

Kingsbury School and Sports College

Inspection report

Unique Reference Number	103526
Local Authority	Birmingham
Inspection number	336100
Inspection dates	22–23 September 2010
Reporting inspector	Judith Matharu HMI

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

Type of school	Secondary
School category	Community
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	868
Appropriate authority	The governing body
Chair	Mrs Bev Roberts
Headteacher	Ms Sally Coulton
Date of previous school inspection	13 June 2007
School address	Kingsbury Road Erdington, Birmingham B24 8RE
Telephone number	0121 373 1080
Fax number	0121 306 4878
Email address	enquiry@kingsbury.lpplus.net

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M2 7LA

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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and four additional inspectors. Inspectors observed 40 lessons from different teachers, including four joint observations with a member of the senior leadership team. Meetings were held with a range of staff, groups of students and two members of the governing body. Inspectors observed the school's work and looked at school documentation including information about students' progress, improvement plans, school policies, teaching records, health and safety information and an analysis of 48 parental questionnaires, together with 197 questionnaires from Year 8 and 10 students and 28 from staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- The progress being made by all groups of students, particularly that made by boys.
- The quality of students' learning and progress in mathematics.
- The impact and effectiveness of the school's actions to improve attendance and behaviour.
- The quality of teaching across the school and whether this is suitably challenging for students of all abilities.
- The effectiveness of leadership and management at all levels in driving whole school improvement.

Information about the school

Kingsbury is an average size urban comprehensive serving a diverse community in the Erdington and Stockland Green areas of Birmingham. The school population is very diverse in terms of ethnic and socio-economic backgrounds. Just below 50% of students are from White British or other White backgrounds, with over 50% from a variety of minority ethnic backgrounds. Of these, 25% of students are from Asian backgrounds and 25% of Black Caribbean heritage. The number of students with a statement of special educational needs is above the national average, as is the number with special educational needs, learning difficulties or disabilities overall.

The school achieved specialist sports status in 2003 and was redesignated in 2007. It also holds Artsmark Gold and has achieved Healthy Schools Status and Leading Aspect Awards for both inclusion and curriculum. It is a Teacher Learning Academy School. The school also gained Investors in People Silver Award in 2010.

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?**2****The school's capacity for sustained improvement****2**

Main findings

Kingsbury School and Sports College is improving rapidly due to effective leadership, carefully planned improvement and intervention strategies, and a sharply sustained focus on appropriate provision in order to help every student to achieve. As a result, there has been a positive impact on outcomes for students, many of whom are very loyal to, and appreciative of, their school. The good curriculum and outstanding quality of care, guidance and support ensure that students' needs are well met. Safeguarding arrangements are outstanding. Careful monitoring and analysis of students' performance data identifies where underachievement is evident and this leads to a range of targeted and timely interventions, the impact of which has significantly boosted the progress made by all groups of students to a consistently good level. Consequently, attainment, which has been well below average in previous years, improved to above national average for GCSE attainment overall in 2010 and just below average for the number of students gaining good passes in English and mathematics. This represents good progress from students' starting points on entry.

The good quality of curriculum provision is engaging students effectively so that behaviour and attitudes to learning from the vast majority of students are now good.

However, the school leadership team readily acknowledges that, despite the significant improvements that have been made, some inconsistencies remain. Although the quality of teaching is steadily improving, and developing pockets of excellence across the school, there is still too much variation evident across all curriculum subjects for this to be consistently good. Aspects of the induction programme for new teachers of limited experience are not sharp or timely enough in order to maximise these teachers' potential more quickly. Further, the excellent work evident in some departments in routinely using performance data at classroom level to inform planning and teaching is not yet firmly established across the school.

Central to the school's improvement since the last inspection is the good quality leadership and management. The headteacher leads with a clear vision and a determination to improve provision for every student so that all can succeed. She is a visible presence around school and is well regarded by students. This is typified by a Year 11 student's comment, 'The head encourages me to believe in myself; she makes me feel I can achieve.' The headteacher is supported by an able and committed leadership team who understand and share the school's vision and drive for continuing improvement. Self-evaluation is accurate; the leadership team are aware of the school's strengths and areas to improve. There is commitment across the staff team to raise students' aspirations and expectations of themselves. Despite the school's success in engaging students' commitment to the achievement agenda, there has been less success in involving parents and carers in the school's work and this remains an area for improvement.

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What does the school need to do to improve further?

- Improve the quality of teaching to a consistently good level by:
 - systematically using the outstanding expertise available in school to bring about more rapid improvements where teaching is weaker
 - using performance data to integrate effective intervention strategies into routine teaching practice
 - ensuring that all teachers are clear about the learning that is essential in each lesson for students to progress quickly and confidently
 - engaging students in their learning through the consistent use of varied and stimulating activities.
- Develop strategies to engage parents and carers more effectively in the work and ambition of the school so that they can support their children's learning.

Outcomes for individuals and groups of pupils

2

Attainment at Key Stage 4 improved dramatically in 2010 and exceeded the school's targets. The attainment gap between different groups of students narrowed significantly. Attainment in English improved significantly for all groups of students; girls' attainment exceeded the national average and although below the national average for boys, there was considerable improvement on previous performances.

Attainment in mathematics remains lower but improved dramatically on previous performance, moving this close to the national averages. Therefore, from significantly below average starting points on entry to the school, students made good progress in 2010. Analysis of the school's current progress data and interim module and test results indicate that this is being sustained and built upon; current Year 11 students are firmly on track to exceed the school's ambitious targets in English and mathematics in 2011.

The inspection focus on the progress being made by boys confirmed the school's evaluation that boys are now making good progress overall. Their progress is undoubtedly better when activities are varied, relevant to their interests and aptitudes, and introduced at a brisk pace. Teachers are becoming more skilled at delivering this and retaining boys' involvement in their learning. The progress of individual groups of students, including students with a variety of learning difficulties and/or disabilities is consistently good and sometimes outstanding. This is due to carefully planned individualised programmes, high expectations of students' potential achievements and guidance and support of an excellent quality. The most vulnerable and potentially challenging students are nurtured and supported in order to keep them in school and help them to achieve well; consequently, the school achieves great success with students who are at risk of disaffection or alienation from school.

This is a well-integrated and cohesive school community; students are warm and welcoming, with notably positive relationships between students of all ages. The vast majority are respectful towards staff and cooperate with adults well. Students themselves comment on how much behaviour has improved since the last inspection and voice their approval of this. They feel safe and well cared-for, and express confidence that there is always a member of staff to talk to should the need arise.

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Many students pursue active lifestyles through participation in a wide range of activities encouraged through the school's specialist sports status. However, a minority of students feel that healthy eating could be promoted more successfully.

Attendance is satisfactory and steadily improving each year; however, a small group of students remain hard to reach, despite the school's robust efforts to improve the situation.

Students are effective members of their school community with a good number assuming responsibility and supporting the work of others through peer mentoring, prefect duties, sports leadership and various school council activities. Students have good awareness of the value of diverse cultures and demonstrate understanding of moral and social issues through their involvements in wider community action. For example, through their work with local elderly residents, sports leadership in primary schools, the annual celebration of Black History, and links with schools in Gambia and South Africa.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
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	2
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	3
The extent of pupils' spiritual, moral, social and cultural development	2

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

How effective is the provision?

Teaching, although rapidly improving, remains inconsistent across the school. There is an increasing amount of good and better teaching where students are suitably challenged through creative and exciting learning activities and produce work to be proud of. For example, in an outstanding history lesson, Year 8 students were enthralled by the events surrounding the execution of Charles I through a lively video introduction. The teacher's

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well-formulated questions generated a thirst to contribute to the subsequent debate. Students demonstrated empathy with the central characters, and good links were made between historical events and students' own experiences today. The issues were made accessible to all students through the effective support of a teaching assistant. Through skilful questioning and the use of thought provoking materials, the class were helped to understand the morality of various issues associated with this historical event.

In the most successful lessons, teachers are very clear about the essential learning that is required. They plan carefully to engage students through well-chosen activities that stimulate and retain their interest. A variety of useful assessments during the lesson help teachers to note where progress is secure and enable them to move learning on swiftly. An outstanding Year 11 geography lesson illustrated this in style. Learning was interactive and appealed to a range of learning styles. Well chosen tasks, including practical model-making, interested students and fired their imagination for learning about destructive plate boundaries. The teacher's careful checking of students' understanding was used most effectively to assess their progress as the lesson developed. A variety of means was used; pertinent questioning, the requirement for students to explain terminology and justify their answers, together with a range of appropriate peer and self-assessment activities, all of which probed, checked and reinforced students' understanding. However, this practice is variable across the curriculum and too much teaching remains satisfactory. In these lessons, a variety of issues are evident. Sometimes, teaching activities are not matched well to the ability of students. In other lessons, students' prior attainment is not used effectively to pitch lessons accurately. When activities are not varied or stimulating enough to engage the interest of all students, particularly the boys, attention wanes and students become restless and easily distracted.

The curriculum has broadened and developed to meet the differing needs and aspirations of all students. Collaboration with other organisations is used effectively to extend the learning opportunities for students, particularly at Key Stage 4, where increasing personalisation provides a variety of pathways to ensure all students can succeed. Specialist status enhances the curriculum offer through access to high quality teaching and coaching in a variety of sports and the arts. The curriculum is designed to effectively support students with additional needs; for example, the Transition Learning Centre at Key Stage 3 successfully supports students with highly specific needs.

A wide range of external partners contribute to excellent support and guidance. One of the school's key strengths is that it knows its students well and targets resources to support them in a highly effective manner. The school is passionate about its care and support for students, believing this is central to effective learning. Various strategies are used to good effect, including a structured and well-planned induction process incorporating a Year 7 residential camp, the Learning Zone which supports students with emotional, social or behavioural difficulties and the Transition Zone which supports lower achieving Year 7 students. Exemplary care is taken of vulnerable students in order to remove or minimise the barriers to learning.

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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	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

School leaders express high ambition and vision for the school and clear expectations of students' achievements whatever their circumstances or aptitudes. Challenging targets are used to raise standards for all groups of students. A sharp and timely focus on performance data has driven interventions and secured significant improvements in progress. These improvements are set to continue as expectations of students' performances rise across the school. Middle leaders understand their responsibilities to raise standards in their areas and teachers at all levels are accountable for their students' work and progress. The vast majority of staff are well-motivated and committed to the school's improvement agenda.

The monitoring and evaluation of teaching is secure, leading to accurate judgements about the quality of this across the school. A variety of suitable improvement activities are underway to move satisfactory teaching to a consistently good level with improving practice emerging, as endorsed at inspection. The deployment of advanced skills teachers is contributing strongly to this improvement and the use of strategies, such as the 'Bright Sparks' coaching programme and useful teacher training sessions on key aspects of teaching and learning, are reinforcing this priority. However, the school's induction programme for inexperienced graduates is not supporting their development as effectively as that in place for other entrants to the profession. The school is aware of this issue and has plans in place to use the expertise of experienced and advanced practitioners more systematically.

Mechanisms are in place for providing information for, and seeking the views of parents and carers with generally positive relationships established. However, the school recognises that further work is needed to strengthen this partnership and ensure that all parents and carers are reached and feel able to contribute.

The school's promotion of equal opportunities is good; the efforts made to close the gaps in achievement between groups of students have been largely successful. The school has undertaken a clear analysis of its ethnic, religious and socio-economic context and knows its community well. An integrated and cohesive school community has been established with work undertaken beyond the school, both locally and further afield to help students to understand their contributions to community cohesion.

The governing body understands its statutory duties and discharges these effectively. Its members are aware of the strategic direction of the school and are becoming increasingly involved in evaluating its effectiveness. Governors understand the need to be better informed in order to challenge the school in tackling its weaknesses more confidently.

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Safeguarding procedures are exemplary with meticulous record-keeping and robust, carefully monitored policies and procedures in place. The school's practice is outstanding in this respect, as recognised in an independent audit earlier this year.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
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	2
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Views of parents and carers

A very small number of parents and carers responded to the parental questionnaire during inspection. The majority of those that did so were very positive about the school. Thirteen of those who responded felt that the school did not help them to support their child's learning, an issue recognised by the school as an area for attention and this was confirmed at inspection. A small minority of respondents expressed various individual concerns with no recurrent issues emerging.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Kingsbury School and 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 48 completed questionnaires by the end of the on-site inspection. In total, there are 868 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	15	31	33	69	0	0	0	0
The school keeps my child safe	17	35	24	50	2	4	2	4
My school informs me about my child's progress	14	29	27	56	3	6	3	6
My child is making enough progress at this school	15	31	27	56	3	6	3	6
The teaching is good at this school	10	21	29	60	7	15	0	0
The school helps me to support my child's learning	12	25	22	46	11	23	2	4
The school helps my child to have a healthy lifestyle	10	21	28	58	8	17	0	0
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)	14	29	25	52	5	10	0	0
The school meets my child's particular needs	13	27	28	58	5	10	0	0
The school deals effectively with unacceptable behaviour	14	29	25	52	4	8	3	6
The school takes account of my suggestions and concerns	9	19	26	54	8	17	2	4
The school is led and managed effectively	13	27	30	63	2	4	1	2
Overall, I am happy with my child's experience at this school	11	23	29	60	6	13	2	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

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 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. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

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.



27 September 2010

Dear Students

Inspection of Kingsbury School and Sports College, Birmingham, B24 8RE

Thank you for your warm welcome when we inspected your school recently. The inspection team enjoyed meeting many of you and hearing your views. We found that Kingsbury is rapidly improving and is now providing you with a good education. Many of you told us about aspects of school life that you feel are good and we found many strengths to support this.

Results at GCSE have dramatically improved recently and progress is now good for all groups.

You work and cooperate well together in lessons and at social times.

You enjoy good relationships with your teachers.

The curriculum and extra activities you are offered are varied and interesting and meet your needs well.

Many of you make strong contributions to school life.

The care and guidance you receive is outstanding.

The school makes every effort to make sure that everyone has the opportunity to succeed.

Your school is well led and managed and has the capacity to keep on improving.

It is clear that your headteacher, senior team and staff are determined to keep improving Kingsbury School. We have asked them to do the following.

Make sure that all teaching is as good as the best we saw and provides you with challenging work that is interesting, relevant and fully meets your needs.

Try to ensure that they involve your parents and carers more fully in school matters so that they are well informed and can support your learning as fully as possible.

You can support this by attending regularly, giving your best in lessons and responding positively to your teachers' encouragements. We look forward to hearing of your future success.

Yours sincerely

Judith Matharu

Her Majesty's Inspector

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