

Inspection of President Kennedy School

Rookery Lane, Coventry, West Midlands CV6 4GL

Inspection dates: 6 and 7 December 2023

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Sixth-form provision	Outstanding
Previous inspection grade	not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Samantha Rooke. This school is part of The Futures Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Stephen Toor, and overseen by a board of trustees, chaired by Anthony Fitzpatrick.

Ofsted has not previously inspected President Kennedy School under section 5 of the Education Act 2005. However, Ofsted previously judged President Kennedy School and Community College to be outstanding, before it opened as President Kennedy School as a result of conversion to academy status.

What is it like to attend this school?

President Kennedy School is committed to 'building brighter futures' for all. They embody this ambition wholeheartedly. Pupils are proud and happy to be a part of this inclusive and diverse school where they excel both academically and personally.

There is a real buzz around school. Pupils behave impeccably and live up to the high expectations that the school has. There are excellent relationships between staff and pupils. Pupils know who to speak to if they have any issues and they know these will be dealt with quickly.

The equality of opportunities resonates in everything the school does. All pupils have access to a complimentary breakfast, uniform, musical instrument lessons, residentials and trips throughout enrichment week. The school's vision of 'no barriers' is lived and breathed in all aspects of school life.

There are ample opportunities for pupils to take leadership. Sixth form subject ambassadors support their younger peers in lessons. 'Health ambassadors' read to residents and in care homes and invite them into school for Christmas lunch. The 'undivided club' hosts events such as 'Asian festival' and 'pan-African festival' to celebrate the different cultures that exist. All of this prepares pupils to make an active contribution to society and prepares them well for life in modern Britain.

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

Leaders work relentlessly to ensure that pupils receive a high-quality education with an exceptional enrichment programme. They monitor the effectiveness of their actions and have a clear oversight of what is working well and where they can build on their current strengths. Leaders have pupils' best interests at the heart of all they do. As a result, pupils blossom into happy and confident young people who are extremely well prepared for their next steps.

The curriculum design is ambitious for all pupils. It is meticulously planned and sequenced and outlines the key concepts that pupils need to know from Year 7 to Year 13. Careful thought has been given to what pupils will learn, when they will learn it and how they will learn it. Staff know their pupils extremely well and take account of each pupil's starting points. They use this information to carefully select teaching resources to stimulate pupils' interests and deepen their understanding. Pupils build on their knowledge over time and can make links between current learning and prior learning. As a result, pupils make excellent progress.

Teachers routinely check pupils' understanding. When pupils do not understand tasks or if misconceptions arise, teachers use their expertise to adapt the learning. This enhances pupils' confidence and knowledge. The school has a sharp focus on developing oracy. Pupils are keen to engage in debates, discussions and to share their ideas in their lessons. They take pride in their work and achieve academic excellence.

Pupils with special educational needs and/or disabilities (SEND) are involved in all aspects of school life. Parents and pupils work with the school to 'overcome barriers to learning' by ensuring that pupils' needs and strategies to support them are identified accurately. Staff effortlessly embed these into the resources they create and in their teaching. As a result, pupils with SEND achieve exceptionally well.

The school has enabled pupils to develop a joy of reading. The 'reading mountain' measures how much time pupils spend reading. Time spent reading results in prizes. The school library is a particular favourite for many pupils. It is used regularly and is home to a wide range of books that suits the interests of pupils. Pupils who struggle to read get the help they need from expert staff. As a result, these pupils are catching up quickly.

The school's personal, social and health and economic education (PSHE) is exceptional. The PSHE programme is highly effective. It is taught during tutor time and carefully woven into all aspects of the curriculum. It develops pupils' character as soon as they start in Year 7 with a focus on friendship and respect, and moves right the way through to the sixth form where students learn how to manage the cost of living in 'finance Fridays'.

Pupils' school experience is greatly enriched by a plethora of opportunities to develop their talents and interests. These include the school's spectacular musical productions and lead roles in Shakespeare plays at the theatre. The 'student council' and 'charity ambassadors' organise fundraising events such as cake sales, sponsored walks and staff football matches to raise money for charity. There is real cohesion between pupils across all ages. The caring nature and positive relationships between pupils of all ages, and staff is, what makes this school such a special place to be.

Safeguarding

The arrangements for safeguarding are effective.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need](#)

[of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	140248
Local authority	Coventry
Inspection number	10294594
Type of school	Secondary Comprehensive
School category	Academy converter
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	1,829
Of which, number on roll in the sixth form	281
Appropriate authority	Board of trustees
Chair of trust	Anthony Fitzpatrick
Headteacher	Samantha Rooke
Website	http://www.pks.coventry.sch.uk/
Date of previous inspection	Not previously inspected

Information about this school

- The school uses five unregistered alternative providers.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.
- The school has a SEND resource base for pupils with speech and language needs.
- President Kennedy School converted to become an academy in October 2013.

Information about this inspection

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

Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: English, geography, languages, music and science.
- For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also visited lessons in other subjects.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors held discussions with the headteacher, other senior leaders, the chief executive officer, trustees, the chair of governors and other governors.

Inspection team

Sultanat Yunus, lead inspector	His Majesty's Inspector
Peter Kent	Ofsted Inspector
Liz Todd	Ofsted Inspector
Graeme Rudland	Ofsted Inspector
Jane Epton	Ofsted Inspector

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