



# The Kingswinford School

— a science college —

22<sup>nd</sup> June 2012

**Dear Parents, Carers, Staff, Students, Members of the Governing Body and the Community,**

I am delighted to share the outcomes of our recent Ofsted report with you all.

The Kingswinford School was judged as a good school in the five judgements on: Achievement of Pupils, Quality of Teaching, Behaviour and Safety of Pupils, Leadership and Management and Overall Effectiveness.

I would like to bring these highlights to your attention:

**Key Findings:**

**Page 4:**

- This is a good school. It lives up to its motto of 'every child a scientist' because of its outstanding science provision.
- All groups of students achieve well and their progress is good. For the last three years attainment at the end of Key Stage 4 has been well above that reached by similar students nationally. Students' achievement in science and modern foreign languages, art, design and technology, geography and mathematics is outstanding. Students find learning motivating and persevere to grasp challenging ideas.
- Teachers interest and motivate students well. Students enjoy learning, particularly when they are working in groups or pairs, and when encouraged to take responsibility for their own performance. Teaching assistants are briefed well and deployed effectively across subject areas, especially in the support of disabled students and those who have special educational needs.
- Students' behaviour is outstanding. This is reflected in their excellent behaviour around school and their punctuality to lessons. Students enjoy coming to school ...

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- Leaders and managers enable the school to perform well in all aspects. The impressive curriculum provides a broad and balanced range of opportunities leading to rich and memorable experiences. The use of the observatory to extend the science curriculum is an excellent example of this. Students benefit from varied programmes of trips, residential visits and invited speakers. These help ensure that students' spiritual, moral, social and cultural understanding is promoted well.

## Main report (page 5)

### Achievement of Pupils

- Staff have systematically focused on improving the progress of both higher and lower attaining students.
- Disabled students and those who have special educational needs are effectively supported in all lessons because teaching assistants understand how to help them engage with the work and encourage them to be independent learners. Careful attention is paid to these students' weaker reading skills and this enables them to make good gains. Consequently they make similar progress to other groups of students in lessons.
- Staff carefully monitor the progress of all students. Students are appreciative of the time given by staff in providing extra help when they need it. Staff are particularly successful in raising the achievement of those students whose circumstances may have made them vulnerable. Their increased confidence as learners supports them effectively into further education or training. All students make at least good progress in lessons because work is carefully matched to their starting points and needs.

### Quality of Teaching

- The quality of teaching across the school is good with an increasing amount that is outstanding.
- In the lessons observed, students enjoyed learning .... They were well behaved and made good gains in their understanding.
- Students' reading skills are well used and supported in all subject areas. Disabled students and those who have special educational needs have dedicated time with skilful teaching assistants to support the development of their reading skills. This gives them increased

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confidence in tackling more complex texts. These students explained how teaching assistants 'never give up on them and encourage them to complete work'.

## **Behaviour and Safety of Pupils (Pages 6/7)**

- Students feel safe in school and are encouraged to take responsibility for their own actions. This is evident in the courtesy and respect students show each other, staff and visitors. There is no litter around the site. Students appreciate and respect the high quality of work displayed around the school. Relationships both with staff and between students are excellent and reflect the positive school ethos. Parents, carers and students spoke about the care and support all staff provide, and the impact they have on students' confidence, learning and feelings of safety. Bullying of any kind rarely occurs and students are confident it is dealt with effectively. Students understand the different types of bullying ...
- The school is aware of the rare instances when learning is adversely affected by individuals' behaviour. In such cases, a firm line is taken and the school's high expectations of behaviour are clearly re-iterated.

## **Leadership and Management (pages 7/8)**

- The headteacher has been in post a short time and has already made a significant impact upon the school. For example, she has restructured the senior and middle leadership teams to give an appropriately closer focus on teaching and learning in order to raise standards further. She is ambitious for every student's achievement and knows students and their families well. The headteacher's passion and high expectations are shared by all staff.
- Leaders have an accurate understanding of the school's strengths and priorities for development. They effectively support and challenge staff, and set high standards for quality and performance through effective professional development and performance management.
- Student participation contributes well to the excellent work the school does with its numerous partners.
- The curriculum is outstanding because the school achieves its aim of providing a highly personalised curriculum for every student which drives their learning and wider understanding of social, moral, spiritual and cultural issues. The curriculum also underpins students' high levels of achievement ...

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- The governing body is well-informed and monitors the school very well. Members of the governing body use their professional expertise to challenge the school and hold senior leaders to account. They use their knowledge of the school well to agree appropriately ambitious targets for improvement.
- It successfully attracts high quality staff and provides good opportunities for them to develop both their professional and leadership skills. This factor has contributed significantly to the school's track record of continual improvement. Together with the effectiveness of recent improvements instigated by the new head teacher, this indicates very good capacity for further improvement.

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

- Streamline data systems to support all students towards reaching aspirational targets.
- Ensure that students better monitor their own performance so that they work more independently towards ambitious goals.

I attach a copy of the full version of the Ofsted report. It is also available on the school website by following the link: <http://www.kingswinford.dudley.sch.uk/parents/ofsted.html> or it can be viewed on the Ofsted website which is:- <http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/137773>

Meanwhile, thank you to those of you who supported us in the inspection process.

With best wishes to you all.

Yours sincerely,

**B. Hedley**  
Headteacher

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