



King Edmund Community School

Inspection report

**Better
education
and care**

Unique Reference Number 109299
 Local Authority South Gloucestershire
 Inspection number 294538
 Inspection dates 8 – 9 November 2006
 Reporting inspector Andrew Harrett HMI

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

Type of school	Secondary	School address	Sundridge Park
School category	Community		Yate
Age range of pupils	11–18		Bristol
			BS37 4DX
Gender of pupils	Mixed	Telephone number	01454 862626
Number on roll (school)	597	Fax number	01454 862627
Appropriate authority	The governing body	Chair of governors	Mr Anthony Wallis
		Headteacher	Mr Roger Gilbert
Date of previous school inspection	October 2005		

Age group	Inspection date(s)	Inspection no.
11–18	8–9 November 2006	294538

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Introduction

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

Description of the school

This small specialist business and enterprise and sports school serves the town of Yate and outlying villages. Most pupils are of White British heritage. The percentage of pupils eligible for free school meals is low. There are more pupils who have learning difficulties and disabilities and those with statements of special educational need than average. The sixth form is small and is part of a consortium with two neighbouring secondary schools. The school has Healthy Schools status. At the time of its last inspection, the school was issued with a Notice to Improve because it was performing significantly less well than in all the circumstances it could reasonably be expected to perform.

Key for inspection grades

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

Overall effectiveness of the school Grade: 3

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school no longer requires significant improvement. The overall effectiveness of the school is satisfactory and the quality of the curriculum and personal development and well-being are good. Effective planning has ensured that the issues raised at the last inspection have been successfully addressed.

There was a consultation period between February 2005 and October 2005 regarding secondary education in the local area, which proposed the closure of the school. This had an adverse impact on staffing, the capital building programme and the number of pupils. The decision to keep the school open has reinvigorated the life of the school. Extensive building work is now underway and there is a renewed confidence for the future. One parent said, 'Keeping the school open was the best possible news for my children's education and for the community as a whole.'

The quality of leadership and management is satisfactory overall and the new headteacher provides very good leadership. The quality of provision is rigorously monitored and accurately evaluated. This has ensured that the school's overall effectiveness is now securely satisfactory. The high priority given to the personal development and well-being of the pupils ensures that in this inclusive school they make at least satisfactory progress whatever their background. Standards are satisfactory. Pupils enter the school with standards which are broadly average. At the time of the last inspection, standards and achievement in the sixth form were inadequate. Standards in this area are now in line with the national average and the pupils make satisfactory progress.

Pupils are very happy at school and are delighted with the recent improvements. This is reflected in lower exclusion rates and improved behaviour and attendance, which are satisfactory. Pupils like and respond positively to the recent motto promoting good attendance, 'You're in, you win!' They participate enthusiastically in activities provided during lunchtimes and after school and value the successful school council.

Teaching and learning are satisfactory. The emphasis on monitoring teaching and encouraging good practice has raised the overall quality, but the proportion of good and outstanding teaching is not sufficient to ensure that all pupils make good rather than satisfactory progress. However, there are certainly models of securely good and outstanding teaching on which to build.

The school judges its curriculum to be satisfactory. Inspection evidence demonstrates that this is too cautious a judgement and the curriculum is good. Recent developments in Year 7 are improving the pupils' ability to improve their learning skills. The curriculum for Years 10 and 11 is flexible and offers a range

of courses and subjects, which provide an appropriate programme for the full range of learners. The sixth form curriculum has improved and is satisfactory. Plans for further improvements in this area are well conceived.

The care, guidance and support of the pupils are satisfactory with some good elements. There are rigorous and innovative systems which seek to reward pupils' achievements. The commitment to ensuring that pupils are safe, secure and able to develop their personal qualities is encouraged by good levels of care. The school has improved the collection and quality of assessment data. Although pupils receive regular feedback and guidance on how to improve their work in some subjects, practice is inconsistent across the school. Further work is required to ensure that assessment data is used consistently in target setting in all subjects to raise pupils' standards.

The school has specialist status in business and enterprise and in sports. The proposed closure of the school adversely affected the development of these areas, leading to staffing difficulties, a freezing of the capital development programme and some disillusion amongst pupils when planned improvements were put on hold. The impact of specialist status has been mixed. Targets for standards in business, information and communication technology (ICT) and physical education have not been met. However, there is evidence of a good impact on the development of the school's curriculum and in community involvement, involving some successful sporting events in local schools.

The improvements in the school since the last inspection are considerable and have raised the overall effectiveness of the school so that it is now satisfactory. The school now has a thorough, detailed and accurate view of its provision and effectiveness. The progress made since the last inspection shows that the capacity to improve is good.

Effectiveness and efficiency of the sixth form Grade: 3

The sixth form is satisfactory. Since the last inspection, the school has successfully focused on raising the quality of education in the sixth form. Results have improved at all levels, standards are now similar to the national average and the pupils make satisfactory progress. The school ensures that pupils are entered for appropriate courses at AS level and A level and has well conceived plans to introduce a broader range of other courses. Further development of the sixth form at this school is reliant on more coherent collaboration and consistency between the three schools in the consortium. The recent appointment of a link director is an important step in making that happen.

What the school should do to improve further

- Increase the proportion of good or better teaching.
- Embed target setting for pupils and tracking of their progress as key factors in raising achievement.

Achievement and standards

Grade: 3

In the national tests at the end of Year 9 in 2006, standards were below average in English and average in science. Standards and achievement improved significantly in mathematics and were above average. The results in all three subjects reflect the satisfactory progress made by pupils at Key Stage 3.

Standards remain around average at the end of Year 11 and the pupils make satisfactory progress. Standards dipped in 2004 but have subsequently risen. However, not all of the pupils reached the challenging targets set for them by the school.

Standards and achievement have improved in the sixth form over the last three years. Standards are average and achievement is satisfactory.

Personal development and well-being

Grade: 2

The quality of personal development and well-being is good. Pupils generally behave well and relationships are strong between pupils and with adults at the school. However, in a very small number of lessons, poor behaviour disrupts learning. Pupils report that there is very little bullying and that when it does arise, it is dealt with effectively. Pupils know the factors which contribute to a healthy lifestyle and appreciatively choose the nutritious food on offer. They participate enthusiastically in the many sporting opportunities available both during and after school. The pupils make a good contribution to the local community. Through the school's specialist status, they have organised sporting events in local primary schools. They have also worked on arts projects with younger children. The school council is a lively forum and has a record of success in representing pupils' views and bringing about changes. Their spiritual, moral, social and cultural development is good overall. The school acknowledges that more could be done to foster a greater understanding of the United Kingdom as a multicultural nation. Preparation for the pupils' future economic well-being is satisfactory. They develop satisfactory literacy and numeracy skills. The school knows that pupils' ICT skills require more development.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning across the school is satisfactory, with some examples of securely good practice, but the proportion of this is not sufficient to raise the satisfactory levels of overall progress to a securely good level. Good lessons tend to have similar features across the school. In particular, it is the pace of learning that characterises good teaching. This occurs because a variety of teaching methods and learning styles are used and teachers judge accurately when to move from one activity to another. A good blend of interesting and stimulating input by the teacher and opportunities for pupils to think independently and develop their own thoughts are characteristic of the best practice. In some lessons which are satisfactory overall, teaching tends to be too dominant with insufficient attention to the differing needs of different groups within the class. Sometimes there is an assumption that, because the teacher has covered the content, pupils have understood.

Curriculum and other activities

Grade: 2

The curriculum is good. Developments in the curriculum in Years 10 and 11 are providing a wide range of opportunities to meet pupils' needs and lead to appropriate pathways after the age of 16. Specialist college and other funding has been imaginatively used to extend the range of facilities and courses. As a result vocational courses such as engineering and beauty therapy run alongside sports leadership courses and 'impact' days for year groups on topics such as industry and enterprise. A pilot 'learning to learn' scheme to bring more cohesion to teaching common skills across a range of subjects in Year 7 is a helpful innovation. The sixth form curriculum is now satisfactory with an improving range of courses. The programme for personal, social, health and careers education (PSHCE) is good although the quality and benefit of what happens in the classroom varies very considerably. There is a good range of extra activities within and beyond the school day in many areas including sport, school productions and clubs. These are much valued by pupils.

Care, guidance and support

Grade: 3

The quality of care, guidance and support is satisfactory. Pupils feel safe and well cared for. One pupil said 'I feel it's a really safe place where adults treat what we say in confidence'. Pupils appreciate the committed attitude of their teachers. Arrangements to safeguard pupils are comprehensive, meet all requirements and pupils adopt safe practices. The provision for pupils with learning difficulties and disabilities is good. The special educational needs department, the pupil inclusion centre and the hearing impairment unit work in

close cooperation to ensure that all pupils make at least satisfactory progress. One parent commented, 'The support given by the pupil inclusion centre is above expectation. My son is achieving better than ever before.' A wide range of outside agencies lend effective support to assist the school in improving attendance and behaviour. Assessment data are collected comprehensively and regularly, but use of data in departments to track pupils' progress and set effective targets for them which they clearly understand is inconsistent.

Leadership and management

Grade: 3

The impact of leadership and management is satisfactory. The headteacher provides very good leadership. His values and expectations are clear to the whole school community and inspire confidence and commitment. The leadership and management structure of the school has recently been remodelled. This has led to improvements but as yet it is too soon to see more than a satisfactory impact. The school has taken on board the perception of some parents that communication with them was inadequate and has taken effective measures to improve consultation. The quality of middle management is satisfactory overall, although there are some inconsistencies. Governance is satisfactory. The governing body has a sound understanding of its role in challenging and supporting the school and has developed effective links with the pupils. The inadequacies noted in the last report about the quality of the leadership and management of the sixth form have been addressed with vigour and determination so that provision, standards and achievement are all now satisfactory.

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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?	3	3
How well does the school work in partnership with others to promote learners' well-being?	2	3
The quality and standards in the Foundation Stage	NA	
The effectiveness and efficiency of boarding provision	NA	
The effectiveness of the school's self-evaluation	3	3
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?	3	3
The standards ¹ reached by learners	3	3
How well learners make progress, taking account of any significant variations between groups of learners	3	3
How well learners with learning difficulties and disabilities make progress	2	

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	3	
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	3	

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.

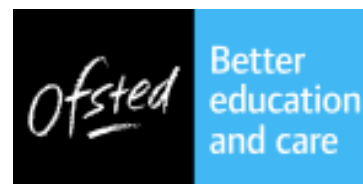
All white boxes must be completed. The grey boxes are used wherever the inspection team has insufficient evidence to come to a secure judgement.

The quality of provision

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	
How effectively performance is monitored, evaluated and improved to meet challenging targets	3	
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3	
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	
Does this school require a notice to improve?	No	



10 November 2006

Dear Pupils

King Edmund Community School, Sundridge Park, Yate, Bristol, BS37 4DX

Thank you for your openness and helpfulness when we visited your school recently. You helped us a great deal to make our judgements about your school. We are very pleased that King Edmund Community School is now providing a satisfactory education for its pupils. Everyone at the school, including you, has worked very hard to achieve this.

These are the things that we particularly liked about your school.

- Pupils across the whole school make satisfactory progress in their learning.
- The school council is an effective and valued organisation.
- The school looks after you well and is good at improving your personal development.
- There is a good choice of subjects to enable you to achieve well at school.
- The sixth form has improved, results are better and there are more opportunities for you to take suitable courses when you go into Year 12.

These are the things that we have asked the school to do to make things better.

- Teaching and learning are satisfactory in the school, with some really good teaching. We want the school to bring all the teaching and learning up to the best standards. You can help by continuing to come to school regularly. Remember your attendance motto: If you're in, you win!
- We have asked the school to make sure that you always know exactly how to improve your work and to set challenging targets with you to make your progress even better.

Yours sincerely

Andrew Harrett
Her Majesty's Inspector of Schools