

# Kings Rise Academy

Hornsey Road, Kingstanding, Birmingham, B44 0JL

**Inspection dates** 8–9 July 2014

<b>Overall effectiveness</b>	Previous inspection:	Not previously inspected
	This inspection:	<b>Outstanding</b> <b>1</b>
Achievement of pupils	Outstanding	1
Quality of teaching	Outstanding	1
Behaviour and safety of pupils	Outstanding	1
Leadership and management	Outstanding	1

## Summary of key findings for parents and pupils

### This is an outstanding school.

- Since the academy opened, it has rapidly addressed areas needing improvement through significant changes including a completely new leadership team and many new teachers.
- Pupils achieve standards in reading, writing and mathematics that are broadly in line with those expected by the time they leave the academy. This is due to outstanding progress from their often very low starting points.
- Children in the Nursery and Reception classes make excellent progress and develop positive learning habits by the end of the Early Years Foundation Stage.
- The progress of pupils for whom the school receives additional funding has improved significantly and is now often better than that of their classmates, ensuring that any gaps in achievement are narrowing.
- Pupils demonstrate very high quality work in other subjects such as art and design and information and communication technology. However, at times, the presentation of their work is spoilt by untidiness and poor handwriting and spelling skills.
- Pupils' behaviour is outstanding. Their very positive attitudes to learning have a strong impact on their progress. They have very caring attitudes towards each other.
- A major factor in the academy's success is the outstanding quality of teaching. Leaders and governors robustly address any weaknesses.
- Teachers continually assess the success of their teaching and alter what they are doing to help ensure work is sufficiently challenging for all pupils.
- The principal has an excellent grasp of the detailed information the academy holds about pupils' progress. This is used as an exemplar by other academies.
- The academy has very successfully developed other staff as leaders through careful training and shared responsibilities.
- The sponsor has provided the academy with high-quality support and robust challenge to ensure improvement has been rapid and sustainable. The academy has an outstanding capacity to maintain its strengths and improve still further.

## Information about this inspection

- The inspectors observed teaching in 13 lessons or parts of lessons. A number of these were observed jointly with the principal.
- Meetings and discussions took place with the principal, senior leaders, governors, pupils, staff, and a representative of the Elliot Foundation Academies Trust, the academy’s sponsor.
- Samples of pupils’ work were examined. Some pupils read books with the inspectors.
- Too few parents completed the online survey, Parent View, for their responses to be taken into account. However, inspectors took account of 69 responses to the academy’s own parental questionnaire as well as 14 questionnaires completed by staff.
- The inspectors looked at a range of documents, including data on pupils’ progress and attainment produced by the academy, procedures for safeguarding, the academy’s own evaluations of its work, reports to the governing body and the plans for raising attainment.

## Inspection team

Geof Timms, Lead inspector

Additional Inspector

Martin Spoor

Additional Inspector

## Full report

### Information about this school

- Kings Rise Academy is an average-sized primary academy.
- Kings Rise Academy converted to become an academy school on 1 November 2012. When its predecessor school, Kings Rise Community Primary School, was last inspected by Ofsted, it was judged to require special measures.
- A large majority of the pupils are White British.
- The proportion of disabled pupils and those who have special educational needs supported through school action is average. The proportion supported through school action plus or a statement of special educational needs is average.
- A very high proportion of pupils are supported by the pupil premium. This provides additional funding for pupils who are known to be eligible for free school meals or who are looked after by the local authority.
- The academy meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress by the end of Year 6.
- A pre-school setting shares the academy's site. This is inspected and reported on separately.

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

- Improve the presentation and neatness of pupils' work by:
  - improving the way pupils set out their work in books
  - developing pupils' handwriting skills
  - raising standards in spelling.

## Inspection judgements

### The achievement of pupils is outstanding

- Children start in the Nursery class with knowledge, skills and understanding that are very low compared to those typical for their age. Their communication, reading and writing skills and ability to handle small tools are particularly under-developed. Excellent teaching, and a very well planned range of activities, help them make outstanding progress.
- Even with this excellent progress, most children start in Reception with levels still below those typically found for their age. Further outstanding progress ensures children are well prepared for their future schooling. Many of the current Reception children have reached levels in line with those typically found nationally. Their improved use of tools is evident, for example, in high-quality paintings of sunflowers.
- In the national screening check on reading skills at the end of Year 1 in 2013, a slightly below average proportion of the pupils reached or exceeded the expected level in linking letters and sounds (phonics). However, this represents outstanding progress given their very low starting points. The pupils in the current Year 1 have done even better, and those for whom the school receives pupil premium funding have achieved better than their classmates and similar pupils nationally. Pupils use their phonic skills when reading new words and talk positively about how they enjoy reading and the books and authors they enjoy.
- Pupils in every year group make excellent progress in reading, writing and mathematics. At the end of Year 2, standards have risen since the academy opened and are close to those found nationally. Particularly outstanding progress has been made in reading in Year 2 and in reading, writing and mathematics in Year 6 where the academy's data show at least two years' progress has been made in one academic year.
- Standards in pupils' books show that current pupils have made excellent progress and standards are rapidly closing on those found nationally. This represents excellent progress from the pupils' starting points. The content of pupils' writing is often excellent. Pupils in Year 4, for example, developed an excellent knowledge and understanding of how to write a newspaper report about the sports day. However, pupils' spelling and handwriting skills are weaker. Pupils in Year 6 demonstrated excellent mathematical skills while working on problems with fractions and mixed numbers.
- Pupils produce some excellent work in art and design, and design and technology, such as high quality sculptures of owls. History topics, such as that centred on the First World War, have clearly helped develop pupils' moral attitudes and understanding of others' lives. The improvements made to the teaching of physical education have developed pupils' skills in a range of activities and increased their participation in a wider range of sports.
- Disabled pupils and those who have special educational needs are supported well and make outstanding progress in developing their basic literacy and numeracy skills, ensuring they are very well prepared for the next stage in their education. In addition, the academy successfully promotes the achievement of the most able pupils so they reach standards well above those expected.
- In 2013, in Year 6, pupils eligible for support from pupil premium funding were between two terms and a year behind their classmates. Even so, their progress was good in the light of their very low starting points. Teachers have ensured that the pupils currently receiving support in Year 6 have successfully narrowed this gap by making progress in reading and mathematics that

is more rapid than that of their peers.

### **The quality of teaching**

### **is outstanding**

- Pupils' work, the academy's assessment data and inspectors' direct observations in lessons, all indicate that the quality of teaching is outstanding. The academy has had significant changes in staffing since the last inspection. Despite this disruption, since taking up his post, the principal has successfully improved teaching and ensured that it consistently meets pupils' needs. This has produced the current outstanding progress and rapidly rising standards.
- The inspection judgement that teaching is outstanding matches the academy's view, which is based on the very detailed monitoring procedures now used by leaders. The principal and other senior staff spend a lot of time in classrooms, observing and supporting learning. Teachers ensure pupils' attitudes to their learning, and their interest and engagement in their work, are strong. The learning environment has been much improved, and displays create excellent opportunities for teachers to support pupils' learning and to celebrate their work.
- Teaching in the Nursery and Reception classes is outstanding because the staff have created a rich learning environment and they use the assessments and observations they make to plan activities that are very well focused on children's needs.
- Pupils throughout the academy talk positively about how they enjoy lessons and how they learn new things. They describe the progress they have made in writing and how they understand their targets and what they need to do to reach them.
- Teachers' use of assessment information and other data is excellent and has much improved since the academy opened. They are more aware of how different groups are learning in lessons, and modify their practice to make sure that everyone does well. Small-group work, which provides extra support for some pupils, is also well tracked to ensure pupils are benefiting from this provision.
- The regular marking of pupils' work provides them with clear suggestions for improvements and is constructive. Pupils respond to the marking and this has a positive impact on their progress. Those who find learning more difficult and those who have specific learning needs are supported effectively.
- The academy benefits from some high-quality teaching assistants. Their work has a very positive impact in a range of ways. For example, one tracks data showing the excellent progress made by pupils receiving extra support in mathematics. Another has developed an excellent scheme for promoting and encouraging pupils' reading in Year 4 which is due to be extended across the academy.

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

### **are outstanding**

- The behaviour of pupils is outstanding. They talk happily about how much they enjoy school and the lessons, especially mathematics, and they say how much they enjoy learning new things. They are extremely polite and friendly, and very interested in the role of the inspectors which shows their developing awareness of the world around them. Although their presentation skills remain poor, they show a real pride in their work and are very happy to talk about it and share it with others.

- The academy's efforts to promote pupils' personal and social development are having a very positive impact on their growth into responsible and caring members of society. In particular, the academy provides excellent opportunities for pupils to learn about living in a multicultural society. The academy's link with a school in India promotes religious understanding and cultural awareness.
- Pupils say examples of misbehaviour that disrupt learning are rare. They are clear that there is no bullying in the academy. Pupils are aware of the different types of bullying, such as through the use of computers or mobile phones or because of differences between people. They are happy that there are adults they trust and one said they can talk to teachers if worried about anything. Another said 'The principal thinks about the children.'
- Pupils have excellent opportunities to show and take responsibility. There are active school and class councils which have a strong impact on various aspects of academy life. The academy's pastoral team, along with its parent support worker, provide outstanding support for pupils and their families when they face challenging circumstances within or outside the academy. Some parents wrote to inspectors praising this work and the way their families had been supported.
- The academy's work to keep pupils safe and secure is outstanding. Parents and carers are very positive about how happy and safe their children are at the academy. Pupils said the principal makes them feel they are safe. Most parents and carers say that communication between the academy and home is very effective. Leaders ensure that entry to the academy is very secure and all staff are rigorously checked for their suitability to work with children.
- Attendance figures have risen rapidly and are above the national average. Persistent absenteeism has fallen. Most parents are aware of the need for regular attendance and any patterns of absence are well tracked and monitored.

### **The leadership and management** are outstanding

- Leadership and management are outstanding because the principal, other leaders and staff all have clear and shared aims for the continual improvement of the academy. The impact of this is evident in pupils' outstanding progress and outstanding teaching. A major strength is the academy's awareness of the challenges pupils face in their lives outside the academy.
- The principal has ensured a strong focus on standards and progress in the basic skills, and this has been the core of the academy's success. Even so, this has not been at the expense of a deep emphasis on pupils' spiritual, moral, social and cultural development. He has instilled in the whole academy community a clear belief in the need for pupils to develop those values which help them develop as mature human beings and very effective learners. They are very well prepared for the next stage in their education.
- The principal, together with the support of the academy's sponsor, has developed a culture of challenge and support in which teachers and other staff work in close partnership. Many links are developing with other academies, sometimes to spread the outstanding practice found here and sometimes to develop the staff's skills further. This is happening in the computing curriculum, for example.
- Training is regularly undertaken and this has a positive impact on teachers' practice. A major strength has been the development of teachers' leadership skills. The principal has ensured opportunities for staff to take on more responsibility and train for further leadership roles. The way teachers and other staff have shouldered this responsibility is reflected in their responses to

the questionnaire, and all agree that they are proud to be a member of staff at the academy. One wrote, 'Staff have knowledge of the academy's vision and are valued for their opinions, skills and expertise.'

- The academy's view of its own performance is very accurate and supported well by action plans for further development. The academy's sponsor has provided excellent support and challenge for the leadership, and this has had a major impact on the academy's rapid improvement.
- Funding available through the pupil premium is used exceptionally well to help pupils take a full part in academy life, and receive, where appropriate, specific resources such as additional help from adults. The use of money available to promote physical education and sporting opportunities is used appropriately with a focus on increasing participation in a number of sporting activities and also on developing training further for teachers, as well as making good use of external expertise.
- The subjects taught provide pupils with a wide range of interesting activities. Activities are clearly directed at ensuring the learning and progress of the pupils. Enrichment activities are regularly provided to extend pupils' often limited understanding of life beyond their locality. Younger pupils talked excitedly of visiting a local park to build homes for the squirrels. There is an excellent range of sporting and other clubs and extra-curricular activities on offer.
- **The governance of the school:**
  - The governing body has reformed with a new membership since the academy opened. Although at an early stage of development, governors have improved the ways they support and challenge the academy. Training in a range of activities has helped develop governors' understanding, especially regarding the assessment data the academy provides.
  - The governing body holds the academy to account through the sponsor trust's protocols for a range of monitoring activities. There are regular visits, meetings with, and reports from, the principal and other staff. Because of this, governors have an improved understanding of the quality of teaching and of pupils' progress.
  - Governors have a clear understanding of the system used to determine teachers' effectiveness in enabling pupils to make good progress. Decisions about teachers' pay are appropriately linked to performance and responsibilities and, where weaknesses have needed addressing, the governing body has been appropriately involved.
  - Governors track finances well and are fully involved in decisions about how to spend additional money, such as the pupil premium and sports funding. They ensure safeguarding procedures are in line with regulations in all respects.

## 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>	138889
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	440120

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>	Academy sponsor-led
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	242
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Abdul Latifi
<b>Principal</b>	Paul Edgerton
<b>Date of previous school inspection</b>	Not previously inspected
<b>Telephone number</b>	0121 4644635
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