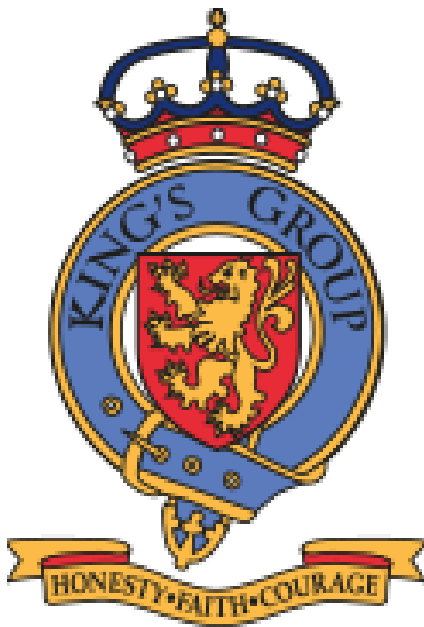


KINGS ACADEMY BINFIELD & OAKWOOD SECONDARY NEWSLETTER



CONTACT INFO:

King's Academy Binfield

St. George's Park , Binfield,
Bracknell, Berkshire
RG42 4FS

Telephone: (0)1344 306983

Email:

admin.bi@kingsacademies.uk

King's Academy Oakwood

Address:

Chiltern View, Binfield,
Berkshire, RG42 4FY

Telephone: +44 (0)1344
586399

Email:

admin.oakwood@kingsacademies.uk

MESSAGE FROM MRS MOORE

Dear Parents and Carers

Students have had a great week this week rehearsing for the performances for nativity plays and the house drama competition. The rehearsals are going well and we are all looking forward to welcoming you to see the results of all the hard work put into this by students and staff.

As you are aware, Ofsted visited KAB at the start of November. The report has now been received and I am delighted to be able to share this with you. King's Academy Binfield has been rated by Ofsted as a 'good' school following the inspection on 1st and 2nd November 2022. We were delighted with the feedback from the inspectors who really got to see the excellent teaching and learning, student interaction and sense of community which we instil. Thanks go to everyone from the whole KAB community, students, staff, parents and carers for the continued help and support that make our school such a wonderful place to be part of. Please see the Ofsted report at the end of this newsletter.

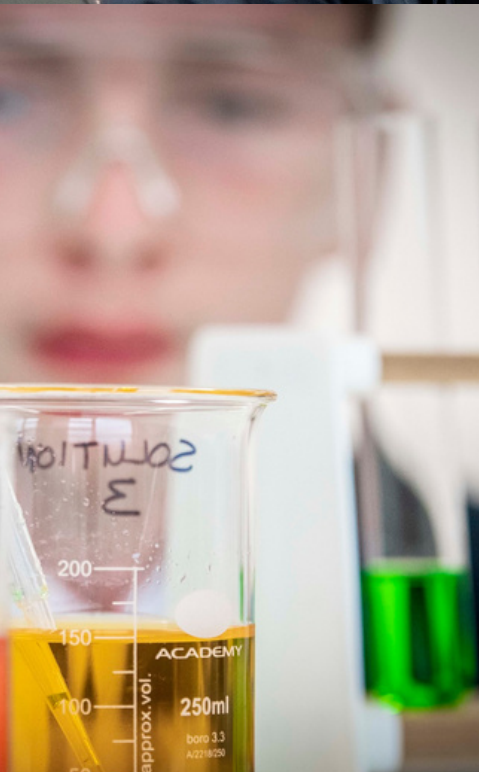
This week is a short week as we have an INSET day on Friday. I hope that you enjoy the long weekend with your families and that those of you following England's progress at the World Cup enjoy the quarter final against Senegal on Sunday.

Best wishes,
Mrs Moore

BLACK HISTORY MONTH COMPETITION WINNERS ARE ANNOUNCED

KAB Secondary had a number of outstanding entries into our Black History Month competition. The competition was entitled 'We Are Inspired By...' with the aim being to create a piece of work about a person or event from Black History that can inspire us. Well done to everyone who entered and our fantastic winners Izzy J (Y8) who wrote for a brilliant poem, inspired by the reflections of Mary Seacole and her experiences, and Temi A-O (Y7) for for a fantastic reflective piece about Claudette Colvin. Temi argued that Claudette played a key role alongside Rosa Parks but is often overlooked for her role in history.





MFL PHOTOGRAPHY COMPETITION WINNERS ARE ANNOUNCED

The winners of the Modern Foreign Language Photography Competition were revealed this week, after some serious deliberation from our judging panel. 3rd Place was Liv P in Year 7, then in 2nd Place, Nina L in Year 8 and the winner was Cyan R in Year 8!

Well done to all our entrants, and congratulations to our top 3 photographers. Please see below for Liv, Nina and Cyan's winning pictures.



SEN COURSE & WORKSHOPS FOR FAMILIES

Please see the flyer on **page 3** for details of upcoming workshops run by GEMS for SEN families.

ADDITIONAL WINTER HOLIDAY CAMP

Please see **page 3** for a letter and poster regarding a further winter holiday camp that as spaces open to families in receipt of Free School Meals. This camp is operated by uSports, and can be booked using the code issued by Bracknell Forest Council recently.

PANTO SEASON FOR KABKAO STUDENTS!

We are delighted to share that Merryn (Year 5 at KAO) and Alexis B (Year 9 at KAB) are performing in South Hill Park's pantomime of Jack and the Beanstalk. Opening night was last Friday, and they are set to appear in a whopping 28 performances before the festive run is over. Break a leg girls and enjoy your time on stage!



DATES FOR THE DIARY

| | |
|------------------------|---|
| Friday 2nd December | Inset Day (school closed to students) |
| Thursday 8th December | Year 11 Parents Evening - 4-7pm |
| Monday 12th December | KAB Christmas Showcase -Secondary Phase |
| Thursday 15th December | Christmas Lunch (Secondary) |
| Thursday 15th December | Christmas Jumper Day - all phases |
| Friday 15th December | End of term |



GEMS
Autism & ADHD Support Service

GEMS offers free information & support to parents & carers of children with, or likely to have autism &/or ADHD within East Berkshire.

To book on to any of the below sessions, please contact GEMS: 0800 999 1342 or gems.4health@nhs.net

What's coming up... Jan, Feb & March 2023



Over 5's Autism Course - Virtual

Wednesday 11th, 18th & 25th Jan @ 7 - 9pm all 3 sessions to be attended
Wednesday 1st, 8th & 15th Feb @ 7 - 9pm all 3 sessions to be attended
Wednesday 15th, 22nd & 29th March @ 7 - 9pm all 3 sessions to be attended



Girls & Autism - Maidenhead

Thursday 19th Jan @ 10am - 12pm



Under 5's Autism Course - Virtual

Wednesday 22nd Feb, 1st & 8th March @ 7 - 8.30pm all 3 sessions to be attended



Adolescence - Bracknell

Thursday 16th March @ 10am - 12pm



Sensory Processing - Virtual

Monday 27th Feb @ 7 - 8.30pm



Sleep - Autism & ADHD - Virtual

Wednesday 11th, 18th & 25th Jan @ 7 - 9pm all 3 sessions to be attended



Managing Anxiety - Slough

Thursday 9th Feb @ 10am - 12pm



ADHD Course - Virtual

Tuesday 17th, 24th & 31st Jan @ 7 - 8.30pm all 3 sessions to be attended
Tuesday 14th, 21st & 28th March @ 7 - 8.30pm all 3 sessions to be attended



Supporting Siblings - Virtual

Thursday 23rd February @ 6.30 - 8pm



CHRISTMAS HOLIDAY CAMP

BRACKNELL · GARTH HILL 3G

FREE

HAF Spaces

If Eligible For Pupil
Premium Free
School Meals

21ST-22ND
DECEMBER
TUESDAY TO
THURSDAY

FOOTBALL

£25 PER DAY

9AM - 3PM CAMP
8.30AM DROP OFF

**10% SIBLING DISCOUNT
MULTI-DAY DISCOUNTS**

**4 TO 12 YEARS
FOUNDATION
TO YEAR 7**



VISIT OUR
WEBSITE TO FIND
OUT HOW TO
CLAIM YOUR FREE
SPACE & FREE
LUNCH

U-SPORTS.CO.UK/BRACKNELL-FOOTBALL-CAMP



0118 449 2641
info@u-sports.co.uk

Office 4, Park House
17 Headley Road
Woodley, Reading
Berkshire
RG5 4JB

Dear Parents and Carers,

uSports are delighted to be the holiday club provider at Garth Hill College - Bracknell with the launch of the Winter Football Plus Holiday Club from Tuesday 20th December - Thursday 22nd December 2022.

As a company our vision is to deliver quality sports sessions and offer fantastic childcare sessions for your children. Offering high quality, inclusive sports camps for all.

uSports is working closely with Bracknell Forest Council to provide FREE HAF Spaces. This will provide a fully funded 6-hour holiday camp session per day for children who are entitled to benefits related to free school meals (FSM). This is a real opportunity for your child to get involved in as many sports as possible over the winter holidays

Bookings are now open on our website and we look forward to welcoming you to our clubs.

Paid Camp Option
For those not eligible for
free school meals

9am - 3pm
Drop Off From 8:30am

**Foundation
to Year 7**

**Free Lunch Provided
for PP Children**

**All Parents Must Book Online
(Instructions On Our Website)**
<https://www.u-sports.co.uk/bracknell-football-camp>

**Code for Booking
(For Registration Questions)**
Your HAF Code Provided by the council

If you have any booking questions or need support with your booking, please contact our Bookings Team, contact information below.

It is vital you advise via your registration questions of any medical or special educational needs for your child so we can ensure the correct level of support is in place.

All our staff have DBS checks and have undertaken company training to our high standards, before they start at the site.

We look forward to meeting and getting to know you and your children when our Holiday Camp starts.

Kind Regards,
Nicole Harkness
Community Manager
uSports

Email: info@u-sports.co.uk Telephone: 0118 449 2641

Dare To Be Remarkable

Inspection of King's Academy Binfield

St Georges Park, Binfield, Bracknell, Berkshire RG42 4FS

Inspection dates:

1 to 2 November 2022

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Early years provision

Good

Previous inspection grade

Not previously inspected under section 5
of the Education Act 2005

What is it like to attend this school?

Pupils are proud to attend this school. They achieve well academically and socially. From the youngest children in Nursery to the oldest studying for their GCSEs, pupils enjoy learning and take it very seriously. As one parent said, 'The school works hard to build a community spirit and a sense of belonging. My child feels connected to his classmates and takes responsibility for his learning.'

The vast majority of pupils model the school's 'DARE' values of determination, aspiration, respect and enthusiasm. Pupils of all ages enthuse about the range of activities on offer. Badminton and drama clubs are particularly popular. Pupils especially relish opportunities to work together across the primary and secondary age range. For example, older pupils love listening to the youngest pupils read.

Pupils' behaviour in lessons and around the school is typically very good. Leaders deal with any cases of bullying effectively. Pupils welcome the care taken to investigate issues fairly. Most pupils appreciate that the school's high expectations are because staff want them to do very well. As one pupil said, 'Teachers have unashamedly high standards. They believe in us and know that we can reach them.'

What does the school do well and what does it need to do better?

Leaders' ambition is to provide a challenging curriculum that seamlessly shapes pupils' learning and development from childhood to adulthood. They are well on the way to achieving this aim. Pupils, including those with special educational needs and/or disabilities (SEND), achieve well in an impressive range of subjects right from the start. Leaders and staff are rightly proud of the school's first set of key stage 1 outcomes. Nearly all pupils take the English Baccalaureate range of subjects at GCSE level.

The curriculum is typically very well ordered and sequenced. Leaders and teachers use their strong subject understanding to set out clearly the knowledge and skills pupils need to learn. In some subjects, leaders are still fine-tuning their planning. This includes knowing precisely how new learning introduced in early years feeds into the different subjects at key stage 1.

Pupils learn effectively because teachers deliver the curriculum consistently well. Leaders prioritise making sure that teachers' skills are well developed. Teachers relish opportunities to work together to further expand their subject knowledge and deepen their professional skills. Consequently, consistent approaches to checking pupils' understanding and filling gaps in their knowledge are being developed well across the whole school.

Reading is highly prioritised for the youngest pupils. Children in Nursery learn to love reading through joining in with the stories and rhymes adults teach them. In Reception and key stage 1, pupils follow a well-planned and delivered phonics programme. Extra help is provided for those who need it. As a result, most of these

pupils learn to read quickly. However, there is not currently an effective strategic approach to teaching the weakest pupils of secondary age to read. Although these older pupils do get some extra help, they are not being taught to be accurate, speedy readers quickly enough.

Leaders rightly place a strong focus on pupils' personal development. They make sure that pupils participate in a wealth of clubs and activities. As a result, pupils develop strong social and communication skills. Pupils' understanding of equalities and respect for others is honed through an effective personal, social and health education curriculum. In particular, pupils display a well-developed understanding of the importance of healthy relationships and an age-appropriate understanding of consent. Leaders are in the process of making sure that careers education is well organised. Older pupils attend careers fairs and are introduced to the range of college courses and apprenticeships on offer in the local areas. However, opportunities for good-quality, meaningful work experience are not fully in place.

Leadership from the trust, local governors and senior leaders is impressive. Collectively, they have worked hard and successfully to set up this brand-new school. Leaders at all levels know the school's strengths well, and use the information they gather to focus sharply on any areas for further development. They are rightly revising some of the school's strategic policies and procedures. This is so that the school continues to run effectively as it grows. For example, the behaviour policy is under review to make sure that it is applied effectively across the whole school. Importantly, leaders recognise the extra pressures placed on staff workload when setting up a new school. Staff appreciate recent approaches to make sure that their workload is balanced fairly and their well-being considered carefully.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is taken extremely seriously. Leaders and staff are very well trained. They are alert to the potential risks for children of all ages. Record-keeping is meticulous. It shows that staff understand the importance of recording small bits of information that may add to a bigger picture about a pupil's well-being. Safer recruitment procedures are followed rigorously.

Pupils are well informed about safeguarding, including risks in the community and online. Pupils feel safe. They are rightly confident that staff will listen and act promptly if a child needs help. Leaders liaise well with external safeguarding partners.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Learning to read is not prioritised well enough for pupils in Years 7 to 11 who are in the early stages of reading. Consequently, these pupils do not gain quickly enough the phonics knowledge and language comprehension that are necessary in order to read. This means that they do not have the foundations for future learning. Leaders need to ensure that there is a rigorous and sequential approach to learning to read for these pupils, so that reading gaps are addressed quickly and effectively.
- Careers provision is not fully in place. In particular, there are not enough good-quality, meaningful opportunities for pupils to encounter the world of work. As a result, pupils are not well enough prepared for future success in education, employment or training. Leaders need to ensure that there is an effective careers strategy that includes sufficient provision for pupils to undertake good-quality, meaningful work experience.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

| | |
|--|--|
| Unique reference number | 145892 |
| Local authority | Bracknell Forest |
| Inspection number | 10241578 |
| Type of school | All-through |
| School category | Academy free school |
| Age range of pupils | 3 to 19 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 1,051 |
| Appropriate authority | Board of trustees |
| Chair of trust | Ben Williams |
| Principal | Katie Moore (Executive Principal) |
| Website | www.kgabinfield.uk |
| Date of previous inspection | Not previously inspected |

Information about this school

- King's Academy Binfield is currently a two-form-entry primary provision with two Nursery classes and a seven-form-entry secondary provision.
- The school opened for pupils in Year 7 in September 2018 and for children in early years the following year. The school has added additional year groups to early years and Year 7 each September since it opened.
- The current cohort is Nursery to Year 3 in the primary provision and Year 7 to Year 11 in the secondary provision. The school intends to continue to expand until the age range of the school is from Nursery to Year 13.
- The school intends to open a specially resourced provision for up to 40 pupils with autism spectrum disorder in September 2023.
- The school uses one registered provider of education and two unregistered providers of education.
- The school meets the requirements of the Baker Clause, which requires schools to provide pupils in Years 8 to 13 with information about approved technical education qualifications and apprenticeships.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school had received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the executive principal, the head of the primary provision and other senior leaders, including the special educational needs coordinators. The lead inspector also met with governors, representatives of the trust and a trustee.
- Inspectors carried out deep dives in early reading, English, mathematics, design technology, science and geography. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also met with leaders and staff about provision for personal development, behaviour and attitudes and for pupils with SEND.
- Inspectors met with leaders and staff to discuss how the curriculum is organised and how leaders ensure that teaching is of a high quality. Inspectors also met with a group of early career teachers.
- To inspect safeguarding, inspectors discussed safeguarding with leaders, governors, trustees, staff and pupils. Inspectors checked the single central record and the school's records relating to safeguarding, behaviour and attendance.
- Inspectors considered the responses from the confidential staff survey. They took account of the responses to Ofsted Parent View and the free-text comments. Leaders considered the views of pupils shared in the confidential pupil survey and through discussions with pupils throughout the school.

Inspection team

| | |
|-------------------------------|-------------------------|
| Catherine Old, lead inspector | His Majesty's Inspector |
| Alison Ashcroft | Ofsted Inspector |
| Julia Mortimore | Ofsted Inspector |
| Cathy Reid | Ofsted Inspector |

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022