

# Kingsbury School and Sports College

Kingsbury Road, Erdington, Birmingham, B24 8RE

## Inspection dates

4–5 December 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Inadequate</b>	<b>4</b>
Achievement of pupils		Inadequate	4
Quality of teaching		Inadequate	4
Behaviour and safety of pupils		Inadequate	4
Leadership and management		Inadequate	4

## Summary of key findings for parents and pupils

### This is a school that requires special measures

- The proportion of students gaining five GCSEs graded C or above, including English and mathematics, is consistently low. The progress made by all groups of students is too slow, particularly in mathematics.
- Too much teaching is inadequate or requires improvement. It is not consistently good enough to ensure that students at all ability levels achieve well.
- The pace of learning in lessons is often too slow. Teachers miss opportunities to check on how well students are learning, and do not move them on to a greater challenge when they show they understand.
- Lessons often fail to engage students, and activities are not sufficiently matched to different abilities.
- Some subject leaders are not carrying out their roles well enough.
- There is too little marking of work. When it does take place, it does not clearly show students how to improve their work.
- Too many lessons are disrupted through inappropriate behaviour. Behaviour around the school is poor and exclusion rates are high. Attendance is consistently below average.
- Recent changes made to secure better teaching and learning are not sufficiently well established to ensure that improvements will be sustained.
- The range of subjects offered does not sufficiently meet the needs of all students.

### The school has the following strengths

- Good care is provided for students who face challenging circumstances.
- In the school's specialist subject, physical education, consistently good teaching is enabling students to develop teamwork and leadership skills.

## Information about this inspection

- Inspectors observed 37 lessons, five of which were seen together with senior leaders. They also made a number of short visits to lessons.
- Meetings were held with students, governors and staff, including middle and subject leaders. Telephone conversations were held with the school improvement partner and a representative of the local authority.
- The inspectors observed the school's work and looked at policies, self-evaluation and development planning, monitoring records, minutes of meetings of the governing body, information about students' progress, safeguarding documents and samples of students' work.
- The views of the 13 parents and carers who responded to the online questionnaire (Parent View) were taken into account, as were 60 responses to the staff questionnaire.

## Inspection team

Alan Lee, Lead inspector	Additional Inspector
Mary Davis	Additional Inspector
Gwendoline Onyon	Additional Inspector
Michael Marks	Additional Inspector

## Full report

*In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measure because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.*

### Information about this school

- The headteacher is new in post, as are several other members of the senior leadership team.
- There has been a high level of staff turnover and absence.
- The school is smaller than the average-sized secondary school.
- The proportion of disabled students and those who have special educational needs supported through school action is a little above average. The proportion of such students supported by school action plus or through a statement of special educational needs is well above average.
- The proportion of students from minority ethnic heritages is well above the national average; the largest group is from Mixed White and Black Caribbean heritage.
- The proportion of students for which the school receives the pupil premium (additional funding for students in local authority care, those eligible for free school meals and students who have a parent in the armed forces) is well above the national average.
- The proportion of students who join or leave partway through their secondary education is high.
- The school is a specialist sports college.
- Twenty-eight students follow a mixture of part- and full-time alternative courses. The main providers are Pathway to Success at Kingsbury Training Centre, Making Learning Work and Construction Training Centre. Other providers include the Flexible Learning Centre, Centre for Values, South and City College and Merlin Venture.
- The school meets the current government floor standards for secondary schools, which set the minimum expectations for students' attainment and progress.

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

- Make teaching at least consistently good, in all subjects, by ensuring that teachers:
  - set stimulating work in lessons at the right level of difficulty to engage students
  - frequently check the progress made by students during lessons and amend activities when needed to ensure a good pace of learning is maintained
  - mark books regularly, ensuring that students know how well they are doing and what they need to do to reach and exceed their targets, and have time to respond to the advice given.
- Raise achievement, particularly in mathematics, by:
  - ensuring that the work set challenges students of all ability levels to aim higher
  - improving the support for pupils eligible for the pupil premium
  - ensuring that disabled students and those who have special educational needs have the right resources and are set appropriate work.
- Eliminate low-level disruption and poor behaviour in lessons and around the school, by ensuring that staff are consistent in the way they use strategies to manage behaviour.
- Ensure the range of subjects and courses offered matches the needs and interests of all

students, by ensuring that:

- sufficient attention is given to creative subjects
- the courses students study on other sites are properly monitored
- checks are made on how pupils' spiritual, moral, social and cultural education is provided.

- Raise attendance rates by promoting the importance of regular attendance to students and their parents and carers.
- Improve subject leadership where it has weaknesses, and ensure assessment data are accurate across all subjects.

## Inspection judgements

### The achievement of pupils

### is inadequate

- Students join the school in Year 7 with levels of attainment in reading, writing, communication and mathematics that are well below national averages. Rates of progress are consistently far below those expected nationally. As a result, the proportion of students who gain five or more A\* to C GCSE grades including English and mathematics is consistently below average. The school's tracking data show that students across the school are not catching up.
- Achievement in mathematics is inadequate. The proportions of students gaining A\* to C GCSE grades are consistently well below national averages. Progress rates are similarly well below national expectations. Learning and progress in the mathematics lessons observed during the inspection typically required improvement. Common weaknesses included work set that had insufficient challenge for students, and marking that failed to ensure students knew how well they were doing and what they needed to do to achieve and exceed their targets.
- The school enters students for GCSE mathematics in Year 10 and twice in Year 11. However, the slow rates of progress suggest that this may limit the potential of many students.
- Pupil premium funding is spent in a number of ways including personalised academic support, counsellor and mentor hours and extending the system of rewards. However, this expenditure is not having sufficient impact. Students supported by the funding typically perform less well in English and mathematics than other students. In 2013, those eligible achieved on average one third of a GCSE grade less in English, and almost a grade and a half less in mathematics.
- The progress rates of disabled students and those who have special educational needs are inadequate. Most teachers are not providing work that is appropriate to these students' needs or using a range of resources that will support their learning.
- Lesson observations during the inspection indicate that in many lessons progress was hindered by students' poor attitudes to learning. This necessitated the teacher spending too much time dealing with low-level disruption.
- The school effectively monitors the attendance and behaviour of individual students studying courses at other sites, and the results show they have a positive impact on particular students. However, the monitoring of the achievement of those on alternative courses is insufficiently developed.
- Leaders have adopted appropriate strategies to help accelerate the progress students make in reading across the school. A range of catch-up courses, one-to-one support and rewards are provided for weaker readers in Year 7. This is beginning to have a positive impact and progress rates are improving. In the lessons seen, students were frequently encouraged to read out loud and literacy development work was seen to be common practice in most subjects.

### The quality of teaching

### is inadequate

- The school's own records and the lessons observed during the inspection show that too much teaching is inadequate or requires improvement. As a result, students do not make rapid enough progress to raise attainment substantially.

- Teachers often employ a rigid plan that is not effectively adapted to meet all students' needs, particularly for disabled students and those who have special educational needs. Too frequently, keeping to the plan means that lessons do not include appropriate support, pace or challenge.
- Teachers rarely stretch students, particularly the most able, by providing engaging and thought-provoking lessons. As a result, students do the bare minimum and fail to make sufficient progress.
- Too frequently whole class discussions are dominated by a few students and this is limiting the progress that some students are able to make. Lessons in physical education were an exception to this. Here, successful peer demonstrations and assessments sustained high levels of progress.
- In many lessons, too much time is wasted and the pace of learning is slow. Some teachers do not regularly check on how well students are learning and fail to notice when students need support or are ready to move on to a more challenging task.
- Marking is inadequate. Work is not marked regularly. The marking that does take place fails to accurately inform students of how well they are doing and what they need to do to improve and students are not given opportunities to respond to any advice given.
- Opportunities are frequently missed to promote students' spiritual, moral, social and cultural development. An exception was seen in a religious education lesson, when an inspired and mature debate took place on the role of Zakat in promoting greater wealth equality.
- Where pupils are offered the opportunity to work in pairs or groups, students relish it, are able to work with enjoyment and make better progress. Good examples of this were seen in physical education and English.
- Many teachers plan activities to promote and develop students' literacy skills. Where this is done best, the selected activities clearly challenge the students' thinking and deepen their understanding. An excellent example of this was seen in a Year 7 history lesson, when the students were required to employ a rich and varied vocabulary to describe how the Battle of Hastings was won.

### **The behaviour and safety of pupils is inadequate**

- Students who spoke to the inspectors expressed their anger that too often their learning is disrupted by poor behaviour. A large number of staff, and the majority of parents who expressed their views, share the opinion that behaviour is poor.
- During the lessons seen, behaviour was sometimes inadequate, disrupting learning. Too many students display a poor attitude to learning and not enough teachers employ consistent behaviour management strategies. As a consequence, progress is often slow. Around the school, there are instances of boisterous behaviour, lateness, bad language and students being disrespectful to adults.
- The numbers of fixed-term and permanent exclusions are much higher than national figures. Absence rates are similarly above average, and failing to show improvement.
- New leaders have introduced a number of strategies to address behaviour; these include grading behaviour and punctuality in each lesson and a greater emphasis on rewards. The latter is beginning to have an impact. There has been a dramatic increase in the number of students

receiving rewards. Students appreciate this.

- Where teaching assistants work with vulnerable students in lessons, this is usually successful in improving their behaviour. They build students' self-esteem and confidence, and successfully facilitate their engagement in the learning.
- The school has a student council. This is welcomed by the students and is beginning to influence decisions. Their views were instrumental in changing the catering arrangements, for example.
- Students say that bullying does occur, but it is rare. They have a good understanding of different types of bullying, including cyber-bullying. There are effective systems in place to deal with different types of bullying. Students feel safe around the school and they know who to talk to if there is a problem. They speak highly of the pastoral leaders, for whom they have much respect.

### **The leadership and management is inadequate**

- Strategies and systems are not sufficiently shared or established to ensure teaching is good enough to raise the achievement of all students. The school has little track record of success and does not, therefore, show sufficient capacity to deliver the necessary improvements.
- A large proportion of teaching remains inadequate; as a result, the school should not seek to employ newly qualified teachers.
- The courses that students currently follow do not meet their needs or interests closely enough. They fail to sufficiently engage and enthuse the learners. There is no provision for music and very little opportunity for other creative subjects to promote students' self-confidence and self-expression. Plans have been made to broaden what is on offer, but they are yet to be acted upon. Leaders have not sufficiently analysed the alternative curriculum provided for some students to judge its suitability.
- Subject leaders are involved more closely in checking on the effectiveness of teaching in their departments, and are being held to account for it. However, practice is variable and is hindered by high rates of staff turnover and absence.
- The school has prioritised the need to improve links with parents and carers. Through Parent View, a small number expressed dissatisfaction with the school. A Parent Forum has been established and is beginning to develop and implement strategies to increase parental engagement in school activities.
- The tracking of students' progress across year groups is now more rigorous. The resulting information is closely analysed, but it is not always accurate.
- There are limited opportunities to promote students' spiritual, moral, social and cultural development. There has been no audit or analysis of spiritual, moral, social and cultural education at the school.
- School leaders have a clear understanding of what needs to be done. The headteacher is beginning to establish a strong leadership team and is well supported by a number of effective subject leaders. Self-evaluation is thorough, priorities identified and appropriate plans and actions have been put into place to address inadequate teaching and learning.

- Teachers are now closely held to account for the progress of their students; performance management processes have been strengthened by the setting of targets to ensure that teachers take responsibility for driving improvement. A comprehensive bespoke programme of training for staff is being developed and external support is being made available to raise the quality of teaching, with a particular emphasis on mathematics.
- The local authority is aware that the school's performance is weak, particularly in mathematics. It believes that leaders have accurately assessed the priorities and that provision is enhanced through working with networks such as the North Area Network and the Challenge Partners. The local authority is arranging further support from a local outstanding school.

■ **The governance of the school:**

- The make-up of the governing body has changed significantly, a new Chair was appointed in September 2013 and there is a far greater focus on school improvement and holding all staff to account. In the past, governors had not done enough to drive school improvement. They now know their school well, and have a clear understanding of its strengths and weaknesses and how its performance compares to schools nationally. They know about students' achievement and the quality of teaching, ask challenging questions and hold leaders to account, insisting on a fast pace of change. They are fully involved in the management of staff performance, including that of the headteacher, and ensure that only teachers who meet their targets progress up the pay scale. Governors are aware of how the pupil premium is spent, and that it is currently not resulting in sufficient impact. They undertake regular training, particularly on safeguarding, which meets current requirements. Governors ensure that the safety of staff and students is a priority. They are aware that behaviour needs improving and are challenging the headteacher to ensure this happens.



## 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>	103526
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	427134

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

<b>Type of school</b>	Secondary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	831
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Merrill Attack
<b>Headteacher</b>	Catherine O'Driscoll
<b>Date of previous school inspection</b>	22 September 2010
<b>Telephone number</b>	0121 373 1080
<b>Fax number</b>	0121 306 4878
<b>Email address</b>	enquiry@kingsbury.bham.sch.uk

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