

Kingsland Primary School

Inspection report

Unique Reference Number	103221
Local Authority	Birmingham
Inspection number	376852
Inspection dates	21–22 November 2011
Reporting inspector	Keith Shannon

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	258
Appropriate authority	The governing body
Chair	Philip Scarratt
Headteacher	Yvonne Willis
Date of previous school inspection	5 November 2008
School address	Bandywood Crescent Kingstanding Birmingham B44 9NA
Telephone number	0121 464 7707
Fax number	0121 464 6358
Email address	enquiry@kingsland.bham.sch.uk

Age group	3–11
Inspection date(s)	21–22 November 2011
Inspection number	376852

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 three additional inspectors, who observed 10 teachers in 21 lessons. They held meetings with senior and middle leaders, a group of pupils, members of the governing body and a representative of the local authority. The inspectors observed the school's work, and looked at information relating to the achievement of all groups of pupils through the school, and a wide range of policies and plans, including the school improvement plan. They analysed staff and pupil questionnaires and the 103 returned by parents and carers.

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

- How well do all teachers use assessment information to provide challenging activities that meet the needs of all groups of pupils, and particularly the most able?
- How effectively do leaders and managers at every level, including members of the governing body, contribute to the school's judgements about the quality of its work and subsequent improvement planning?
- Are care, guidance and support outstanding, as the school believes?

Information about the school

This is an average-sized school compared to others of its type. Almost all pupils are of White British heritage with a very few representing other ethnicities. The proportion known to be eligible for free school meals is above average. The proportion of pupils with special educational needs and/or disabilities is broadly average. The school moved into a new building three years ago.

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

This is a good school. Pupils make good progress in all key stages. When they leave at the end of Year 6 attainment is average, representing good achievement from low levels on entry, and they are well prepared for the next stage of education and later life. Outstanding leadership from the headteacher has ensured that the school has improved well since it was last inspected. All strengths have been maintained, and pupils' progress has improved as a result of good teaching that is more closely targeted to their needs. Some aspects are now outstanding. Key among these are the way that the school has used its links with local community groups and outside agencies to promote parents' and carers' engagement with their children's learning. The school provides an extensive range of opportunities where parents and carers can work alongside their children to better understand how they learn. Many attend workshops and attendance at parents' meetings, at over 80%, is high.

The school is a harmonious and welcoming community. Pupils behave well both in and out of lessons. They learn about and respect each other, and they have an improving understanding of other cultures. Pupils engage well with adults. They are polite, respectful and proud of their work. Care, guidance and support are good. Pupils feel outstandingly safe thanks to a high degree of confidence in the staff to keep them safe at school and to take their concerns seriously. They also know how to keep themselves safe in a variety of situations, especially when using the internet. Staff at all levels provide very clear guidelines, well known by pupils, on how to eat and live healthy lifestyles, and how to access support. The majority of pupils have very helpful targets, with clear guidance on how to attain them. In lessons, information from assessments is generally used well to make sure that individuals find work suitably challenging and that activities promote the skills that the teacher wants the class to learn, although the more-able pupils are not always stretched in their learning with sufficient rigour. Pupils are given plenty of opportunities to choose how they will tackle problems, though teachers do not ensure that all pupils are actively involved in their learning through focused questioning.

The school's leaders, including the governing body, contribute to the school's good capacity for improvement. This is reflected in the rigorous ways by which they challenge one another in order to improve pupils' progress and attainment. Self-evaluation identifies the right priorities for improvement. The governing body, together with the senior leaders, has rightly highlighted a weakness in the standards of writing, and a school focus on extended writing is showing early success but has not yet had a sustained impact on attainment.

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?

- Improve the quality of teaching and learning so that all lessons are at least good, by:
 - making more effective use of assessment to support the progress of individuals, particularly the most able pupils
 - giving teachers more opportunities to share best practice
 - improving the questioning skills employed by teachers.

- Raise standards in writing by providing more opportunities across the curriculum for pupils to write at length and for a variety of purposes.

Outcomes for individuals and groups of pupils

2

Children join the Early Years Foundation Stage with knowledge and skills that are often low compared to national expectations for their age. Pupils enjoy coming to school, where they achieve well. In most lessons, pupils are keen to get down to work and produce their best efforts. Work in mathematics, for example, is well laid out so pupils can easily check for any errors that may have resulted in an incorrect answer. From Year 2 onwards, pupils are keen to discuss their work with others. They work particularly well in small groups, adapting their ideas in the light of other pupils' comments. Pupils concentrate well and particularly enjoy solving problems. Learning is well focused and progress in lessons is typically good.

There are no significant differences in the progress made by different groups within the school. Pupils who are additionally supported by external professionals and those who have a statement of special educational needs make good progress because they receive a great deal of one-to-one support, based on detailed plans that are well matched to their particular needs. This is further enhanced by an effective programme of reading recovery, which helps them to catch up with their peers. Attendance has been low in the past, but is improving rapidly and is now average. The proportion of pupils who are persistently absent has fallen significantly.

Pupils have an outstanding understanding of what they need to do to lead a healthy lifestyle. They respond well to opportunities to become involved in the school and wider community. The environment groups, for example, not only work well with adults to recycle, but have begun to produce their own healthy foods in the school allotments. The local community has benefited from activities such as concerts and Christmas dinner in the school.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	3

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

Pupils' attainment ¹ 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	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
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	2
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers in most classes have high expectations of what pupils can achieve and learning is moved on at a good pace. A typical lesson includes a brief recap of what pupils have previously learnt before they are moved to work on tasks in groups according to ability. This does not yet fully meet the needs of all individuals. The use of 'question and answer' is an improving skill in teaching, but is not fully developed. Pupils are given time to think about what they want to say, so their thoughts are clear before they start talking to their partners. Marking is effective in explaining to pupils exactly what they need to do to improve their work.

The curriculum is good, providing a wide range of activities in class, plus extensive extra-curricular activities. Opportunities to take part in residential trips help pupils to develop their social skills and learn about different cultures, and further opportunities are planned to expand pupils' awareness of other cultures through the curriculum. Teachers are clear about how they can promote reading and mathematics skills across different subjects because plans make it very clear where such opportunities exist. Improvements to the way writing skills are promoted are now under way.

Parents, carers and pupils are all very pleased with the quality of pastoral care. The support provided to pupils whose circumstances may make them vulnerable is good, especially in the way that the school is tenacious in following up any concerns and working with an exceptional range of outside agencies to provide skills that are not available in school. Good systems ensure that pupils joining the school partway through their education settle as quickly as possible and are not unduly disadvantaged by a change of school. The transition through the school years is effective, as teachers are well informed about pupils' abilities and also know the pupils very well. Actions to improve attendance have been concerted and successful.

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

The two-pronged approach of challenging parents and carers who do not send their children to school regularly and encouraging parents and carers to play a greater part in their children’s learning has successfully raised awareness of the importance of regular attendance.

These are the grades for the quality of provision

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

How effective are leadership and management?

Morale is high in the school and all staff share the headteacher’s drive for further improvement. The progress of different groups is tracked well, and reasons for any apparent discrepancies pursued. The school’s leaders have an accurate view of how well pupils are doing. However, this information is not always used to inform lesson observations, so that the reasons for any differences in provision that result in slower progress for groups such as more-able pupils can be identified and tackled effectively. Nevertheless, the school’s leaders have a developing range of ways for checking on the quality of provision to share best practice, and they set challenging targets for the school’s performance that are consistently met or exceeded. Good provision is made to ensure equality. Discrimination is tackled well and pupils are taught to respect others.

The governing body plays a good part in leading the school. Its members are well informed and provide a good degree of challenge to the headteacher. Parents and carers hold outstandingly positive views about the school, and are highly appreciative of the outstanding opportunities they have to work alongside their children. The school is a leader in the field of engagement with parents and carers, using its expertise to help other schools. Pupils’ reports and the newsletters are of good quality. It is not only the extensive links with agencies and community groups that result in the school’s outstanding partnership work. The headteacher has supported local schools by presenting programmes on how to improve ‘home-school’ links. Staff are offered opportunities to develop the skills of leadership at all levels. Parents and carers are consulted and the feedback is used to constantly update and improve systems such as those for keeping children safe, which fully comply with government requirements. The result is good practice at all levels. The school makes good provision for community cohesion. There is an excellent focus on the school and local community, with developing links to international communities. More opportunities for pupils to engage with other pupils from contrasting areas are currently being planned.

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

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	2
The effectiveness of the school’s engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children make good progress across the areas of learning in the Nursery and Reception classes. They start school with particularly limited abilities in the use of number and communication. Very good transition arrangements help children settle quickly into school life. This is evident in the smooth and positive way parents and carers leave and collect them. Because of this, especially good progress is made in their personal, social and emotional development. Good progress in the other areas of learning is the result of good planning and effective teaching. Activities are appropriately targeted at addressing children’s individual needs. They are often enjoyable and this encourages children to take good steps in learning. Children in the Nursery class love learning about hedgehogs through a wide range of autumn-themed activities. These include seeking out suitable sites for hedgehogs to live and this is good, imaginative use of the outdoors. In Reception, children planned and prepared for a wedding celebration and this gave good opportunities for writing, number and creative activities – areas where children have particularly limited skills when they first join the school. All staff are involved in assessing children’s progress and keeping detailed records of formal and informal observations. The way the two Reception classes work together supports the staff through joint planning and assessing progress, which in turn is helping spread good practice and the work of staff with different levels of experience. Photographs and samples of work are used effectively to support judgements made about children’s progress and to plan their next steps. Resources are used well and children have a good range of adult-led or self-chosen activities.

These are the grades for the Early Years Foundation Stage

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

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Almost all of the parents and carers who returned the questionnaires agreed that their children enjoy school. A very large majority agreed with all of the other statements. Several added comments, some of which praised the school for specific aspects, such as support of the headteacher and her staff towards the pupils, and for the number and quality of enrichment activities. Inspectors looked carefully into the very small number of negative returns, but they followed no particular pattern and behaviour during the inspection, for example, was good.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Kingsland Primary School 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 103 completed questionnaires by the end of the on-site inspection. In total, there are 258 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	71	69	30	29	2	2	0	0
The school keeps my child safe	77	75	26	25	0	0	0	0
The school informs me about my child’s progress	65	63	37	36	1	1	0	0
My child is making enough progress at this school	65	63	36	35	2	2	0	0
The teaching is good at this school	73	71	30	29	0	0	0	0
The school helps me to support my child’s learning	65	63	34	33	2	2	1	1
The school helps my child to have a healthy lifestyle	51	50	52	50	0	0	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)	48	47	51	50	0	0	4	4
The school meets my child’s particular needs	59	57	43	42	0	0	1	1
The school deals effectively with unacceptable behaviour	46	45	50	49	6	6	1	1
The school takes account of my suggestions and concerns	54	52	46	45	3	3	0	0
The school is led and managed effectively	56	54	44	43	2	2	1	1
Overall, I am happy with my child’s experience at this school	65	63	37	36	1	1	0	0

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 8 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 November 2011

Dear Pupils

Inspection of Kingsland Primary School, Birmingham, B44 9NA

Thank you for your helpfulness when we inspected your school recently. We enjoyed talking with you and watching you learning. Your views about your school were taken into account when we made our judgements. It is a good school, where teaching is good and you achieve well.

You enjoy school and learning, especially lessons which give you lots to do and the wide range of enrichment activities that are provided for you. You like learning through themes, which enable you to practise a range of skills such as making decisions and working as a team, as well as practising literacy, numeracy and computer-based skills. You trust the staff, and know they care about you and help you. Because of this you make good progress in reading, writing and mathematics throughout the school.

To help make the school even better we have asked your teachers to improve the quality of teaching further by making sure that more lessons are good. They can do this by using assessments to make sure the work is matched to your needs, by showing each other examples of good teaching and by asking you questions that really make you think. You can help them by making sure that you continue to work hard and try to produce your best work at all times. Teachers have also been asked to give more opportunities for you to write at length and for a variety of purposes.

We hope that you will play your part in helping the school to make these improvements.

Yours sincerely

Keith Shannon
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.**