



Kelsey Park Sports College

Inspection report

Unique Reference Number 101670
 LEA Bromley LEA
 Inspection number 286144
 Inspection dates 27 - 28 September 2006
 Reporting inspector Mr Michael Chisnall (HMI)

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

Type of School	comprehensive	School address	Manor Way,Beckenham
School category	foundation		BR3 3SJ
Age range of pupils	11-18		
Gender of pupils	Boys	Telephone number	020 8650 8694
Number on roll	998	Fax number	020 8658 5527
Number on roll (6th form)	153		
Appropriate authority	The governing body	Chair of Governors	Mr Colin Thompson
		Headteacher	Mr Brian Lloyd
Date of previous school inspection	05 February 2001		

Age group	Inspection Date(s)	Inspection No.
11-18	27 - 28 September 2006	286144

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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and three Additional Inspectors.

Description of the school

Kelsey Park is average in size with a growing sixth form. It takes students from the full ability range but, taken overall, attainment is below average when students start in Year 7. The proportion of students with learning difficulties is above average, as is the number eligible for free school meals. There is a very high proportion of students from minority ethnic heritages. Many of them speak English as an additional language but very few are at an early stage of language acquisition. Around a quarter of students come from neighbouring London boroughs. The school is designated as a Sports College with specialisms in physical education and business studies.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Kelsey Park Sports College is an effective school that provides a good quality education for its students. It is improving rapidly under the very good leadership of the headteacher, supported significantly well by a strong senior management team. Much has been achieved in recent years and the learning opportunities for students are now much improved, to the point where standards are around average. Given that many students enter the college with low starting points, this represents good achievement for nearly all.

There are several factors that have enabled this to happen. The most significant of which is the very clear direction from the headteacher with an unrelenting focus on raising attainment. This has permeated all levels of management, creating a systematic drive for improvement and an effective learning environment. The impact of this is seen in the standards in both Key Stages 3 and 4 that have never been higher and compare well with the national picture. No groups of students underachieve, including those from minority ethnic heritages, and most achieve well.

Another key factor in this picture is that relating to students' behaviour, which is good. Most students behave well and attend lessons ready to work. They enjoy learning and appreciate the opportunities the college offers them. These include access to a wide range of sporting activities and a variety of vocational options, such as business studies which is offered from Year 9. Specialist status is making a real difference to students in these areas and helping them to lead healthy lives and to be well prepared for the world of work. However, the relatively recent designation as a sports college has not had time to impact on the wider curriculum.

Staff work hard to provide interesting and relevant lessons. Most lessons are good, some are outstanding and very few are unsatisfactory. Students recognise that the quality of the teaching they receive has improved over time and value the good relationships they have with staff. Although most teaching is good, there is inconsistency; some of it is not strong enough to enable students to progress as well as they might. There is still more to be done in raising standards in Key Stage 3 English, which are below average, and in helping more able students to achieve even higher standards. There is quite a high proportion of students who are vulnerable for one reason or another, for instance, having a learning difficulty. The college makes good provision for all these groups of pupils, supports them effectively and enables them to achieve well.

The good quality of education provided by the college and the achievements of its students mean that it provides good value for money. Its track record of improvements and an accurate analysis of strengths and weaknesses indicate that there is good capacity for further and sustained improvement.

Effectiveness and efficiency of the sixth form

Grade: 3

The effectiveness of the sixth form is satisfactory. Students' standards on entry are around the national average. They make satisfactory progress in lessons and achieve standards that are average. Teaching is satisfactory overall with much that is good. The personal development of students is good. Although most have positive attitudes to learning, not all are developing the skills of independent learning. Students are offered a good range of academic and vocational courses and regularly participate in sporting activities. Facilities for social and private study activities are inadequate but improvements are underway. Students receive satisfactory support in their academic work but are unsure about career

opportunities.

What the school should do to improve further

- Raise standards in English at Key Stage 3
- Increase the proportion of teaching that is good or better, including that in the sixth form
- Improve the challenges given to more able students and those in the sixth form, so that they consistently achieve even higher standards and develop independent learning skills.

Achievement and standards

Grade: 2

Students make good progress across the college and, from generally low starting points, reach standards that are close to national averages. No groups of students underachieve but the more able students could achieve still more.

In Key Stage 3, students make good progress, especially in mathematics and science. Progress in English is satisfactory, but with few students reaching higher levels. Standards are improving and are now average. They are above average in mathematics, average in science, but below average in English. The college has exceeded the targets set in mathematics and science but did not meet its most recent target in English.

Standards in Key Stage 4 are now close to the national average, having improved steadily over time and exceeded targets. Most subjects do as well as expected although there is some variation. For instance, targets are exceeded in English and physical education but missed in geography and music. Progress is good for most students and the school is consolidating this success. This college has recognised that some able students have not been doing as well as they should and has put strategies in place to provide appropriate support. These are beginning to pay off and the number of students gaining higher grades has improved significantly in English, physical education and drama.

Personal development and well-being

Grade: 2

Students' personal development and well-being are good. Their moral, social and cultural development is good although the spiritual dimension is satisfactory. Behaviour and attitudes are good in lessons and around the college; most students getting on well with each other and staff. Although attendance is improving but still below the national average, the college is doing all it can to improve it.

Students show great loyalty to the college and recognise how it is improving. One commented, 'The school is doing well for us and has an improving reputation.' Students enjoy their learning. They feel safe from bullying and racist incidents, commenting that if there are any, they are dealt with quickly and effectively. Students feel confident in talking adults in the school if they feel the need. They appreciate the improved provision of healthy foods and numbers attending extra-curricular physical activities have increased.

Students are becoming more involved in making a positive contribution to the community, for example, in organising and leading inter-form competitions, leading and participating in borough competitions and being involved in charity fundraising activities. Through work experience and other work-related activities, students develop well the skills they need for their future economic well-being. Improving academic standards also contribute well to this. Almost all students continue on to further education, employment or accredited training courses.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good in the main school and satisfactory in the sixth form. Although lessons range from outstanding to inadequate, the majority are good or better. Very strong relationships and good attitudes to learning underpin students' enjoyment of lessons. This motivates them to work hard and behave well in the vast majority of lessons. Lessons are usually well planned and proceed at a brisk pace. Teachers use their good subject knowledge to set high expectations for learning, though a minority of lessons does not offer real challenge to more able students. In an outstanding Year 11 English lesson on the use of language in literature, the teacher planned imaginative tasks that fully met the needs of individual students, enabling them to achieve extremely well.

When students are not clear about the expectations of behaviour, they do not achieve their potential. The slow pace of a minority of lessons in the sixth form does not fully engage students and does not help them to become effective independent learners. Students know their levels and grades and what to do to improve their work.

Curriculum and other activities

Grade: 2

Curriculum provision is good. Previous weaknesses in meeting statutory requirements have been rectified and students receive their religious education entitlement by taking a short course in Key Stage 4. As a specialist sports college all students benefit from improved provision within physical education and business studies. Students are regularly consulted about subject choices. The options available to Key Stage 4 students and those in the sixth form fully meet their needs and aspirations. Many students in the main school now continue into the sixth form. They receive good careers advice and are made aware of all courses available to them including vocational options.

A strong element of the curriculum is the flexible provision made for those students with particular needs or interests. Good links with external providers complement in-house provision in making available alternative timetables or day release options as part of personalised learning agreements.

The curriculum makes good provision for the development of literacy, numeracy and information and communication technology skills. Provision for work-related learning and enterprise is satisfactory whilst the provision for personal, health, social and citizenship education is good, supporting students' personal development well. There is a good range of extra-curricular activities that are well attended, including work-outs in the new fitness suite.

Care, guidance and support

Grade: 2

The college provides a very caring and supportive environment where students feel safe, develop their personal qualities and make good progress. Effective support is provided for those who have learning or other disabilities as well as for those who have English as an additional language. There is also good provision for students who are vulnerable in other ways. This good quality support and guidance is enhanced further through effective links with a variety of other specialist agencies. Parents are appreciative of the quality of support and guidance their children receive. Provision for ensuring health and safety is strong. Child protection and risk assessment procedures are securely in place and staff are aware of their responsibilities.

Tutors monitor individual students' progress regularly and keep systematic records of their progress. Not all subject departments use these to the same extent, leading to variation in quality of target setting. Students benefit from good advice in helping them decide on the next stage of their education both within the school as well as beyond.

Leadership and management

Grade: 2

Leadership and management are good and have created an environment in which standards are rising and students achieve well. There is very strong leadership from the headteacher and the senior management team that sets a clear agenda for raising standards still further. As a result of this direction, subject leaders monitor the work of their departments well and make careful assessments of particular strengths and weaknesses. However, a few of the ensuing subject improvement plans do not focus sufficiently on expected gains in learning for students.

This is a school that knows itself well and makes accurate judgements about where it is achieving success and where it needs to improve. For instance, relatively low standards in physical education were recognised and, using resources linked to the recent sports college designation and better curriculum provision, this subject is now one of the most successful in the college. Monitoring of teaching and learning, although well organised and helps teachers to improve their work, does not concentrate enough on how well students are doing in lessons. Monitoring by governors is satisfactory; they know the school well and satisfactorily discharge their responsibilities.

The leadership of the college, supported by staff, has successfully created an atmosphere in which students know they matter and are fully included in its life and work. The vast majority of parents who made their views known are happy with the way the college is managed and what it offers their sons.

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Annex A to the inspection report

Inspection Judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	3
How well does the school work in partnership with others to promote learners' well-being?	2	2
The quality and standards in the Foundation Stage	NA	
The effectiveness of the school's self-evaluation	2	2
The capacity to make any necessary improvements	2	2
Effective steps have been taken to promote improvement since the last inspection	Yes	Yes

Achievement and standards

How well do learners achieve?	2	3
The standards ¹ reached by learners	3	3
How well learners make progress, taking account of any significant variations between groups of learners	2	3
How well learners with learning difficulties and disabilities make progress	2	

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

All white boxes must be completed. The grey boxes are used wherever the inspection team has sufficient evidence to come to a secure judgement.

Annex A to the inspection report

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	2
The extent of learners' spiritual, moral, social and cultural development	2	
The behaviour of learners	2	
The attendance of learners	3	
How well learners enjoy their education	2	
The extent to which learners adopt safe practices	2	
The extent to which learners adopt healthy lifestyles	2	
The extent to which learners make a positive contribution to the community	2	
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	2	3
How well do the curriculum and other activities meet the range of needs and interest of learners?	2	2
How well are learners cared for, guided and supported?	2	2

Annex A to the inspection report

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	
How effectively performance is monitored, evaluated and improved to meet challenging targets	2	
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2	
The extent to which governors and other supervisory boards discharge their responsibilities	3	
Do procedures for safeguarding learners meet current government requirements?	Yes	Yes
Does this school require special measures?	No	No
Does this school require a notice to improve?	No	No

Annex B to the inspection report

Letter to pupils explaining the findings of the inspection.

6 October 2006



Dear Students

Kelsey Park Sports College
Manor Way
Beckenham
BR3 3SJ

I would like to thank you for the warm welcome that you gave to my colleagues and me when we inspected your school recently. We particularly appreciated the discussions that we had with many of you and are grateful to you for helping us with our work. In return, I want to let you know of the inspection findings so that you can see for yourselves what we thought.

What impressed us most about the college:

- The very strong leadership of your headteacher who is well supported by senior staff; between them, they are really helping the school to improve
- Your behaviour and positive attitudes to school that make a real difference to how well you learn in lessons
- Most of the teaching you receive is good and you commented on how it has improved
- There is a good range of options for you at Key Stage 4 and in the sixth form that enables you to follow academic or vocational courses
- Those of you who need extra help with your learning or for other reasons are given good support

All of these strengths have really helped to turn the college into a good school. Most of you make good progress and achieve standards that are similar to those found nationally. When you look at how the school was doing a few years ago, this is really good improvement. Of course, there are some things that could be better. We have asked the staff to work on these areas in order to make Kelsey an even better school:

- Improve standards in English at Key Stage 3; they are not quite as good as in maths or science
- Make sure that all of your lessons are as good as the best ones, including those in the sixth form to help you progress even faster and be more independent in your learning
- Help those of you who find lessons easy to learn even more, so that you reach the standards of which you are capable.

I hope you will help the staff with these tasks by continuing to work hard, do your best and come to school as often as you can. Best wishes for the future!

Yours sincerely

Michael Chisnall

Her Majesty's Inspector