

Kingsmead Technology College Profile



Kingsmead Technology College

Kings Avenue, Hednesford
Cannock, Staffordshire, WS12 1DH
Telephone: 01543 512455
<http://www.ktconline.org.uk>

Local Authority:	Staffordshire
Age range:	11-18
Number of pupils:	1307
Head teacher:	Mr. C. Hilton
Chair of governors:	Mrs. B. Heath

What have been our successes this year?

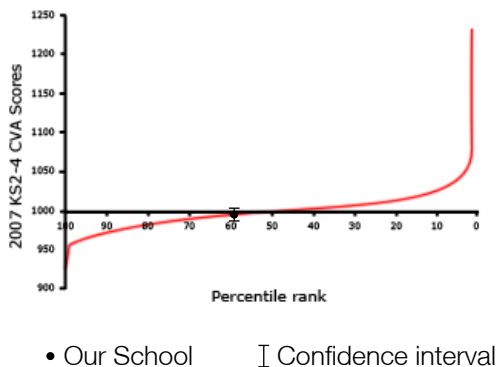
- School Improvement Partner grades school as Good
- Investors in People Award and Artsmark redesignation
- Over-subscribed
- Behaviour/relationships good.
- High attendance at Saturday School - an average of 70 students each Saturday
- Recruitment/retention in Sixth Form improved.
- Sixth form students successfully apply to HE
- ICT provision strengthened with wireless laptops and digital projectors. Ratio of students to computers 2.7:1.
- Good strategies for raising achievement in KS3 & 4 with Challenge Days focusing on raising achievement.
- Second annual conference re Boys' Achievement hosted for West Midlands Region
- Year 9 students pass GCSE Modern Languages examination.

- Five+ A*-C for all subjects 56%. Five+ A*-C, including functional English and maths, 53%.
- Broad range of extra-curricular activities leading to successes in District/Regional/National sporting competitions, musical/dramatic productions, UK Maths Challenges and language visits abroad i.e. ski-ing, Euro Disney and residentials to outdoor education centres and Italian Concert Tour.
- Successful production of 'High School Musical'
- Attendance good - percentage higher than national average.
- Gained £600,000 to invest in Sixth Form

What are we trying to improve?

- Every Lesson Matters: Strategies to promote high quality learning/teaching to engage students and inspire them to greater success.
 - Raising Achievement through Specific Intervention Strategies: Targeting students using data, and implementing support programmes to ensure potential achievement is realised.
 - Addressing Team Key Priorities: Individual curriculum areas set specific improvement priorities related to their own self-evaluation.
 - Towards a Skills-Rich Curriculum: Amending curricular content in line with new national and syllabus requirements. Continue to focus on development of literacy skills across the curriculum. Continued development of Functional Skills testing in English, Mathematics and ICT.
 - Enhancing Technologies for the Community of Learners: Enhancing media and communication hardware and software to ensure students are learning using the latest technologies. Develop web-based learning further via a Virtual Learning Environment.
 - Post-16 Priorities: A range of plans for the BKN Consortium to improve quality of provision and raise standards. It is our intention to improve the delivery of learning and teaching to the highest possible quality so that students are successful and reach their potential.
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How much progress do pupils make between 11 and 16?



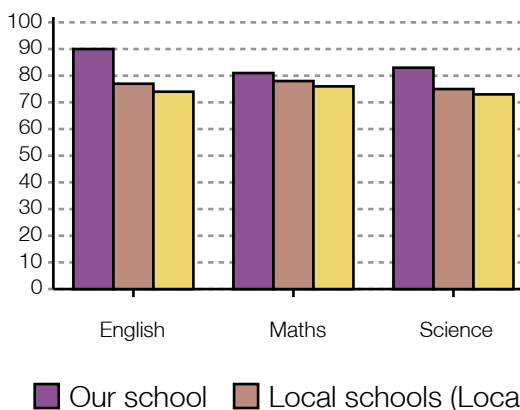
The chart shows our school's contextual value added (CVA) score relative to that of other secondary schools. CVA is a statistical means of assessing how effective a school is, by measuring pupils' progress using their test and examination results. The confidence interval shows the range within which we can be confident the score (calculated on the results of only one year group) represents the overall effectiveness of a school. The percentile rank shows the percentage of schools with a score equal to or higher than ours.

We have a system of regular Progress Checks. These enable analysis of individual students' progress towards targets in all subjects at five points during the year. These show that students in all years are making progress towards reaching college targets.

Students in all groups make progress in line with expectations between 11 and 16. Curriculum Leaders, in meeting with the Leadership Team, are positive about the expected results in 2008.

In addition to GCSE and equivalent qualifications the majority of students (over 200) also complete Adult Literacy and Numeracy tests at both Level 1 and 2. In 2007, 88 students achieved two passes at Level 2 and a further 17 students achieved two passes at Level 1. Pass rates were 89% at Level 2 and 79% at Level 1. In 2008, 95 students achieved two passes at Level 2. Pass rates were 83% at Level 2 and 65% at Level 1.

How well do our pupils achieve at age 14?



This shows Key Stage 3 results for 2007. It shows the percentage of pupils eligible for KS3 tests (usually 14 year olds) who achieved or exceeded level 5.

Attainment has improved over the last three years. In 2007 relative attainment overall and in English was significantly better than expectation. The percentages of students achieving Levels 6, 7 and 8 have continued to increase. In the core subjects of English, maths and science, results are above those for both the local authority and all schools.

SATS (2007)

English:

Level 5+ 90%

Level 6+ 46%

Level 7 9%

Maths:

Level 5+ 81%

Level 6+ 61%

Level 5 33%

Science:

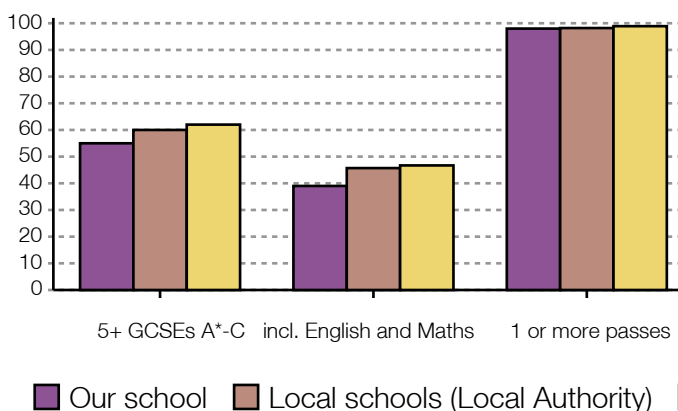
Level 5+ 83%

Level 6+ 44%

Level 7 10%

Information from Progress Checks indicates that we expect similar results in Key Stage 3 in 2008. In foundation subjects, teacher assessments are also positive.

How well do our pupils achieve at age 16?



This shows the percentage of pupils (who were at the end of Key Stage 4) who in 2007 achieved 5 or more GCSEs (and equivalent) at grades A*-C, 5 or more GCSEs (and equivalent) at grades A*-C including English and mathematics GCSE, and one or more GCSEs (and equivalent) at grades A*-G.

Overall standards at Key Stage 4 have improved. In 2007 55% of students gained five or more A*-C grades. In 2007 the figure for five or more A*-C grades, including English and Maths was 39%. The 'Adult Literacy and Numeracy' testing which students completed meant that in 2007 53% of students achieved five or more A*-C grades including Functional English and Maths. 93% of our students achieved five or more GCSE grades at A*-G and 98% of our students achieved at least one GCSE pass.

Boys have a slightly higher Contextual Value Added score than girls whilst no group of learners achieved Contextual Value Added scores significantly different from national figures. The alternative provision and accreditation now being offered in some areas of the college have started to improve the attainment of some groups of pupils. These provisions have been refined for 2008 and we expect to see positive outcomes in our results from 2008.

How have our results changed over time?

- Students achieve in line with their target results at A2 and AS levels.
 - Technology college status has led to the number of students gaining five or more A*-C grades increasing.
 - The number of students gaining higher grades in maths and English has improved.
 - Results in the Technology College lead subjects of technology, science and maths are now over 50%.
 - The percentage of students gaining five or more A*-G grades has continued to rise.
 - In Key Stage 3 our students achieve average point scores significantly above national figures.
 - Average points scores in all three core subjects at Key Stage 3 are now above national figures, significantly so in English.
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How are we making sure that every child gets teaching to meet their individual needs?

- Our students are assessed on entry to the college so that individual needs can be identified and addressed.
- In English and mathematics, students are placed in ability sets from Year 7. Students learning styles are also assessed and teachers have received training on how best to deliver lessons for visual, auditory and kinesthetic learners.
- All students are set individual targets for all subjects and their progress is measured against these targets through five separate progress reports.
- In 2007 there were two review days for parents to discuss their child's progress with their Learning Tutor.
- All our teachers are subject specialists who plan their lessons taking into account the ability, prior knowledge and understanding, and learning styles of the students in their classes.
- The curriculum is reviewed annually with the aim of providing a broad range of courses at a variety of levels so that all students are able to follow a pathway which caters for their individual needs including Study Plus.
- If students do not make the progress expected then intervention programmes are implemented with the agreement of parents.
- Students with special needs receive appropriate guidance and mentoring.

How do we make sure all pupils attend their lessons and behave well?

- We work closely with our Welfare Officer and parents to monitor attendance. Attendance is above 93%, which is above local and national averages and is recorded for individual lessons. Students receive rewards for good attendance/behaviour.
- We have clear rules and expectations. These are discussed with students to ensure they understand them. Rule reminders are given regularly. Students who behave well are rewarded for doing so. Rule-breaking and incidents of poor behaviour are monitored and dealt with via a

series of consequences, depending on the seriousness. Support workers mentor individual students to encourage achievement.

- The college has adopted new software to identify students whose attendance is causing concern.
- Cohort Support Workers contact students and parents to ensure good attendance is achieved.
- The college's Inclusion Panel discusses students and formulates strategies to address behavioural and attendance issues.
- The college is proactive with the District Inclusion Panel to ensure students have appropriate placements to ensure engagement.
- The Governors' Welfare Committee meets with students and parents to resolve issues of misbehaviour.
- The college's rewards system is used to motivate students.

What have pupils told us about the school, and what have we done as a result?

- 78% of students would be prepared to recommend the school (15% above national average).
- 80% of students say they are happy at school and 97% that they get on well with their teachers.
- 90% feel they belong to the school community (above national average).
- Kingsmead Connexions has achieved Beacon status for individual guidance.
- Students have requested outdoor shelters, more playing space, play equipment, more courses in KS4 including performing arts, improvement to the school meal menus and additional fresh water coolers.
- Improved the College Council by having a democratic election process.
- Surveyed students in February to ascertain school improvements.
- In response to requests from the School Council, we have introduced: - play equipment for student use at lunchtime
 - a healthy drinks machine

- students overwhelmingly supported the change to the college day
- improvement to fencing and gates for safety
- improvements to the sixth form work facility and common room
- LCD screens for student use in the dining hall

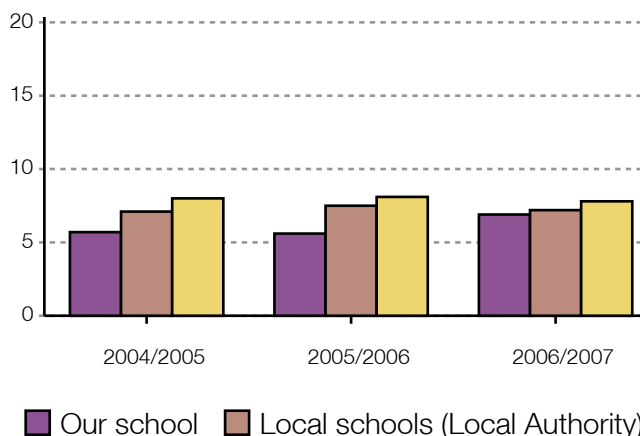
How are we working with parents and the community?

- Parents, Teachers and Friends Association meets half-termly, providing a partnership between home and school.
- Parental views gathered and acted on via parent questionnaire.
- Review Days held twice a year involving 15 minute interviews with student/parent/mentor to set targets for the year.
- Half-termly newsletter (Kingsmead Connect) giving ongoing information and news.
- Parents evenings including; Open Evening (for prospective parents), Options Evening and Partnership Evenings.
- Our website, www.ktconline.co.uk provides information for parents giving academic and pastoral support and key dates for the year.
- With our consortium partners we offer a successful 6th form which caters for community needs.
- Involvement of wider community in technology/community learning partnership.
- Technology Status: Kingsmead is actively working with partner schools on a range of projects including masterclasses, gifted and talented and supporting ICT in primary schools.
- Kingsmead is the focus of our Community Learning Partnership. Partner schools and external agencies meet to agree community focus projects, including peer mentoring, enhancement of adult education, play facilities and equipment.
- The college will be consulting on Trust Status.

What activities and options are available to pupils?

- Before and after school homework clubs and Saturday School.
 - Learning Centre is open on Saturday mornings for students to complete coursework, homework or revise for exams.
 - Annual drama production is extremely popular and receives excellent reviews.
 - Music department enjoys great success with our Orchestra.
 - Huge extra curricular sports programme with school teams acquiring a national reputation for success.
 - Majority of subjects provide extra curricular clubs or homework help at lunchtime/after school.
 - Several overseas trips have been held recently including WW1 Battlefields/Italian Concert Tour/ski tour/Euro Disney.
 - Residential to Shugborough and Coven outdoor education centres.
 - Duke of Edinburgh Award expeditions. This year students are being assessed for the Gold award.
 - Climbing Club.
 - Community projects e.g. gardening at West Hill Primary School/Flux Project (community Arts project)/designing of website/logo for Hednesford Town Council.
 - Citizenship projects e.g. Giving Nation and recycling.
 - College Council
 - One student selected to Youth Parliament.
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How do our absence rates compare with other schools?



This chart shows the percentage of half days missed through authorised and unauthorised absence by all pupils at the school. Information is given for the school, for schools within the local authority and for all schools.

- Kingsmead's absence rate compared with local schools and those nationally is very good.
- Our authorised absence rate is 5.1% with the LA average being 6.8%.
- Our unauthorised absence is 0.5% with the LA average being 0.7%.
- Our percentage attendance is 93%.

How do we make sure our pupils are healthy, safe and well-supported?

- Each tutor group has a Learning Tutor who remains with them for 5 years. Year groups have Progress Leaders who support them and monitor progress and who also remain with the year group. Cohort Leaders oversee progress in all years and liaise with external agencies to ensure that support is available for all students.

- Our anti-bullying policy encourages students to speak openly or to report concerns via our intranet. We have signed the Safe Schools Charter. Our Citizenship programme covers bullying, smoking, drugs and alcohol abuse. Health education is supported by work in other subjects.

Our dining area offers healthy options. We provide a wide range of extra-curricular sporting activities to promote fitness.

- We employ 5 support workers and a Relate counsellor who deal with issues to raise achievement.

The Cohort Support Workers act as year group support and mentor students, both on

achievement and behaviour. The Relate Counsellor advises students on strategies to use to enhance their personal well-being e.g. relaxation; stress management; assertiveness; anti-bullying etc.

- Learning to Learn: Students are taught specific skills to enhance their capacity to engage in their learning and achievement.

What do our pupils do after year 11?

In 2007:

- 81.2% of our students continued in full time education, mostly in the BKN Consortium. This figure is 6% higher than the district average.
- 9.6% of our students went into structured learning in the workplace.
- Less than 3% of our students went straight into work without structured training.
- 27% of our students currently go into higher education, two years after completing Year 11. This is almost 4% above the district average.

Ofsted's view of our school

The college's effectiveness is satisfactory and it offers satisfactory value for money. The college's own assessment matches that of inspectors. The recently appointed headteacher and senior leadership team provide a clear focus on improving the quality of teaching and learning and raising the achievement of learners. They have recognised the need to sharpen the focus of the school improvement plan to achieve these objectives. Since the last inspection the college has improved the progress of students with learning difficulties and disabilities and has made some progress to raise the standards achieved by boys, although this has not been consistent. Overall teaching and learning are satisfactory and students make satisfactory progress but higher attaining students are not always challenged enough. The college has in place a number of strategies designed to raise achievement further, for example to ensure clearer targets are in place for individual students and to develop a curriculum that is appropriate for all students.

The majority of students enjoy college and have a positive attitude to learning. Attendance is above average and behaviour is generally good in lessons and around the school, although a minority of parents feel it could be improved further. Most students feel they are in a safe, stimulating environment where they are encouraged to learn and achievements are well celebrated. The college offers a wide and popular programme of extra curricular activities and

students are developing good personal and social skills. The college has a strong culture of inclusion and systems for guidance and support about future courses and careers are good. However, students are not always given sufficient guidance on what they can do to improve their work further. The curriculum is satisfactory overall, with particular strengths at Key Stage 3. In keeping with the college's technology specialism, there is effective use of information and communication technology (ICT) across the college. The college has identified the need to broaden its curriculum for older students. The new leadership team has developed robust monitoring procedures for checking the quality of provision. The college has a good understanding of its strengths and areas for improvement. There is a clear vision for the future based on raising the aspirations and achievement of individual students. The headteacher and senior team have been successful in harnessing the support of staff to support this vision and the college has good capacity to make further improvements.

Date of last inspection: 26-Jan-2006

Ofsted graded our school as satisfactory

Inspectors made judgements on a scale: outstanding (grade 1); good (2); satisfactory (3); inadequate (4).



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What have we done in response to Ofsted?

Areas identified:

- Ensure courses are appropriate for all: vocational courses for KS4, more choice in KS5, greater emphasis on learning skills in KS3, all plans include a personalised curriculum aspect. New Gifted & Talented, Enterprise, Be Healthy, Learning to Learn and Citizenship Co-ordinators' roles have been created.
- Ensure assessment is clear and provides guidance: New electronic assessment and reporting package, reports five times a year. Parents' Evening re-introduced.
- Ensure the college plan is sharply focused: New software used. All team plans include key priorities of raising achievement, assessment for learning and improving teaching.
- External review of our consortium leading to the appointment of a Director of Sixth Form and new Consortium Governing Committee.
- Improved student monitoring at post-16 through data systems and appointment of a Learning Mentor.

- A commitment to innovation - exploring Trust School Status.
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Information about our sixth form

Our results this year

The number of students in the sixth form is 138. Our student retention rate remains high with only four students leaving the sixth form last year. AS results in 2007 were 70.3%. A2 results have remained good with a 2 year rolling average of 98.5% pass rate. Thirteen subjects gained 100% pass rate.

How have our results changed over time?

AS results have improved from last year, up 3.3%. A2 results remain static although the percentage obtaining the higher grades A-C has risen from 44.4% to 59.6% between 2006 and 2007.

What have been the successes of the sixth form this year?

- 13 subjects received 100% pass rate at A2.
- Re-launch and branding of the sixth form.
- Successful induction programme for students.
- Improved attendance of students.
- Proactive Consortium and College Council.
- Student involvement in school productions and events.
- Successful sixth form Consortium Ofsted reports.
- Increased progress checking and monitoring of students.
- Introduction of Parent Partnership evenings.
- Successful Enrichment Week.
- Increased numbers of students applying to higher education.
- New sixth form accommodation for September 2008.

What are we trying to improve in our sixth form?

- Improving value added scores through further examination analysis and Consortium quality assurance calendared for 2008/9.
- Further use of the on-line tracking and traffic light system to inform staff/parents of student progress against targets. Used by the college to give up-to-date cohort information for targetting and parental access to be developed.
- Curriculum provision received based upon Year 11 cohort data and Level 3 provision in place to inform suitable pathways/routes for students.
- The new Enrichment Programme offered to students will give further opportunities for work by our students to take place within the local community.

What do our students do after leaving the sixth form?

- The high proportion of students gaining places in higher education has increased from 58% to 64% between 2006 and 2007. Indeed 90% of all year 13 students were placed in education, training or employment with training, reflecting their all-round talents and skills.

More Information

If you would like more information about school policies, including our policies on special educational needs and disability, admissions, finance, school food and our complaints procedure, please contact us:

By telephone 01543 512455

Our website <http://www.ktconline.org.uk>
