

Kings Heath Primary School

Inspection report

| | |
|--------------------------------|---------------------|
| Unique reference number | 134098 |
| Local authority | Birmingham |
| Inspection number | 381608 |
| Inspection dates | 23–24 February 2012 |
| Lead inspector | Jo Curd |

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

| | |
|--|--|
| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 727 |
| Appropriate authority | The governing body |
| Chair | Penny Colbourne |
| Headteacher | Shirley Hanson |
| Date of previous school inspection | 5 May 2009 |
| School address | Valentine Road Kings Heath Birmingham B14 7AJ |
| Telephone number | 0121 4649202 |
| Fax number | 0121 464 9953 |
| Email address | enquiry@kingsheath-pry.bham.sch.uk |

| | |
|---------------------------|---------------------|
| Age group | 3–11 |
| Inspection date(s) | 23–24 February 2012 |
| Inspection number | 381608 |



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

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 2012



Introduction

Inspection team

| | |
|-----------------|----------------------|
| Jo Curd | Additional inspector |
| Anthony Green | Additional inspector |
| Michael Lafford | Additional inspector |
| Steve Howland | Additional inspector |

This inspection was carried out with two days' notice. The team observed 28 lessons, three of which were observed jointly with the headteacher or deputy headteacher. In total, 25 teachers were observed. Discussions were held with members of the governing body, pupils, parents, carers and staff. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection. They observed the school's work and looked at lesson plans, documents relating to safeguarding, achievement data, pupils' work and the school development plan. Inspectors analysed 278 questionnaires from parents and carers as well as questionnaires from staff and pupils.

Information about the school

This is a very large Primary School. Within its local authority, it is deemed a 'fully accessible mainstream school', as it caters for pupils with profound medical, physical and learning difficulties. The proportion of pupils with disabilities and special educational needs is broadly in line with the national average but the proportion with more profound needs and statements is much higher. Most of these needs are medical, physical, moderate learning difficulties and autism. The proportion of pupils from minority ethnic backgrounds is higher than in most other schools, as is the proportion of pupils who are learning English as an additional language. Nearly half the pupils are from White British backgrounds; over a quarter have Pakistani heritage. Other pupils come from over 18 different ethnic backgrounds. The proportion of pupils who are known to be eligible for free school meals is lower than the national average. The school hosts a breakfast and after school club which is run by independent providers. This is inspected separately from the school. The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

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 | 2 |
| Achievement of pupils | 2 |
| Quality of teaching | 2 |
| Behaviour and safety of pupils | 2 |
| Leadership and management | 2 |

Key findings

- This is a good school where all groups of pupils achieve well. It is extremely inclusive. As one parent, reflecting the views of many, said, 'The school deals with every child as an individual regardless of race or disability.' Teamwork is strong. Members from all groups in the school community make significant contributions to creating a vibrant learning environment for all. The school is not outstanding because pupils do not achieve as well in writing as they do in reading and mathematics.
- By the end of Year 6, attainment is above the national average. Frequent and thorough assessments of pupils' achievement are successfully helping to improve consistency between classes and raise the achievement of all. All groups achieve well in reading and mathematics. Achievement in writing is satisfactory and improving. Presentation and handwriting are not always as neat as they could be. There is no consistent approach to handwriting and a newly purchased scheme for this has not yet been implemented.
- Teaching is good. Lessons are well planned and pupils are keen to learn. Occasionally, progress slows because pupils who learn more quickly or easily are not challenged to develop their work further, or given time to do so. Marking does not always show pupils how to improve, or involve them directly in this.
- Behaviour is good. Pupils are considerate, polite and very eager to learn. Time in lessons is used well for learning. Good behaviour, effective support and robust systems for safeguarding ensure that all groups of pupils are safe.
- Leaders and managers, including members of the governing body, are knowledgeable, well-organised, imaginative and proactive. They frequently and rigorously monitor teaching and outcomes for all groups. They successfully use their highly accurate self-evaluation to drive improvements. Improvement since the last inspection is good.

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

What does the school need to do to improve further?

- Accelerate achievement by improving the quality of teaching, especially of writing, by ensuring that:
 - pupils who learn more quickly or easily, are sufficiently challenged in all lessons
 - all groups of pupils have sufficient time in lessons to undertake activities and practise skills such as writing
 - pupils know how to improve their work, are given time to respond to this guidance and are involved in reviewing and marking their own work
 - a consistent approach to handwriting and presentation is agreed and implemented.

Main report

Achievement of pupils

All groups of pupils achieve well. Inspection questionnaires from parents, carers, pupils and staff endorse this. In most years, children start in the Early Years Foundation Stage with knowledge, skills and experience slightly below those expected for this age. They settle quickly into the very consistent approaches and routines of the Nursery and Reception classes. Good teaching, care and opportunities for learning here help all groups achieve well. Progress across the school is good and, by the end of Year 6, attainment overall is a term ahead of the national average. In 2011, it was slightly lower than this because starting points were lower.

Progress in reading is consistently good. From a young age, children successfully learn the sounds of letters and how these combine to make words. Attainment in reading is the equivalent of a term ahead of the national average at the end of Year 2 and a year ahead of expected levels by the end of Year 6. Leaders have identified and addressed some inconsistencies in progress in mathematics in different classes. Achievement in this subject is now good. Progress in writing is satisfactory. Presentation and handwriting are not always good and pupils, especially those who learn more quickly or easily, do not always have sufficient time to write in lessons.

Disabled pupils and those with special educational needs are supported well in class and small intervention groups. Their physical, medical and learning needs are met well. They are well integrated with other pupils and take a full and active part in their learning. Those with profound disabilities and special educational needs make particularly good progress compared with those with similar levels of need elsewhere. Pupils learning English as an additional language achieve well because staff are well trained to support them and activities are often practical and visual. In 2011, Pakistani pupils made significantly better progress than their counterparts elsewhere. This was largely because the school had adopted very visual approaches

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 learning and had engaged well with families and community leaders. Even though they are not always challenged sufficiently in class, pupils who learn more quickly or easily have opportunities to excel through writing for a local magazine, proof reading the drafts of a professional author and working at higher levels in mathematics with students from a local secondary school.

Quality of teaching

Inspection questionnaires from pupils, staff, parents and carers, lesson observations and work in pupils' books all show that teaching is good. Teachers plan and prepare lessons well. Pupils are well behaved and keen to learn. Activities are interesting. Time is used well for learning, even though introductions are occasionally slightly too long, leaving little time for pupils to practise skills, particularly writing. Teaching assistants are skilled and deployed well to support and extend the learning of all. The curriculum is broad, balanced and well-enriched. This, along with positive relationships and many first-hand experiences, contributes well to pupils' spiritual, moral, social and cultural development.

Pupils in an effective Year 1 lesson made good progress in mathematics, measuring objects using rulers and plastic cubes. The pace of the lesson was brisk and, after just eight minutes introduction, all the pupils were actively engaged, busily using practical mathematical skills and avidly discussing their findings. Tasks were well matched to individual pupils' learning needs and all were suitably challenged. As one pupil said, 'It's hard to do but I can do it.'

Reading is taught well. As one parent said, 'My daughter's understanding of phonics is superb and she has made excellent progress with her reading.' Published schemes are used effectively. These contribute well to pupils' knowledge of letter sounds and the complexities of how they combine to form words. The teaching of writing is improving. For example, more-able Year 4 pupils made very good progress using time connectives to write instructions. The challenge, expectations and pupil engagement were all high. The teacher extended pupils' prior knowledge well and they had time for independent and cooperative work. This is not always the case, however. Expectations for handwriting and presentation are not always sufficiently high and pupils do not always have sufficient time to write at length.

Marking has improved since the last inspection. It is up to date and it often, but not always, contains areas for development as well as praise. Pupils are not always given time to respond to guidance, however, or involved in reviewing and marking work themselves.

Behaviour and safety of pupils

Questionnaires from parents, carers, pupils and staff, behaviour logs, discussions and observations indicate that behaviour over time is good. In lessons and assemblies it is often exemplary. Parents, carers and pupils are all aware that some pupils have

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

challenging behaviour and some can get boisterous in the playground. Pupils are polite, courteous and keen to learn. Bullying of any kind is rare. Pupils enjoy school. Attendance is consistently above the national average. Punctuality is good. Pupils are confident and feel safe. Relationships are very warm and positive. Pupils support each other and have complete confidence that staff and peers would help them sort out any potential difficulties or issues. Parents and carers who responded to the inspection questionnaire unanimously agreed that pupils are safe at the school. As one said, 'My children enjoy coming to school, they feel safe and well supported, staff at all levels are approachable and, as a parent, I have great faith that the school is staffed and run by committed, enthusiastic and talented staff.

Children learn to share and work alongside each other in the Nursery. Over time, they develop confidence, independence and strong cooperative skills. Older pupils serve as playground buddies, peer mediators and mentors. Sixty Year 6 pupils are trained as peer mediators and help to sort out minor issues and disagreements or reassure younger pupils if they have worries or concerns. Younger pupils report how reassuring and useful this is. Pupils with disabilities and special educational needs, including those who use wheelchairs, are fully integrated into playground games including, where they choose to, more active and energetic role play and ball games. Parents of disabled pupils are confident that the school will keep their children safe and meet their additional physical and medical needs well. As one said, 'My daughter has some additional needs and the school is incredibly supportive of her emotional and physical needs. The support staff throughout the school are exceptional. The school has never wavered in its support of us as a family.

Leadership and management

Leaders and managers, including members of the governing body, are well trained, ambitious, imaginative and proactive. They know the school well and use their understanding successfully to drive the school forward. The headteacher and deputy headteacher complement each other well and lead the school effectively. Teamwork is strong and the interests and skills of all stakeholders are identified and deployed well. Members of the governing body know the school well, have an accurate understanding of its strengths and weaknesses and use their high levels of skill and expertise to help drive improvement. They are challenging and supportive, and contribute hugely to school development.

Systems and training for safeguarding are up-to-date, thorough and robust. Leaders have developed the detail and rigour of assessments, have accurately identified strengths and weaknesses of teaching and have effectively driven improvements in this. Developments are particularly notable in mathematics, where leaders have implemented additional training, reviewed and consolidated approaches and introduced new intervention support groups for those who find the subject more difficult. Leaders have recognised the need to improve handwriting and presentation but have not formalised a consistent approach or implemented a newly purchased scheme for this.

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

Leaders and managers are outward-looking and have built good relationships with the community, other schools and professionals. Close links with community leaders have helped staff understand different groups and increased the confidence parents and carers have of the school. Pupils' artwork has been displayed in local shops, offices and a church. Very good links with other schools help broaden the curriculum and provide additional experiences for pupils. Staff work closely with other professionals, such as occupational and speech therapists, to support disabled pupils and those with special educational needs. The rich curriculum, visitors, visits out and harmony in this diverse school all promote pupils' spiritual, moral, social and cultural development well.

Leaders promote equal opportunities and combat discrimination well. The school community is highly diverse and cohesive. Pupils from a wide range of backgrounds learn and play harmoniously together. All groups achieve well although those who learn more quickly or easily are not always challenged sufficiently in all lessons.

The school's track record, commitment and skills of staff and the governing body, support of parents and carers, as well as attitudes and hard work of pupils, all demonstrate the school's good capacity for further improvement.

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 | 46 | 46 | 8 | 0 |
| Primary schools | 8 | 47 | 40 | 5 |
| Secondary schools | 14 | 38 | 40 | 8 |
| Special schools | 28 | 48 | 20 | 4 |
| Pupil referral units | 15 | 50 | 29 | 5 |
| All schools | 11 | 46 | 38 | 6 |

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

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

Common terminology used by inspectors

| | |
|----------------------------|---|
| Achievement: | the progress and success of a pupil in their learning and development taking account of their attainment. |
| Attainment: | the standard of the pupils' work shown by test and examination results and in lessons. |
| Attendance | the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance. |
| Behaviour | how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school. |
| Capacity to improve: | the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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: | inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. |
| 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. |
| Safety | how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning. |

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.

27 February 2012

Dear Pupils



Inspection of Kings Heath Primary School, Birmingham, B14 7AJ

Thank you for being so friendly and helpful when we visited your school recently. All the things you told us about the school helped us with our work.

We agree with you that it is a good school. You behave well in and out of lessons. You feel safe because you support each other, know that staff will help you if you need it and you learn how to use bicycles, roads and information and communication technology wisely and well. You achieve well because teaching is effective, support is good, activities are interesting and you are keen to learn. You respond quickly to requests from staff and are eager to get on with tasks. Occasionally, progress is not quite as good as it could be, especially for those of you who learn more quickly or easily. This is because you are not always challenged to develop your work further. Marking does not always show you how to improve and, when it does, you are not always given time to respond. Progress in reading and mathematics are good. Progress in writing is a bit slower because you are not always encouraged sufficiently to be neat and are not always given enough time to write at length. School leaders have already bought a new scheme for handwriting across the school but have not yet used it with you. We hope you enjoy this and that it helps you to be clearer and neater in your work.

We have asked school leaders to further improve the quality of teaching by making sure that you are all challenged to do as well as you can in lessons, especially those of you who learn more easily or quickly. We have also asked that they make sure that you all have time to write at length in lessons, that marking shows you how to improve your work and that this involves you in reviewing and marking your own work and gives you time to make improvements. We have also asked them to agree on a school approach to handwriting and help you all to follow this.

You could all help by continuing to work hard, being as neat as you can and always taking care to read and act on the comments teachers write when they mark your work.

Yours sincerely

Jo Curd
Lead 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.**