



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR KINGSBURY GREEN ACADEMY

Name of School:	Kingsbury Green Academy
Headteacher/Principal:	Jason Tudor
Hub:	Wootton Bassett Hub
School phase:	Secondary
MAT (if applicable):	Royal Wootton Bassett Academy Trust

Overall Peer Evaluation Estimate at this QA Review:	Effective
Date of this Review:	17/01/2022
Overall Estimate at last QA Review	Effective
Date of last QA Review	18/11/2020
Grade at last Ofsted inspection:	The school has not been inspected since academisation. The predecessor school was judged Requires Improvement in 2018.
Date of last Ofsted inspection:	22/03/2018

1. Context and character of the school

Kingsbury Green Academy is situated in Calne, Wiltshire. It is an average sized secondary school and student numbers are increasing as its reputation is improving. The school was formerly known as John Bentley School and re-branded in 2018. It then joined the Royal Wootton Bassett Academy Trust in 2019. The school is now a firmly established member of the Trust, receiving valuable support from other schools and making a valuable reciprocal contribution.

Students come from a range of socio-economic backgrounds. Attainment on entry is broadly average although a high proportion of students arrive with reading ages below their chronological age. The vast majority of students are of White British heritage, hence very few have English as an additional language. The proportion of students in the disadvantaged group is above the national average, as is the proportion who have special educational needs and/or disabilities (SEND). The percentage of students with an education, health and care plan is well above average. Mobility is low. Most students remain at the school for their compulsory education and larger numbers are staying on into the sixth form.

2.1 Leadership at all levels - What went well

- The school is well-led by a dynamic senior leadership team. The headteacher has skilfully steered the school through a period of significant turbulence and it is now a well-respected school in this area of Wiltshire. Leaders have benefitted from support from the Trust since the school joined and, such is the expertise of the staff, the school now leads on a range of areas shared across the Trust.
- Self-evaluation is secure and informs the school development plan (SDP). The SDP is then utilised to generate performance management targets. All staff have a focus on raising standards for disadvantaged students and those with SEND, and they have a range of areas on which to base the other targets. As one senior leader stated, 'this enables curriculum leaders to guide staff in their areas appropriately'.
- Whole school priorities revolve around boosting attainment and progress, particularly for disadvantaged students to reduce achievement gaps. The 'First Pupil Premium' strategy has been successful, and this group of students has improved their performance, most notably in Key Stage 3.
- Curriculum leaders constitute a knowledgeable and motivated group of middle leaders who are universally passionate about their subjects. They play a vital role in school improvement and describe themselves as 'fiercely loyal' to their senior colleagues.
- A cohesive approach to assessment has emerged from discussions with leaders at all levels, giving them greater ownership and increased accountability. Each

department adapts the whole school assessment methodology, making it bespoke to their subjects and this has reduced staff workload.

- Continuing professional development (CPD) for new staff around the school's Learning Cycle has had the most impact in their induction. Comments like 'this has boosted my confidence' and 'I have learned how to be an effective tutor' indicate the impact of this process. Extremely high scores on the feedback survey from new teachers highlight its value. Other training, for example, through national qualifications and OLEVI programmes, has improved the knowledge and skills of developing leaders.
- The spiral curriculum works upwards from Year 7. Leaders ensure that knowledge is imparted in core themes in readiness for progression through the key stages into the sixth form. Key concepts are developed and deepened so that students are well-prepared to specialise in their subjects at GCSE and then for Level 3 courses.
- Diversity and cultural capital are promoted through the 'Five Cs school values' – courage, conscientiousness, consideration, creativity, confidence. Activities in PSHE, and in the books students read, are examples of how these values are used to emphasise ways in which students are able to contribute to society. Many charitable fund-raising activities also add to awareness of the needs of different cultures. Trips out of school are re-starting this academic year, for example, the whole of Year 9 is going out to Reading and Bath universities.

2.2 Leadership at all levels - Even better if...

...staff built on the improvements made to assessment and feedback strategies by implementing the practices and processes seen in the strongest departments across the school.

...there were further opportunities to develop student leadership beyond the house system.

3.1 Quality of provision and outcomes - What went well

- The hard work leaders and other staff have applied to raising the quality of teaching and learning over time is coming to fruition. Learning explorations revealed a growing consistency in the application of the Learning Cycle strategy and students are reaping the benefits.
- Engagement in learning is a 'given' in all classrooms. This was particularly evident in a Year 11 sport science lesson, where students were fully focused on extending their coursework using their laptops. Likewise, in a Year 8 French lesson, no learning time was lost in satisfying students' thirst for learning.
- Highly positive relationships between teachers and their students engender a

climate of mutual respect. In a Year 9 mathematics lesson, the excellent relationships resulted in high levels of motivation which encouraged students to 'have a go' at solving challenging problems.

- In most lessons, learning is collaborative, leading to increased involvement in classroom discussion, which students really enjoy. In Year 13 English and chemistry lessons, peer discussions were used effectively to deepen students' knowledge and understanding.
- Questioning is a strength and is a consistent feature in most classrooms. For example, in a Year 10 history lesson, the teacher's thought-provoking questions about punishment in the time of Charles I thoroughly probed students' understanding. Coupled with a 'hands down' approach, students were continually poised to answer the next question.
- Teachers generally ensure that challenge is appropriate. The teacher in a Year 9 English lesson purposefully challenged students' language knowledge in the exploration of The Wife of Bath's Tale from Chaucer's Canterbury Tales.
- Assessment lessons are leading to well-informed feedback. This was observed in students' work and the DIRT sessions that are an integral component of the Learning Cycle. This enables students to act on comments that lead to improved knowledge.
- Teachers' subject knowledge enables them to provide high quality lessons that boost students' motivation to learn. In a Year 11 English lesson, the teacher's deep-seated knowledge of the subject gave clear strategies for improvement and increased the quality of students' work.
- Learning is logically sequenced and highlights accurate planning. The teacher in a Year 9 English lesson widened the curriculum by placing the theme of literature in medieval times into its historical and cultural context.
- The literacy strategy was strongly evidenced in lessons through opportunities for extended writing, guided reading, enhancing examination skills and feedback. The impact of the rewards that students are gaining from the whole school focus on the development of reading was highlighted when a Year 8 student stated, 'this has encouraged me to read at home and I am now reading harder books as a result'.
- The Scholars Programme that begins in Year 7 has been specifically devised to improve the performance of higher attaining students and is based on the work of the Brilliant Club. This includes Cloud 9 cards which provide additional challenge in lessons and enable students to gain points that lead to rewards and celebration events. It has evolved to include other age groups.

3.2 Quality of provision and outcomes - Even better if...

...teachers ensured that there was consistency of challenge for all students, particularly the most able students in each class.

4.1 Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs - What went well

- The highly experienced SEND coordinator ensures that staff are well-informed of the students with SEND in their classes. The detailed information she supplies leads to these students benefitting from quality-first teaching that is bespoke to meet their individual needs.
- As a result of the appropriate deployment of teaching assistants (TAs) they make a significant contribution in supporting disadvantaged students and those with SEND. This was evidenced in a Year 9 mathematics lesson where the work these students received from the TA increased their confidence to ask for help.
- All students, regardless of needs or ability, have access to the full curriculum. The inclusive nature of the school ensures that they have no barriers. KGA+ and enrichment activities are patronised by the whole range of students, and because the disadvantaged group and students with SEND are encouraged to take part, their uptake is high.
- The key whole school strategy is aimed at improving the outcomes for disadvantaged students and those with SEND. The school has the Gateway Centre where a small number of disadvantaged students are supported to improve behaviour and academic achievement. This provision has had a significant effect on these students and, thus, they are able to access a suite of qualifications that prepares them for life beyond Kingsbury Green.
- The Nesy programme to improve literacy has proven highly successful, especially the Nesy Plus section, where reading is a major focus. Many activities, for example, reading aloud in class on a frequent basis, have had dramatic impact. For Tier 1 learners, the impact has been a significant improvement of over twelve months in their reading age.
- Raising the attendance of disadvantaged students has been a major focus. Strategies to track attendance have been successful and the addition of breakfast club has led to improvement. Closer links with parents have also contributed.
- The school holds a summer school each year as part of the induction for Year 6 pupils into Year 7. Additional transition days for disadvantaged students and those with SEND ensure that their move from primary into secondary education is as smooth as possible. They are more settled when the autumn term begins.

4.2 Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs - Even better if...

...all staff ensured that there was continual development to maintain strategies to improve outcomes for disadvantaged students.



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5. Area of Excellence

Not submitted for this review.

6. What additional support would the school like from the Challenge Partners network, either locally or nationally?

Leaders are happy with the support they currently access.

This review will support the school's continuing improvement. The main findings will be shared within the school's hub in order that it can inform future activities.

Schools can access the School Support Directory; the Challenge Partners online tool that enables schools to connect with other schools in your hub and across the national network of schools.

Schools can also attend Sharing Leading Practice events where schools showcase excellent and/or innovative practice. Sharing Leading Practice events allow school leaders with specific improvement needs to visit a school or attend an online webinar hosted by a school, with outstanding provision in that area.

Both the School Support Directory and the Shared Leading Practice events can be accessed via the Challenge Partners website.