

Angley School – a Sports College

Inspection report

Unique Reference Number	118891
Local Authority	Kent
Inspection number	379702
Inspection dates	21–22 September 2011
Reporting inspector	Stephen Long HMI

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

Type of school	Secondary
School category	Foundation
Age range of pupils	11–18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	738
Of which, number on roll in the sixth form	64
Appropriate authority	The governing body
Chair	Martin Garner
Executive headteacher/head of school	Debbie Coslett/Robert Jackson
Date of previous school inspection	16–17 September 2010
School address	Angley Road Cranbrook Kent TN17 2PJ
Telephone number	01580 712754
Fax number	01580 715434
Email address	jacksonr@angley.kent.sch.uk

Age group	11–18
Inspection date(s)	21–22 September
Inspection number	379702

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011



Introduction

This inspection was carried out by one of Her Majesty's Inspectors and three additional inspectors. Thirty six lessons were observed and meetings were held with students, staff, representatives of the local authority and the governing body. Inspectors observed the school's work and scrutinised documents including policies, development plans and evaluations, assessment information and student monitoring records. Two hundred and sixty responses were received from parents and carers to the questionnaire distributed during the inspection.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The extent to which lessons engage all students in active learning, meet their differing needs, including those with special educational needs and/or disabilities, and help them understand how to improve their work.
- Whether leaders and managers at all levels, including the governing body, are effective in monitoring and evaluating the school's work so as to find and tackle the areas requiring improvement.

Information about the school

Angley School is smaller than most secondary schools. It has specialist status for sport and has a farm on site. It is in an area where there is selective education at ages 11 and 13, which means some students leave at the end of Year 8 to attend selective schools. When last inspected, the school was given a notice to improve because it was performing significantly less well than in all the circumstances it could reasonably be expected to perform. Student numbers have fallen this academic year, with Years 7 and 12 being smaller than other years. Staffing has been reduced due to the falling student roll. Most students are of White British heritage, with few speaking English as an additional language. The proportion of students with special educational needs and/or disabilities is above average. Since just before the last inspection, a senior leadership team with an executive headteacher, who is also headteacher of another local school and is a National Leader of Education, has led the school. This is part of a National Support School contract which is to continue for the rest of this academic year.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement. Since the last inspection, the school has made secure progress in improving students' achievement so that it is now satisfactory. A previously declining trend in students' attainment is being securely reversed. The unvalidated results of the most recent GCSE examinations, while below average, were up on the previous year. Current students are making satisfactory and accelerating progress over time and being enabled to tackle their past underachievement. Their skills in basic areas such as numeracy and literacy remain below average.

Improving achievement is explained by better quality teaching. While not regularly good or better, a significant and growing proportion is good or outstanding. Students are more engaged in learning and enjoy their lessons more. Teachers now have a satisfactory understanding of what students should be achieving and, after training, support better those with special educational needs and/or disabilities. However, these improvements are not embedded in all teaching. In some lessons, there is too much passive learning in which students do not develop the skills to move their own work forward and/or too little provision to challenge more-able students.

Students' behaviour is good around school and in most lessons, and is indicative of their good social and moral development. The large majority of students are keen to learn and say their opportunities to do so have improved this year because of the better teaching. They attend well and enjoy good levels of care from staff, including those needing extra support. Students have a good understanding of how to lead healthy lives, as reflected in the keen participation of many in sport.

Effective curricular adaptations, such as extra teaching, mentoring and adjustments to groups, are boosting older students' GCSE achievement, particularly in the key areas of English and mathematics. More effective day-to-day teaching is reducing the need for such remedial work but the wider curriculum is underutilised to fully support students' literacy and numeracy skills over time.

The sixth form is satisfactory overall and meets the needs of students reasonably well. However, there is too little choice of vocational provision to meet the needs of all students from Year 11 who want to stay on at the school.

Good leadership by the executive headteacher, the head of school and the senior

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

team, strongly underpinned by work with the partner school, is moving things forward securely. Senior leaders understand well the school's strengths and priorities for improvement and are determined to improve students' progress. They are succeeding in tackling entrenched weaknesses in core areas of teaching such as assessing students' progress and low expectations of performance. Parents, carers and students have noticed the change. The quality of governance has also improved sharply and is good, with close monitoring of the school's work. Those in middle leadership roles, particularly subject leaders, are becoming more involved in improving teaching, but their impact is variable and restricts the school's capacity to improve more rapidly beyond its current satisfactory level.

Up to 40% of schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Ensure all lessons:
 - involve active tasks which challenge all students, including the more able
 - enable students to think independently about how to improve their work
 - improve students' literacy and numeracy skills.
- Improve the impact of middle leaders on raising the quality of teaching by:
 - modelling best practice
 - monitoring the work of their teams accurately
 - quickly improving the quality of teaching where they identify weaknesses.
- Improve the breadth of curriculum choice in the sixth form, including a wider range of vocational courses.

Outcomes for individuals and groups of pupils**3**

Most students enjoy learning. Their achievement is satisfactory and increasing over time so that they are countering their below average attainment on entry to be ready for the next phase of their education. Groups who in the past were lower achieving, such as boys and students with special educational needs and/or disabilities, now make similar progress to their peers. Outcomes are variable between different subjects, with strengths in physical education where attainment is in line with the national average. In lessons, most students arrive punctually, want to learn and contribute well when given the opportunity. They make good or outstanding progress when tasks are practical, when they understand what to do to hit their targets and when there are regular opportunities to develop their literacy skills, such as in discussions. The absence of these features reduces the pace of learning, notably if students have to listen to teachers for too long, or cannot see the relevance of the work. While students behave well overall, there is some inattention when teaching does not capitalise on students' positive attitudes and engage them.

Students are welcoming to visitors, get on well with each other and say that the little bullying that goes on is managed well by staff. They have a good knowledge of how

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

to keep themselves safe, including e-safety, and know they can turn to adults if they have concerns. Students capitalise on good personal, social and health education programmes to learn about healthy living and the dangers of smoking or eating poorly. Transition into school for Year 7 students is effective so they acclimatise well. Opportunities for students to contribute to the life of the school have improved this year for example, through helping to evaluate the school’s approach to teaching and learning. However, their contribution remains satisfactory overall as not all students play an active role in activities such as school councils or charity work. They show satisfactory awareness of cultural differences and enjoy learning about other countries but have relatively limited understanding of cultural variations within the United Kingdom.

These are the grades for pupils’ outcomes

Pupils’ achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils’ attainment ¹	4
The quality of pupils’ learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils’ behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils’ attendance ¹	2
The extent of pupils’ spiritual, moral, social and cultural development	3

How effective is the provision?

Teaching is improving but is of variable quality. An effective overhaul of assessment systems, including tracking students’ progress and setting more challenging targets, has raised staff expectations. While there is further to go to ensure all teachers fully exploit this information, in an increasing number of lessons they use it to tailor tasks to suit different students, check they understand the objectives for learning and monitor their progress closely. Teachers give satisfactory and improving feedback on students’ work. There are examples of high quality marking, giving good guidance about how to reach targets. Here, too, practice is inconsistent, with students not always engaged enough in assessing their own work or responding to teachers’ comments. Teachers have had useful training on how better to meet the needs of

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

students with special educational needs and/or disabilities. The positive impact of this work is evident in better planned activities. Additional adults are generally deployed appropriately but, on occasion, they do not understand enough about what students should be aiming to achieve so as to help them move on.

The curriculum is reasonably well adapted to students’ needs. Those students requiring extra help to achieve their target grades in mathematics and English GCSE examinations are supported appropriately. The school recognises that opportunities for vocational study at Key Stage 4 are only satisfactory. It has taken some good steps to broaden the offer, such as work with external partners to provide an alternative curriculum for students in danger of exclusion. Previously unsuitable Key Stage 4 science courses have been changed and adjustments made to Key Stage 3 groups to enable movement between attainment-based classes. The use of information and communication technology across the curriculum is not planned systematically enough to ensure good progress. Sport is a strong feature of the curriculum, and includes a wide range of extra-curricular activities and outreach projects in local primary schools. The range of extra-curricular activities linked to other subjects is satisfactory. The farm makes an outstanding impact on the small number of students who work there for significant periods but its influence is satisfactory as it is less evident in the wider curriculum.

Care and support for students are well organised. Students are well known and monitored to identify those requiring extra help. For example, support for those who find it difficult to behave well has helped improve the achievement of this group. Staff work effectively with external agencies such as social services in support of families. Good transition into Year 7 includes acclimatisation sessions in Year 6 for those likely to need help settling in. Attendance is above average because most students enjoy school, but also because of well-targeted work with families when concerns arise. Students receive useful and timely guidance about option choices and careers.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The senior team has high expectations and is ambitious for the school. Targets for students’ achievement and personal development are challenging. Through improved line management arrangements, staff are now accountable for the impact they make on students’ outcomes. Assessment information is becoming widely used to check

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

and improve the equality of outcomes for different groups of students. Senior staff are leading the drive to improve teaching. Work to ensure leaders at levels beneath the senior team make more impact is well focused but, with some staff new in post and others still getting to grips with their responsibilities, it is not embedded. Staff development, including work with partner school staff, is making a positive impact on the quality of teaching and most staff feel well supported. Senior leaders are effectively tackling a deficit in the school’s budget, a task made harder by reduced student numbers. This, together with improved achievement, means that value for money at the school is satisfactory.

A re-energised governing body, including a new Chair and new meeting structure, focuses closely on support and monitoring. Its members visit school regularly, are well informed and take full advantage of training opportunities to improve their expertise. Effective action is underway to involve parents and carers more in school life and in their children’s education, for example through coffee mornings and open evenings. However, some parents want to know more about how to support their children’s learning. Safeguarding procedures meet statutory requirements and are improving in areas including better links with external agencies. Work to improve the promotion of community cohesion is satisfactory, with initiatives this year to develop international partnerships such as with a school in Morocco. Planning is less well focused on tackling students’ limited awareness of cultural diversity in this country.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school’s engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Sixth form

From below average overall starting points, students make satisfactory progress in the sixth form. Their attainment on AS- and A-level courses is below average and varies considerably between subjects but reflects satisfactory achievement. The

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

majority of students on two-year programmes continue from Year 12 to 13 but some do not achieve as well as they should in Year 12. In Year 13, attainment on A-level courses is rising overall. Students make good progress on BTEC vocational courses, such as in sport, where their attainment is in line with that seen nationally. The majority of students enjoy the sixth form and feel well looked after by tutors who know them well. They make a satisfactory contribution to the life of the school. Developments over the last year to ensure all students carry out roles, such as mentoring younger students, are beginning to improve their impact. Teaching is satisfactory and improving, leading to better achievement at A-level. Feedback to students about their progress is regular and most is useful. However, as in the main school, lessons are not always planned well enough to challenge and support all students, or to enable them to take more responsibility for their own learning. The leadership of the sixth form is satisfactory. Monitoring and evaluation give leaders a sound understanding of areas to improve and they are ambitious to broaden the curriculum. The impact of subject leaders in monitoring and improving the quality of sixth form teaching is inconsistent, reflecting the picture in the school as a whole.

These are the grades for the sixth form

Overall effectiveness of the sixth form	3
Taking into account:	3
Outcomes for students in the sixth form	3
The quality of provision in the sixth form	3
Leadership and management of the sixth form	3

Views of parents and carers

Parents and carers were positive about the school’s work overall and acknowledged its improving effectiveness. In particular, they noted better leadership and more regular communication about their children’s academic progress. A significant minority wanted to know more about how to support their children’s learning and noted continuing inconsistency in the quality of teaching.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Angley School – A Sports College to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 260 completed questionnaires by the end of the on-site inspection. In total, there are 738 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	61	23	173	67	15	6	3	1
The school keeps my child safe	61	23	175	67	19	7	0	0
The school informs me about my child’s progress	45	17	154	59	46	18	5	2
My child is making enough progress at this school	41	16	137	53	52	20	11	4
The teaching is good at this school	26	10	147	57	45	17	9	3
The school helps me to support my child’s learning	28	11	131	50	74	28	7	3
The school helps my child to have a healthy lifestyle	24	9	156	60	55	21	8	3
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	35	13	143	55	46	18	8	3
The school meets my child’s particular needs	45	17	149	57	44	17	5	2
The school deals effectively with unacceptable behaviour	32	12	146	56	40	15	22	8
The school takes account of my suggestions and concerns	30	12	140	54	46	18	7	3
The school is led and managed effectively	48	18	143	55	26	10	11	4
Overall, I am happy with my child’s experience at this school	46	18	146	56	39	15	10	4

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.

23 September 2011

Dear Students



Inspection of Angley School – A Sports College, Cranbrook, TN17 2PJ

This letter is to thank you for your help during the recent inspection and to give you our findings. You may remember that at its last inspection, the school was judged as needing significant improvement. From this inspection, our evidence shows that this is no longer the case and that the school is satisfactory and improving.

- In the main school, students make satisfactory progress and standards are rising, although not yet in line with those nationally when they leave.
- Most students come to school wanting to learn, get on well together, learn to lead healthy lives and attend regularly, so well done for that.
- We spoke to very many of you and you told us you feel safe and well cared for and that the staff are there to help if you need them.
- The teachers are improving their lessons so that more of them help all of you make good progress and get you thinking about your own learning. However, this is not always true and some lessons do not do this as well as they should.
- The curriculum is satisfactory but, through all subjects, you need to be given more opportunities to develop your literacy and numeracy skills.
- The school's senior leaders, staff and governors are improving things. They know they are not there yet but they have high expectations for you. However, there is scope for staff leading subjects to be more involved in improving teaching.
- Sixth form students make satisfactory progress. Most enjoy school and make a growing contribution to school life. Teaching is satisfactory but does not always help students develop independent learning skills. There is a satisfactory range of courses but there could be more to better meet more students' needs.

We have asked the executive headteacher and headteacher to include the following issues in their plans for the future.

- Ensure all lessons meet students' varying needs through providing active tasks which enable students to think for themselves about how to improve their work.
- Ensure greater involvement of staff who lead subjects in improving teaching.
- Offer a wider range of sixth form courses.

Yours sincerely

Stephen Long
Her Majesty's Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234, or email enquiries@ofsted.gov.uk.**