

Kingsmead Community School Profile

Kingsmead Community School

Wiveliscombe

Taunton, Somerset, TA4 2NE

Telephone: 01984 623483

<http://www.kingsmead-school.com>

Local Authority:	Somerset
Age range:	11-16
Number of pupils:	790
Head teacher:	Mr Geoff Tinker
Chair of governors:	Mr. Allan Sutton

What have been our successes this year?

- We were delighted with the examination results in 2009 at KS4 with 69% achieving 5A*-C; 57% 5A*-C including English and Maths; 99% 5A*-G and 95% 5A*-G including English and Maths
- The introduction of Challenge Days has been a huge success thanks to the dedication and professionalism of all the staff, who had to do an incredible amount of planning, and the attitude and involvement of the students. We are convinced that Challenge Days will have a significant impact upon all our young people and help them improve not only their examination results but also their abilities in the key areas of resilience, independent thinking, perseverance and team work
- We improved the physical environment with several accommodation and equipment developments. The changing rooms were totally revamped and upgraded as were the ICT facilities in our Learning Resource Centre

What are we trying to improve?

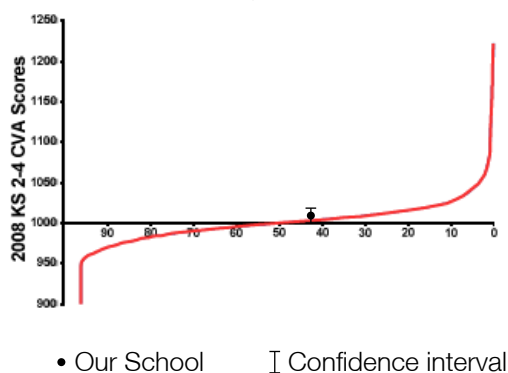
We continue to strive to be 'outstanding' in everything we do. We remain focussed on improving teaching and learning; promoting a positive, safe and caring learning environment and improving our self evaluation/ tracking/ mentoring systems. We also continue to develop the leadership and management skills of staff and students and to improve the physical environment wherever possible.

We aim to improve the environmental practices of the school and wish to achieve the 'Eco Schools Silver Standard' this year.

Preparing our students to be active global citizens in the future remains at the heart of Kingsmead and as such our local, national and international links are vital to what we do. Our partnerships with Shirelands in Smethwick; Helen Kaunda and Makuba Schools in Zambia and schools in France, Germany and Spain are set to continue and grow even stronger as is our role in supporting many schools in the County, the South West and the Country in developing language learning for all.

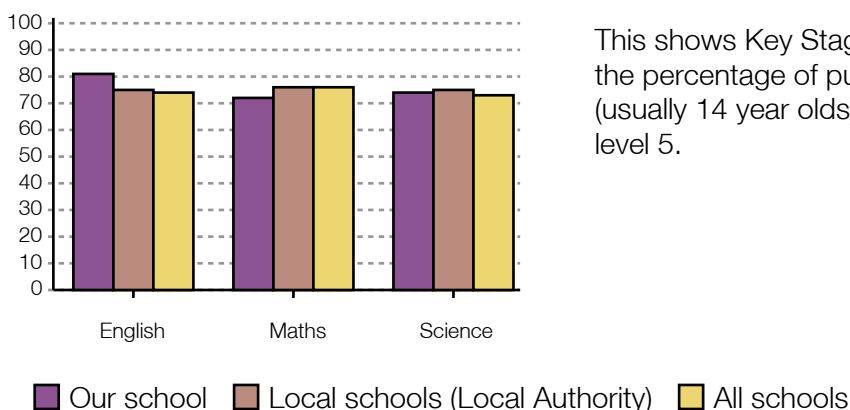
We have introduced a new assessment, recording and reporting system for this new academic year.

How much progress do pupils make between 11 and 16?



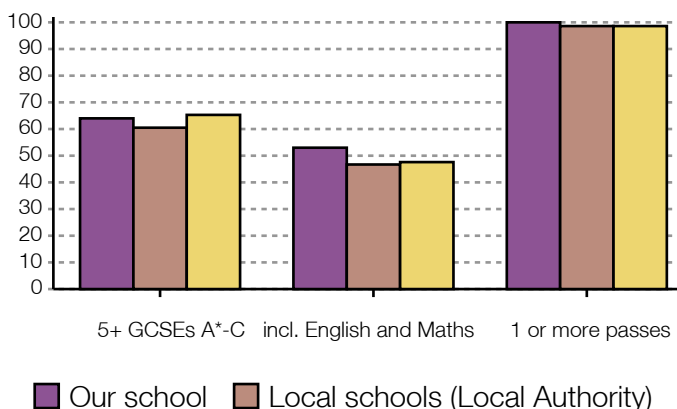
The chart shows our school's contextual value added (CVA) score relative to that of other secondary schools. CVA is a statistical means of assessing how effective a school is, by measuring pupils' progress using their test and examination results. The confidence interval shows the range within which 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.

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.

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 2008 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.

How have our results changed over time?

Year	5A* - C	5A* - G
2005	59%	92%
2006	69%	93%
2007	69%	95%
2008	65%	96%
2009	69%	98%

How are we making sure that every child gets teaching to meet their individual needs?

We place great importance on independent learning and continue to develop programmes of learning that are personalised to the needs of each student. A wide and diverse curriculum enthuses students and develops their range of learning styles and independence.

Challenge Days are an excellent example of how we develop independence and learning styles as is the Option structure in preparation for KS4. We offer a wide range of programmes of study in our 'Alternative Curriculum' provision and are heavily involved in the development of Diplomas. Elsewhere we use both setting and mixed ability teaching and have some single gender groups in order to enhance learning.

In class support and 'outstanding' provision for students with special needs ensures individualised learning programmes are delivered by staff. We offer booster classes; 1:1 mentoring; 1:1 and small group study sessions; Easter and weekend revision alongside excellent tracking of progress. We co-ordinate a detailed programme for gifted and talented students that extends and expands their skills ensuring high quality learning takes place both inside and outside the classroom.

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

Our school places great emphasis on good attendance and rates of attendance are consistently high. We have a highly effective rewards system that promotes good attendance and good behaviour and have very robust systems in place that ensures absence is looked into and monitored and poor behaviour effectively dealt with.

We have a clear code of conduct and have very high expectations of all our young people and staff in the school. When a student does not meet those expectations we have a range of sanctions that are used.

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

Our students contribute to the development of the school in many ways. These include: participating in interviews for the appointment of new staff; membership of Student Voice; acting as peer mentors; being prefects; being student leaders for a range of school activities. Student views are actively sought on various aspects of school life on a regular basis through surveys, focus groups and interviews. The Headteacher undertakes exit interviews with a range of Year 11 students and with representatives from each year group.

A few examples of action undertaken are: improved changing rooms; improved uniform; more consistent application of rewards

How are we working with parents and the community?

Parents and carers play a key role in the education of students. The partnership between home and school is explicit in the home-school agreement and the code of conduct and we regularly phone and write letters home.

Detailed reports on progress and attitude to learning are provided and parents can meet with subject and support staff at various times of the year or whenever the need arises.

The School Society (our PTA) is heavily involved in determining the direction of the school and represents parents' views; they meet at least six times per year. The Head always provides a detailed report to the meetings on progress, issues and successes.

We celebrate success with parents in a variety of ways.

We are heavily involved in community activities such as 10 Radio, 10 Parishes Arts Festival, the Rotary Club and local sports, music and drama groups. We also get strong support from the community who use our facilities and attend many school activities.

What activities and options are available to pupils?

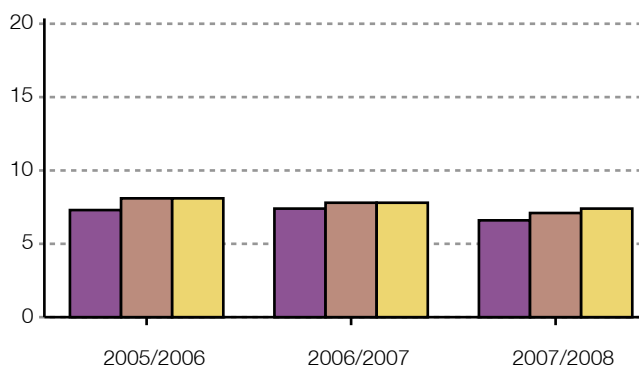
We are very proud of the diverse range of enrichment opportunities available. High quality sport, music and drama are a strength of the school. We offer the Bronze Duke of Edinburgh Award programme that attracts over half of the Year 10 group each year. We achieve outstanding success in public speaking competitions and represented the UK in Brussels in the European Youth Speaks competition, having won the national final held at the House of Lords in 2008-2009.

Activities such as dance, chess, Warhammer, board games, IT and art take place at lunchtimes as well as sport, music and drama, which are well supported.

We also run a huge number of educational and cultural visits that enrich the life of the school.

Our options booklet sets out the broad range of subjects available at KS4 that includes traditional choices and vocational and applied learning courses. We offer the 3 modern foreign languages at GCSE level and are expanding our NVQ and BTEC courses to meet the needs and aspirations of our young people. We also offer a wide range of 'Alternative Curriculum' courses including hairdressing, car mechanics & horticulture all of which achieve a nationally recognised qualification.

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.

■ Our school ■ Local schools (Local Authority) ■ All schools

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

Our student support structure is a real strength of the school and was judged 'outstanding' by an independent reviewer in 2009. This system promotes the health, safety and well being of every student as does the whole ethos of the school. A positive environment, clear guidelines and code of conduct ensure students feel safe and act appropriately. We recognise that students can make mistakes and that all schools have incidents of bullying. Our approach is that we treat all students with respect but have a zero tolerance to bullying that leads to our reputation of having little bullying and of dealing with it effectively when it arises.

We work very closely and effectively with the Local Support Team and our multi agency work ensures coherent support for vulnerable young people.

Healthy lifestyles are promoted through our PSHCE programme and Challenge Days as well as our very active extra curricular programme of sports, music and drama. Our Healthy Schools Award endorses the proactive work we undertake in this area.

What do our pupils do after year 11?

DESTINATIONS FOR SCHOOL LEAVERS IN SUMMER 2009

College	
136	
Apprenticeships	5
Employment	2
Armed Forces	1
Unemployed	0
Other	2
	—
Total	146

Ofsted's view of our school

Kingsmead is a good school with some outstanding features. There is a positive and supportive atmosphere and the great majority of students enjoy their education. One commented: 'It's such a happy place to be'. Students become confident and articulate learners who are eager to contribute to the life of the school and wider community. They are keen to take on responsibility and relish opportunities to serve as prefects, peer mentors or 'buddies' for younger students. Their views are valued by staff and governors and sometimes influence the decisions they make, for example in changes to school uniform. Most students behave well and want to succeed at school.

The school has worked hard to develop a comprehensive system for tracking students' progress. Teachers are alert to any signs of underachievement and students have a clear understanding of the levels and grades they are expected to achieve in tests and examinations. Highly committed staff provide very good support for the most vulnerable and the most challenging students. An outstanding curriculum is enhanced by productive partnerships with local colleges and organisations. There is an impressive array of academic and vocational courses for older students and these are well matched with their wide-ranging learning needs. The school uses its specialist status very effectively to develop the foreign language skills of the most able linguists.

The school has given a high priority to improving teaching and learning and this is having an impact in many lessons. Teaching is good overall and there are examples of creative and lively classroom practice which stimulates students' enthusiasm for learning. Senior leaders recognise that extending this more consistently across the school will be a key factor in ensuring that standards continue to rise.

This combination of positive attitudes, good teaching, careful tracking of progress and a first-rate curriculum has a positive impact on learning. Students make good progress throughout the school so that the standards they reach at ages 14 and 16 are above average. There is an upward trend in students' performance in GCSE examinations, and the most recent results are the best that the school has achieved.

The headteacher provides clear, determined and forward-looking leadership. He is well supported by a very able senior team and some talented middle leaders. Together they are establishing an impetus for change which is underpinned by a strong commitment to improving teaching and learning. Senior leaders have a clear understanding of the school's strengths and areas for development. They recognise the need to ensure that self-evaluation in subject departments is more rigorous and sharply focused on teaching and learning. The issues arising from the last inspection have been tackled very effectively and the school has good capacity to improve further. The school is oversubscribed and is well regarded by the great majority of parents. One parent wrote: 'My child has come on in leaps and bounds since joining Kingsmead. They are very tuned-in to his well-being and very adaptable to his needs'.

Date of last inspection: 28-Nov-2006

Ofsted graded our school as good

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



[View the Ofsted page for Kingsmead Community School](#)

What have we done in response to Ofsted?

The school has moved forward significantly in many areas since the last Ofsted inspection in 2006. We have made huge improvements with regard to the two areas mentioned in the report, namely:

- We have a detailed and effective programme of team review in place that focusses on teaching and learning
- Effective classroom practice is extended consistently across the school via INSET; peer observations; team reviews; think tanks; CLG; SLT monitoring; mentoring and exchanges of good practice sessions

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 01984 623483

Our website <http://www.kingsmead-school.com>
