

Kingstone judged as 'Good' by OfSTED

A team of six OfSTED Inspectors visited Kingstone School on 29th and 30th September and completed a full, thorough and detailed Inspection.

The report which was published on Thursday 14th October, described Kingstone as

"... A good school with distinctive strengths".

'Kingpins', our on-site nursery was judged to be **'Outstanding'**, scoring the highest grades for every part of the provision.

The Inspection Team was led by Her Majesty's Inspector Susan Bowles. Susan is the author of the report and states that ***"Students enjoy the school and thrive because of the warm, humane values which shape their daily experiences. Their opportunities to learn, enriched by Performing Arts Status and Extended Provision, are exciting and inclusive"***.

Mr. Milburn, Headteacher at the school, says that he is particularly pleased about the judgements made, given how challenging the new OfSTED framework has been made. "Many schools are finding it difficult to meet the criteria for the better judgements and I'm delighted for the children and staff at Kingstone that we have had such a positive Inspection". All OfSTED reports for schools identify seven outcomes for children. At Kingstone, all of these outcomes have been judged to be at least **'Good'** with three out of the seven judged to be **'Outstanding'**.

Mr. Milburn paid tribute to the Kingstone team and stressed how committed they are to improving the school, to ensure that standards continue to rise. Our overall 5 A*-C figure now stands at 76% and our figure including English and Maths is 52%".

The full report is continued on the next page...

The Kingstone School

Inspection report

Unique Reference Number	106655
Local authority	Barnsley
Inspection number	355995
Inspection dates	29–30 September 2010
Reporting inspector	Susan Bowles HMI

This inspection of the school was carried out under section 5 of the Education Act 2005. The registered childcare provision, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Secondary
School category	Community
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	1,413
Appropriate authority	The governing body
Chair	Mr Neil Thornton
Headteacher	Mr Matthew Milburn
Date of previous school inspection	20 June 2007
School address	Broadway Barnsley S70 6RB
Telephone number	01226 215757
Fax number	01226 215758
Email address	kingstone@barnsley.org

Registered childcare provision	Yes
Number of children on roll in the registered childcare provision	42
Date of last inspection of registered childcare provision	26 June 2006

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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and five additional inspectors. Thirty six lessons were observed and 35 teachers seen; inspectors met groups of students, governors and staff. They observed the school's work, and looked at its policies and records about safeguarding and the welfare and progress of students; as well as documents showing how leaders and managers monitor, evaluate and review the work of the school. They observed the Early Years Foundation Stage and registered childcare provision. Inspectors also considered 207 questionnaires returned by parents or carers, 90 from staff and 147 from students.

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

- The achievement of different groups of students, in both key stages, particularly in mathematics and science, to determine whether assessment is used effectively and teaching is sufficiently challenging.
- Other outcomes, taking account of national benchmarks and participation by groups, to determine how well the school's specialism, the wider curriculum and care, guidance and support combine to promote equality and high aspirations.
- How effectively leaders and managers at all levels translate review into action which brings about improvement, to indicate the capacity to improve.

Information about the school

The Kingstone School is a larger than average comprehensive school for pupils aged 11 to 16. It was awarded Performing Arts status in 2003. Most pupils are of White British heritage, although there are a small number of pupils who speak English as an additional language. The number of pupils known to be eligible for free school meals is in line with the national average. The school receives above average numbers of pupils who have statements of special educational needs. The school has significant extended provision with a community sports centre, a nursery and childcare on site, as well as close links with a neighbouring special school. The Kingstone School is due to close in 2012, then to reopen as part of a larger Advanced Learning Centre.

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

Kingstone School is a good school. It has distinctive strengths. Students enjoy school and thrive because of the warm, humane values which shape their daily experiences. Their opportunities to learn, enriched by performing arts status and extended provision, are exciting and inclusive. As a result, students' spiritual, moral, social and cultural awareness, sense of safety and positive contribution to the community are outstanding. Attendance is high and other outcomes are good. However, until recently, achievement, particularly in mathematics and science, was not good enough. After years of poor performance in these key subjects, students' learning and progress have improved and are now good overall. Attainment has risen well and is broadly at least average and sometimes above average. Achievement remains good in some subjects, including English and the performing arts. As a result, outcomes are now good overall.

The improvements have resulted from carefully considered refinement of provision led by a headteacher with a powerful vision and clear sense of direction. The way the school cares for, guides and supports its students is now outstanding and means that all groups make the most of the great range of opportunities the school provides. The good curriculum has been further developed since the last inspection. It now enables all students to achieve a range of qualifications in addition to the personal skills they need to do well in life. Leaders and managers at all levels look critically at the work of the school and have acted to secure satisfactory or better teaching in all subjects. These improvements have laid a foundation of good quality, but have not, as the headteacher puts it, 'built the whole mansion'. Teaching is not consistently good. Too often, it does not sufficiently challenge the range of different learners in the class or make really clear what students need to do next. When monitoring the quality of teaching, leaders have not focused closely enough on students' learning and progress. However, the school's self-evaluation is accurate and suitable priorities for improvement are being actively pursued. Leaders at all levels are working together well to enable the school to meet its challenging targets. The school sets itself high expectations and its success in improving achievement, particularly in mathematics and science, shows it has good capacity to sustain improvement.

The school's nursery is excellent and outcomes for children are outstanding.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is consistently at least good, by making sure all teaching offers:
 - a variety of good learning experiences which provide sufficient challenge for all students
 - clear information about the next steps each should take.
- Make sure the monitoring of teaching and assessment is consistently rigorous and has a sharper focus on the learning and progress of all students.

Outcomes for individuals and groups of pupils

2

Attainment on entry is broadly average but sometimes it is a little below average. Students' learning and progress have long been good in English and in some other subjects, including the performing arts and technology. Now that weaker areas are being more effectively tackled, progress is good, although the quality of learning and progress observed in mathematics and science lessons was generally satisfactory. Attainment in mathematics and science has been below average for some years. However, as a result of determined action recently, it has risen at an accelerating pace. The most recent results strongly suggest that attainment in mathematics is now average. Some key indicators of overall attainment, when confirmed, are likely to be above average. Students' comments reflect their enjoyment of learning in these subjects as much as others. However, the quality of learning and progress observed in classrooms was variable, because teaching is not consistently good. Despite these inconsistencies, students make good overall progress because of the strengths of the curriculum and care, support and guidance. Improvements in attainment are equally evident across the age range and for different groups of students, including those with special educational needs and/or disabilities, whose progress overall is also good.

Students learn to cooperate and be mutually supportive because they have strong relationships with adults who are good role models. Students make impressive contributions to the local community and have contact with communities further afield through opportunities provided by school. The school's shared values have a very positive effect on their sense of fairness, respect for others and readiness to reflect. When given the opportunity, students collaborate well, solve problems independently and take on a leading role in learning. They express their independent views confidently and take on responsibility, for example, for setting their own agenda for year meetings. Such skills are developed well by the rich curriculum and underpin students' good preparation for the wider world. Nearly all go on to further their education or to employment, a better than average outcome. Although this is a large school and an open site, students feel very safe. They feel well listened to and supported by adults who, they say, encourage aspiration, help them deal with difficult choices and can be relied on to give firm practical support when needed.

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	3
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	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop [workplace and other skills]/[skills] that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Care, guidance and support are outstanding at Kingstone School. The school's strong commitment to the safety, health and well-being of children and young people is clear in both policies and practice, as are the high aspirations for achievement. Parents and carers as well as students say the school welcomes them all and maintains close relationships which help them aim high and make the most of the wide range of opportunities. Through its strong partnerships with local schools and well-regarded guidance for students, the school ensures good transitions at every stage. This includes students whose circumstances have made them vulnerable, who are supported with understanding and respect. Well-coordinated specialist provision meets the needs of individuals well, enabling them to make the most of school. Attendance is high because firm systems work increasingly well and students want to be there.

The school has continued to develop its good curriculum, which provides challenging and rewarding experiences for all. The cultural studies programme and related courses for older students offer topics and themes which students find relevant and stimulating. A linked and imaginative approach to assessment is contributing to developing higher aspirations and skills for life. In Key Stage 4, the school exploits its strong local partnerships to offer students a good variety of pathways linked to their abilities and interests. The school further promotes equality by ensuring that all groups take advantage of its wide range of extended learning opportunities.

Teaching and learning are satisfactory. Some good and a little outstanding teaching was seen, but some missed opportunities to accelerate learning and progress. Relationships are generally good, and most lessons engage students in a suitable range of motivating activities. Resources, including teaching assistants, are sometimes used very well to support individual or group work, which helped to boost progress in Key Stage 4. Most teachers have good subject knowledge, but they do not always use it well enough to maximise learning. While teachers assess students' learning, they do not always adapt their planning to students' different progress.

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

Even in classes where there is a wide range of ability, there is often little difference in what students are asked to do, so that some students do not realise what more they could do. Some teachers miss opportunities to explore underlying principles of the subject or to probe and deepen students' understanding with well-focused, open questions. Only in the better lessons seen was time used really well so that students had good opportunities to get to grips with new learning. Too often, marking fails to identify the next steps in learning. As a consequence, not all students are sufficiently challenged.

These are the grades for the quality of provision

The quality of teaching Taking into account: The use of assessment to support learning	3
	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The recent rise in achievement testifies to leaders' and managers' impact on improvement. Change has taken some time, but is built on secure foundations. Firm action has been taken where necessary to improve teaching and learning to a satisfactory quality. However, good teaching and learning are not the norm. Lesson observations have not been consistently focused on the quality of learning and the progress by different groups of students, limiting the impact of leaders' monitoring. Embedding good learning is rightly at the top of the school's agenda for improvement and leaders have suitable plans for this, including more rigorous and effective monitoring and evaluation. The governing body is well informed and organised to evaluate the work of the school, and is doing so with increasing challenge.

A strong commitment to safeguarding students runs through every level of leadership and translates into good practical arrangements. The school's performing arts status fosters creative approaches which are benefiting students and the community in many ways. As an example, the Assessment for Living process is designed to enable parents to become more significantly involved with their child's learning, and there are early signs that it does so. Again, the array of music, dance and drama and other events help bind the school to its community, say its partners, and raise confidence and aspirations within and beyond the school. By tackling discrimination imaginatively, the school has had a positive effect on students' attitudes to difference. All groups of pupils make similarly good progress at Kingstone, as a result of its inclusive practice and the strengths of provision. Thus school provides good value for money.

These are the grades for the leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement Taking into account: The leadership and management of teaching and learning	2
	3

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	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

The setting is highly effective. Children's needs are met and their protection is ensured. Childcare provision for children aged up to three years old and from three to five years old complies with the requirements for registration and provides a high level of care matched by stimulating and enjoyable experiences, indoors and out. There are clear procedures to ensure safeguarding and safety and the environment is secure. Parents express great confidence in all aspects of the setting. Very strong relationships with parents and other agencies, and excellent recording and monitoring of each child ensure very good progression in the Early Years Foundation Stage. The philosophy of learning by doing makes this an exciting and enjoyable place for children to be. Resources are good and used in a stimulating way. The team of well-qualified adults is very well led and a clear philosophy shapes provision. Roles and responsibilities are clear and staff know their key children well. Very good risk assessment combined with imaginative planning means that children learn through exciting exploration while being kept safe. The setting is well linked to the wider school, and reflects its effectively inclusive approaches in its practice. Links with a range of services work well to support children with special educational needs and/or disabilities and there are good systems to help transition. The setting is involved in local initiatives to promote healthy eating. A low child to worker ratio and good routines ensure good observation and assessment, although there is scope to make better use of information and communication technology to provide an overview of the progress of the children.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management in the Early Years Foundation Stage	1

Views of parents and carers

The great majority of responses from parents and carers were very positive about all aspects of the school. A high proportion agreed that their children enjoy school and make enough progress. Only a few raised concerns. Although parents and carers are

confident that students are safe, some commented on incidents of unacceptable behaviour. Inspectors looked into this and concluded that staff deal well with such problems. Behaviour is good overall and in general students approve of the way it is managed, although some see differences in the way classes are handled. A few parents or carers would like to be more informed about their child's progress and to be helped to support it. A few would like the school to help their child towards a healthier lifestyle. These are areas which the school is actively intent on improving from a good base.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at The Kingstone 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 207 completed questionnaires by the end of the on-site inspection. In total, there are 1,413 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	90	44	104	51	9	4	0	0
The school keeps my child safe	87	42	113	55	3	1	0	0
The school informs me about my child's progress	84	41	106	52	9	4	3	1
My child is making enough progress at this school	71	35	122	60	8	4	1	0
The teaching is good at this school	75	37	122	60	5	2	0	0
The school helps me to support my child's learning	70	34	121	59	12	6	1	0
The school helps my child to have a healthy lifestyle	54	26	132	64	14	7	1	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)	65	32	129	63	5	2	0	0
The school meets my child's particular needs	72	35	125	61	4	2	2	1
The school deals effectively with unacceptable behaviour	73	36	114	56	11	5	1	0
The school takes account of my suggestions and concerns	62	30	118	58	11	5	1	0
The school is led and managed effectively	84	41	111	54	2	1	1	0
Overall, I am happy with my child's experience at this school	93	45	105	51	4	2	1	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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 is for the period 1 September 2009 to 31 March 2010 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring term 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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 pupils' 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.



1 October 2010

Dear Students

Inspection of The Kingstone School, Barnsley, S70 6RB

Thank you for the interest you showed in the inspection of your school. Your politeness, helpfulness and ability to express your views were impressive and helped to show us that yours is a good school.

Kingstone School has distinctive strengths. It offers you a rich mixture of enjoyable and worthwhile experiences, and you make the most of them. I would like to congratulate you on your excellent attendance and the enthusiasm with which you get involved in a host of activities which make a very positive contribution to the community. You behave well, and think seriously about what is right and wrong. The school prepares you well for life. You helped us to see why nobody gets left behind at Kingstone, because the staff really care about you as individuals and provide outstanding support when you need it.

The school knows it is not perfect. Until recently, students did not do well enough in some subjects, including mathematics and science. This has improved: learning is more enjoyable, as you told us, and progress is now good. Results in examinations have risen well recently and are at least average overall. Mr Milburn, the governors and other staff have looked critically at the school and made useful improvements. However, teaching is not consistently good. Sometimes lessons do not sufficiently challenge everyone in the class, or give you a clear idea of what you need to do next. Because of this, we have asked the school to:

- make sure all teaching offers a variety of good learning experiences which provide sufficient challenge for all students and clear information about the next steps each should take
- make sure the monitoring of teaching and assessment is consistently rigorous and has a sharper focus on the learning and progress of all students.

You can of course play your part in making learning better, by being 100% ready to rise to the challenge. You know how busy and interested you feel in your best lessons: I think you can work out with your teachers how to learn that well in every lesson. I wish you every success.

Yours sincerely

Ms Susan Bowles
Her Majesty's Inspector

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