

# Kingshurst Primary School

School Close, Kingshurst, Birmingham, B37 6BN

**Inspection dates** 13–14 November 2012

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Senior leaders have raised the quality of teaching to make sure that all pupils make good progress.
- The teaching of different subjects is well planned, provides pupils with a wide range of experiences and promotes effective spiritual, moral, social and cultural development.
- Reading is taught consistently well and attainment in reading is above average.
- Pupils behave well and feel safe in school. They show high levels of respect for adults and their classmates, and contribute to their school community.
- Governors know the school well and are effective in holding the leaders to account.
- Relationships between staff and pupils are good.
- The caring attitude of staff members creates a positive learning environment.
- The headteacher and senior leaders have a clear vision of where the school needs to make changes in order to improve outcomes for the pupils.

### It is not yet an outstanding school because

- Although teaching is good, there are a few teachers who, occasionally, set work that is too easy for the more able pupils. As a result, there are lessons where not all pupils make good progress.
- Not all leaders in school have fully developed their skills of monitoring and evaluating in order to secure consistently good pupil progress.
- Although books are marked regularly, pupils are not always given sufficient time to read and respond to the comments made in order to improve their understanding of their next steps.
- Teachers do not always ensure that pupils use their targets in all lessons to secure good progress.

## Information about this inspection

- Inspectors observed teaching in all classes. Each class was observed at least once. In total, 20 lessons were observed during the inspection, of which seven were joint observations with either the headteacher or the deputy headteacher.
- Inspectors held discussions with the Chair of the Governing Body, a representative from the local authority, the headteacher, teaching staff, some teaching assistants and support staff, and various groups of pupils.
- Inspectors looked at a range of documentary evidence, including the school’s tracking of pupils’ progress, and documents relating to spending money received for the pupil premium (which provides additional funding for students in local authority care and those known to be eligible for free school meals). Inspectors also looked at pupils’ workbooks, documents relating to safeguarding, and the school’s self-evaluation.
- Inspectors took into account the views of nine parents and carers, as recorded in the online questionnaire (Parent View).

## Inspection team

Kathryn Brunt, Lead inspector	Additional Inspector
Sheelagh Barnes	Additional Inspector
Victor Chaffey	Additional Inspector

## Full report

### Information about this school

- The school is a larger-than-average primary school.
- Most pupils are from White British backgrounds, with fewer than the national average coming from minority ethnic groups.
- Fewer pupils than average speak English as an additional language.
- The proportion of pupils who are known to be eligible for free school meals and for whom the school receives pupil premium is well above average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is above average. Pupils supported at school action are in line with national.
- The school meets the government's current floor standards, which set the minimum expectation for pupils' attainment and progress.
- Other settings sharing the school site include a Children's Centre, a breakfast club, an after-school club and holiday club, some of which are inspected separately.
- A new deputy headteacher was appointed in September 2012.

### What does the school need to do to improve further?

- Ensure that teachers consistently match work to pupils' different abilities so that it is not too easy or too hard, in order that all pupils make at least good progress.
- Improve the impact and effectiveness of teachers' marking by giving pupils time to systematically respond to comments on their work in order to move their learning forward.
- Help pupils to understand and use their targets in lessons to improve their work.
- Provide training and professional development for leaders so that they have the skills to improve pupil progress.

## Inspection judgements

### The achievement of pupils is good

- Pupils start school with skills, knowledge and abilities that are well below those expected for their age. Progress across the school is sometimes variable. However, by the time pupils leave, gaps have narrowed and most pupils reach or exceed the nationally expected standard in English and mathematics.
- Progress in the Early Years Foundation Stage is good. However, due to their low starting points, standards at the end of reception are still below those expected for their age.
- Progress in Key Stage 1 is good and, as a result, standards at the end of Year 2 are broadly average.
- Progress in Key Stage 2 is good in English. Progress is in line with that expected nationally in mathematics. The progress pupils make has accelerated significantly over the past two years. By the end of Year 6 standards in English are a term ahead of where they are expected to be for pupils at this age.
- Disabled pupils and those who have special educational needs make good progress. In lessons, these pupils benefit from specific teacher questioning and very effective support.
- Focused support is used effectively alongside the analysis of pupils' progress to ensure that any pupils who fall behind are able to catch up. Pupils for whom the school receives additional funding through the pupil premium make good progress. This funding is used effectively to provide a range of support such as additional staff, attendance at after-school clubs and specialist literacy and mathematics resources.

### The quality of teaching is good

- Teaching is good. Teachers and support staff have high expectations of pupils' achievement and behaviour, which ensures that pupils are motivated and engaged.
- Reading is taught well. For younger pupils, there is an appropriate emphasis on teaching the sounds that letters make and this has enabled the vast majority of pupils to read fluently.
- There is a good balance of indoor and outdoor learning activities in the Early Years Foundation Stage. This enables children to develop their curiosity in the world around them.
- Teaching in the Nursery classes is good because the teachers know each child's capability well. They use this information to plan lessons which meet the needs of the children and, therefore, these children make good progress.
- Teachers make a positive contribution to pupils' spiritual, moral, social and cultural development by choosing engaging and exciting topics and strengthening the way subjects are taught through the use of visits and visitors.
- When teachers provide opportunities for independent and collaborative learning, pupils are actively engaged and make good progress. For example, in Year 6, pupils were motivated by

having to 'solve a crime' using data.

- Highly-skilled staff are used well to close gaps in learning and this ensures that pupils' needs are met.
- Teachers' marking is thorough. However, teachers do not give enough attention to ensuring that pupils can respond to the comments in order to make their work even better.
- Where teaching is good, pupils know, understand and use targets in lessons to improve their work; however, the use of targets across the school is inconsistent, resulting in a few pupils not always making the progress of which they are capable.

### **The behaviour and safety of pupils** are good

- In lessons and around the school pupils behave well. They are courteous, well-mannered and helpful. In school assemblies, pupils listen and respond well. Occasionally, when teachers provide work that is too easy or too hard some pupils become distracted and their progress slows down.
- All pupils feel safe in school and know who they can talk to if they are worried about anything.
- Individual support for pupils' emotional and academic needs helps them to learn well and understand and control their feelings. Pupils learn how to keep safe, including when using the internet.
- Most pupils arrive at school on time. In the past attendance has been low. However, due to an effective range of strategies to support families, attendance has improved and is now broadly in line with the national average. For example, text messages to parents and carers are used and the school recognises and rewards those pupils who have good attendance.
- Some parents and carers who responded to the questionnaire and spoke to inspectors feel that bullying is not dealt with effectively. However, all pupils spoken to insist that any incidents of poor behaviour are dealt with fairly and quickly. Pupils understand the different forms that bullying can take.

### **The leadership and management** are good

- The headteacher provides strong leadership and has high aspirations for the school. She has the support of a fully committed staff. The appointment of the new deputy headteacher has strengthened the leadership team.
- Teaching is monitored closely by the headteacher and deputy headteacher, and professional development is closely linked to school improvement priorities and individual needs. This has led to more good teaching across the school.
- The safeguarding of pupils meets requirements. The school carries out the necessary checks on

staff to ensure that they are suitable to work with children and all staff have received the appropriate level of training.

- The range of subjects taught is enriched by a wide variety of after-school clubs, visits out of school and visitors into school. There are many opportunities for pupils to undertake additional responsibility and to engage in sporting, artistic and musical events.
- Most leaders are involved in aspects of the school self-evaluation and improvement. However, some leaders have not developed their skills in monitoring planning to ensure that teaching meets the needs of all learners.

■ **The governance of the school:**

- The governing body provides good support and realistic challenge for school leaders. They also hold leaders to account for the quality of education provided and are fully aware that this is good. The governing body ensures that how funding is used wisely. This includes checking that the pupil premium is leading to improved progress for those pupils who are entitled. Governors also have a clear view of how the performance management of staff, salary progression and training opportunities are leading to improvements in pupils' achievement. School leaders keep governors well informed about the schools performance compared to that of similar schools. Governors also receive appropriate training.
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## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	135139
<b>Local authority</b>	Solihull
<b>Inspection number</b>	406589

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

<b>Type of school</b>	Primary
<b>School category</b>	Community School
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	437
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	David Threlkeld
<b>Headteacher</b>	Anne Edkins
<b>Date of previous school inspection</b>	14–15 October 2010
<b>Telephone number</b>	0121 788 6510
<b>Fax number</b>	0121 788 6511
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