental questionnaires were scrutinised along with questionnaires returned by a representative sample of pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- how does the schools' specialism impact on the work of the rest of the school?
- are individuals and various groups of students in the school achieving as well as they should?
- how well does the curriculum meet the needs and interests of all students?
- is the school's assessment of teaching and learning correct?
- how effectively do the leadership team tackle any underperformance?
- are Every Child Matters' outcomes at least good for all groups of students? What makes some outstanding?

Information about the school

King Edward V11 School and Language College is larger than average, providing for students from ages 11 to 18. It operates on two sites over a mile apart, the upper school being close to the city centre. It serves a large community beyond its normal catchment, taking in students who represent widely differing social and cultural backgrounds from 32 primary schools throughout the city. The proportion of students from minority ethnic backgrounds is well above the national average with above average numbers who speak English as an additional language. The proportion of students eligible for free school meals and the number of students with statements of special educational needs and/or disabilities is broadly similar to that of other schools. The school has a number of national and international awards, such as the 'Spanish school of the year', recognising its innovative work as a specialist college. The school's sixth form is the largest in the city. At the time of the inspection, the school was being led by an acting headteacher from the school's leadership team.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school where all students are valued; they achieve well and their attainment is above average. All in school share a common goal to achieve excellence for all students. The impact of the specialist language status ensures that some of the provision and outcomes for students are outstanding. Indeed, the school's language specialism prepares students exceptionally well for their future. Partnerships with businesses, universities and colleges both here and abroad provide real life opportunities for students to experience the world of work. The curriculum is greatly enriched by innovative courses which are nationally and internationally acclaimed. The vast array of home languages spoken by the students is celebrated by the school with a resulting significant impact on the school's cohesion as a community. Equality of opportunities for all is promoted well with students demonstrating a firm understanding of human rights and an awareness of race equality issues.

The unevenness in achievement at Key Stage 4, noted at the last inspection, has been resolved successfully. Results and progress are monitored carefully at leadership team level and by subject leaders to ensure that no group, whether by gender, ethnicity or ability is disadvantaged or falls behind. All students achieve equally well. An effective system of identification and support for students with special educational needs and/or disabilities ensures they make the same rates of good progress as their peers. In the sixth form, retention rates are high which enables the vast majority of students who begin advanced courses to achieve well and gain good passes at advanced level.

Students are, in the main, polite and courteous to one another and adults. Effective behaviour management ensures that progress in lessons is rarely impeded. Robust systems and provision have led to exclusions reducing by almost half over the past year. Strong relationships between staff and students help to create a positive learning environment within the classroom. Younger students in the lower school benefit from the guidance and support of a team of Year 9 students, who are child protection trained, acting as peer listeners.

School leaders ensure that the Every Child Matters' outcomes are at the heart of the school's highly accurate self-evaluation. Subsequent action planning identifies key priorities but those responsible for implanting actions or checking progress towards expected outcomes is not always clear. In some instances, success criteria do not focus sufficiently on the number of students who are likely to benefit from such actions.

A regular programme of lesson observations ensures that the leadership team have a clear and accurate understanding of the quality of teaching throughout the school. The focus of these observations is less well defined with regards to monitoring of students'

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learning so that some inconsistencies, for example in teachers' planning linked to student outcomes, are not as precise and readily identified. The school is about to launch a cross-school teaching and learning group to monitor outcomes for students more closely.

The school provides good value for money and has a good capacity to improve further as demonstrated by the efficiency with which the school operated in the unavoidable absence of the headteacher.

What does the school need to do to improve further?

- In order to pursue their goal for excellence for all students the school should:
 - consolidate procedures for monitoring and evaluating action planning by the use of more clearly and consistently defined success criteria
 - ensure students' rates of progress are accelerated by developing the role and remit of the teaching and learning groups to focus lesson observations more consistently on learning outcomes.

Outcomes for individuals and groups of pupils

2

Students make good progress in their learning because teachers have good knowledge about their subjects; present their lessons at an appropriate and often challenging pace and, where appropriate, use information and communication technology (ICT) effectively to support students' learning. Students join the school with levels of attainment which are broadly average. Through consistently good teaching and an outstanding curriculum they make good progress in both key stages so that, by the time they leave, standards are above average in most subjects. In 2009, the results at GCSE were equal to the school's best ever results; the proportion of students attaining five A* to C grades including English and mathematics improved on the 2008 results and the school exceeded their specialist subjects' targets. Students with special educational needs and/or disabilities make the same good levels of progress as their peers.

Students feel safe and are confident to approach adults with their concerns should they ever feel unsafe. They are aware that any forms of racism or bullying will not be tolerated. Students speak with pride of their efforts to ensure the school operates as a harmonious community. They readily volunteer for roles, for example, as young language leaders or school councillors promoting the ethos of the school amongst their peers. Beyond the school, students have an impressive track record of representing the school at local and national conferences, showcasing their work on inclusion, anti-bullying and sustainable development. Over recent years the school has been highly successful in reducing to 2.5% the number of students not in education, employment or training.

While the school is at the early stages of implementing an agreed assessment for learning policy, some students are still unclear about what they need to do next to improve their learning. This is because individual targets provided by teachers during

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oral or written feedback are not as specific as they could be.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	1
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Teachers are skilled at focusing their questioning in order to develop students' understanding. For example, in a Year 9 science lesson, students were learning about prey and predators and the teacher asked, 'Why is it important for prey to have a good sense of smell?', which prompted a lively discussion amongst the students. Teachers' planning refers to students' abilities and prior learning, for example for students with English as an additional language (EAL) or special educational needs and/or disabilities. On some occasions, overly long introductions and too much teacher direction limits the amount of independent learning students are able to develop during the course of the lesson.

Through the wide range of international, business and university partnerships the curriculum is rich, varied and fully meets the needs of all students. Many students participate in study visits to Hungary, Brittany and Madrid. Students in Years 8 and 9 study two languages which adds greatly to their understanding of different cultures.

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Vocational subjects such as GCSE Leisure and Tourism and BTEC Hair and Beauty ensure that the needs and interests of all students are met successfully. Senior leaders have adapted the curriculum effectively in order to raise attainment. For example, students start their GCSEs early in religious education (RE) and science in Year 9. Personal, social and health education (PSHE) is taught by specialists and is a strong feature of the curriculum ensuring students' emotional development. Each year, students complete challenges such as 'Extreme Sports' and 'Bands Alive' designed to encourage independent thinking and personal organisation. An impressive and popular range of extra-curricular activities, including rugby, hockey and multi-sports, have an outstanding impact on students' commitment to healthy lifestyles.

The school makes exceptional provision for students' care, guidance and support. Students say that they feel valued as individuals and they will not tolerate racism and are quick to say how harmoniously their community operates. Effective strategies are in place for the induction and transfer of students, for example, when they start in Year 7. Indeed, a number of parents commented on the ease with which their children were assimilated into the life of the school. Arrangements to support students whose circumstances could make them vulnerable are outstanding so that these students make good progress in their academic as well as personal development. The school works successfully with a number of outside agencies to ensure the well-being of students.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Effective leadership and management at all levels is steering a steady course to achieve the goal of excellence for all students. A clear commitment to the inclusion of all and high expectations is at the heart of the school community. As a result, staff morale is high and all are prepared to be accountable for their part in raising attainment and improving rates of students' progress. Despite being on a split site, liaison between upper and lower school is seamless so that there is no disruption to students' learning. Senior leaders are adept in their use and interpretation of data on students' academic and personal progress. The information is used to hold subject leaders and teachers to account. Systems to monitor the quality of teaching and to track students' progress are well established. As a result, the quality of teaching is good or better throughout school, although there are still some inconsistencies in the way in which students' learning is monitored. Recently, the roles of senior leaders have been enhanced so that there are

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strong communication and accountability links across subjects and key stages. Carefully considered and realistic target-setting ensures that the effective use of data guides leaders' challenging targets. The identification of underperformance of minority groups or those with special educational needs and/or disabilities is quickly spotted and support provided.

A strong partnership with governors ensures regular opportunities to challenge the work of the school. Governors are knowledgeable in their interpretation of data on student performance. A current recruitment drive is designed to increase the representation on the governing body by parents from the minority ethnic community.

Equality of opportunity is promoted highly successfully in a culture where discrimination is challenged at all levels through initiatives such as the 'Black Pupils' Achievement' group. The strength of the specialist college status enables the school to harness the richness of the various cultures represented in the school through a curriculum appropriate to students' needs. There is a tangible commitment to achieving community cohesion, articulated by students in conversation and in their work in school and out in the community. Through highly effective support and guidance students are able to consider their role in the community and how they might improve it. All safeguarding procedures fully meet requirements.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	2

Sixth form

The sixth form is highly valued by students, parents and the community. It is an inclusive sixth form where students really value each other. Standards in A level have

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improved steadily. The majority of subjects were above national averages in 2008 and standards rose again in 2009. Students' achievement is good over the large majority of more than 30 courses available. The leadership has focused on eliminating elements of underachievement in some courses by improving the consistency of teaching and learning and has been instrumental in raising standards at both AS and A2 level. Students attend regularly because they have high aspirations and are focused on achieving as many qualifications as possible.

The quality of teaching, guidance and support that students receive are good. Key characteristics of the good teaching are excellent subject knowledge and incisive use of assessment information. Students feel safe and valued, appreciating the 'Student Live Committee' and the new Baccalaureate course. The majority of students take on additional responsibilities and particularly value their roles in the community, for example as volunteers in the local hospital and neighbouring special school.

The leadership of the sixth form is good. It has recently been refocused and responsibilities redefined. Rigorous self-evaluation and detailed documentation provide insight into individual student achievement. Although this is well tracked, the quality of teaching in specific groups is not as well monitored and it is currently more complex to tease out where weaker elements in the curriculum, teaching or guidance may occur.

These are the grades for the sixth form

Overall effectiveness of the sixth form	2
Taking into account:	
Outcomes for students in the sixth form	2
The quality of provision in the sixth form	2
Leadership and management of the sixth form	2

Views of parents and carers

Inspectors received questionnaire responses from approximately 10% of parents and carers. Most are happy with their child's experience at school. They think that they are safe and well prepared with skills for their future life. The majority were content with the quality of teaching, with some taking the time to cite individual examples where the school had assisted them and their child personally in overcoming difficulties. Very few parents voiced negative comments and, of those, some related to ongoing behaviour issues or unresolved provision for individual support. Inspectors are satisfied that the school is aware of, and dealing with, these incidences and is about to launch the 'Friends of Kes' group to further improve home/school liaison.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at King Edward V11 School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 183 completed questionnaires by the end of the on-site inspection. In total, there are 1673 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	11	55	9	45	0	0	0	0
The school keeps my child safe	10	50	9	45	1	5	0	0
The school informs me about my child's progress	13	65	6	30	1	5	0	0
My child is making enough progress at this school	11	55	9	45	0	0	0	0
The teaching is good at this school	11	55	9	45	0	0	0	0
The school helps me to support my child's learning	7	35	5	25	8	40	0	0
The school helps my child to have a healthy lifestyle	3	15	15	75	2	10	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	13	65	7	35	0	0	0	0
The school meets my child's particular needs	8	40	12	60	0	0	0	0
The school deals effectively with unacceptable behaviour	7	35	7	35	4	20	2	10
The school takes account of my suggestions and concerns	4	20	10	50	4	20	0	0
The school is led and managed effectively	5	25	12	60	1	5	0	0
Overall, I am happy with my child's experience at this school	13	65	7	35	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



Many thanks for the warm and friendly welcome you gave my colleagues and me when we inspected your school this week. We would particularly like to thank those of you who spoke with us.

The reason we came to your school was to find out what was going well and what could be improved. Here is what we found:

- King Edward VII is a good school and some of the outcomes for you and the provision the school makes for you are outstanding
- the school is well led and managed by all of the people who make decisions about you
- you attain well and the progress you are making is good and the school is aiming for this to become outstanding
- the way you are taught and the way that you learn is good
- your behaviour is good and you get on well as a community, celebrating your different cultures.

That is really good news and you should be exceedingly proud that you attend such a good school that cares for you and wants only the best for all of you.

The leaders in your school worked with us to decide on some ways in which the pursuit of excellence could become a reality. We decided that to achieve this, the school should:

- consolidate procedures for monitoring and evaluating action planning by the use of more clearly and consistently defined success criteria
- ensure that when senior leaders are monitoring your lessons they look at your learning as well as the teaching which is taking place.

You can help your school to improve further by ensuring everyone focuses on the pursuit of excellence for all of you and by trying hard in your studies so that you can achieve your full potential in life.

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