

# Kingswood School

St James Place, Shirley, Solihull, B90 2BA

**Inspection dates** 2–4 July 2014

<b>Overall effectiveness</b>	<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

### This is an outstanding school

- Pupils make outstanding progress in English and mathematics because each pupil is challenged by excellent teaching.
- Provision in the Early Years Foundation Stage is outstanding. Children make more than expected progress.
- The most-able pupils achieve outstandingly well because of personalised care given to them in this small school.
- Pupils who have special educational needs gain in confidence and go on to achieve outstandingly well. This is because the school very successfully removes any difficulties which could hinder their learning.
- Teaching is outstanding across the school. Much is inspirational.
- Pupils' behaviour is outstanding. They know how to keep themselves safe.
- The range of subjects and activities offered, including after school clubs, is flexible and individualised.
- Pupils' spiritual, moral, social and cultural development is outstanding.
- The very effective leadership of senior leaders, including the proprietor, contributes to improving the quality of the teaching and raising pupils' achievement.
- The headteacher is keen to develop the school even further in the interest of all pupils.

### Compliance with regulatory requirements

- The school meets schedule 1 of the Education (Independent School Standards) (England) regulations 2010, as amended by The Education (Independent School Standards) (England) (Amendment) Regulations 2012 ('the independent school standards') and associated requirements.

## Information about this inspection

- The school was given a day’s notice of inspection.
- Ten lessons were observed taught by six different teachers. Two of these observations were undertaken jointly with the headteacher. A detailed scrutiny of pupils’ work was carried out. Inspectors also visited all classes in an afternoon.
- The inspectors toured the building and observed outside play areas at break time and lunch time. They observed the school choir sing.
- Meetings took place with a representative of the proprietor, members of the school leadership team, other staff members and pupils.
- Twenty-one questionnaires completed by staff were examined.
- There were 45 responses to the online questionnaire, Parent View, at the time of the inspection. These views were taken into account by inspectors.
- A range of policies and documents were examined, including those related to pupils’ progress and statements of special educational needs. All safeguarding policies were scrutinised.

## Inspection team

Jeffery Plumb, Lead inspector

Additional Inspector

Shahnaz Maqsood

Additional Inspector

## Full report

### Information about this school

- Kingswood School is a small, independent, school in its own grounds in the heart of Shirley.
- It has government funding to support Nursery education.
- The proportion of pupils with a statement of special educational needs is above average. The school provides for pupils with autistic spectrum disorder, communication and language difficulties, behavioural, emotional and social difficulties, dyslexia, dyspraxia and detachment disorders.
- The proportion of minority ethnic pupils is above the national average. None are at an early stage of learning to speak English as an additional language.
- There are significantly more boys than girls on roll.
- About 15 pupils are identified as being the most-able. Because of the small class sizes sometimes these most-able pupils are taught alongside older pupils.
- Pupils often join the school other than at the usual times.
- The last full inspection was in May 2008 and the school was found to be outstanding.
- A number of staff work part-time

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

- Ensure that there is consistency in the marking of pupils' books so that they are given clear guidance on how to improve their work.

## Inspection judgements

### Achievement of pupils

### Outstanding

- Children join the Early Years Foundation Stage with typical levels of development for their age. They make outstanding progress in communication and mathematics. By the end of Reception, the proportion exceeding expected levels is above the national average.
- The most-able children write sentences using joined-up writing and read confidently. They add and subtract using three digit numbers. Equally, from their starting points those children with special educational needs make outstanding progress.
- Some pupils join the school throughout the school year and also into year groups other than Reception. From their different starting points they make outstanding progress in English and mathematics. From the time they enter school until they leave at the end of Year 6, their rate of progress is much faster than what is typical for pupils over such periods of time.
- By Year 6, the most-able pupils compose quality pieces of writing across a range of genres and read fluently. In mathematics they complete algebra and geometry to a standard well above that expected for their age. These pupils achieve well-above average in the national tests for 11-year-olds.
- Year 6 pupils of average ability also make outstanding progress and a number go on to reach above average standards by the time they leave school.
- Pupils with a range of special educational needs also make outstanding progress. They are helped to overcome speech and language difficulties, such as being given support to use their mouth muscles to help them speak, and they gain in confidence and begin to read well.
- There is no discernible difference in the rate of progress between girls and boys or the different minority ethnic groups. There is the same outstanding rate of progress across different year groups and this shows how well the school is promoting equality of opportunity, fostering good relations and tackling discrimination.
- Pupils also achieve well in science, particularly in using the correct language and terminology.
- Pupils achieve well in sport, including swimming. Their performances in choir and playing musical instruments are spectacular. Through project work in the afternoons, pupils achieve well in literacy and numeracy, such as when making models.

### Quality of teaching

### Outstanding

- Teaching is outstanding in the Early Years Foundation Stage and throughout Key Stages 1 and 2. No teaching is less than good in any part of the school. As a result, pupils learn extremely well and make outstanding progress over their time at the school.
- Relationships between teachers and pupils are excellent. Teachers make a valuable contribution to pupils' learning because they know what helps each individual to learn.
- Classrooms are set out in a way that helps pupils with different abilities and needs to speed up their learning. Activities are planned taking into account teachers' understanding of what

pupils have already achieved. These factors contribute successfully to pupils' enjoyment of, and excitement for, learning.

- Questioning is skilful. Teachers take answers given by pupils and then ask supplementary questions so as to give pupils time to think critically and to solve a problem for themselves.
- A wide range of methods and resources are used to teach pupils with special educational needs. Teaching assistants make a valuable contribution to how these pupils learn and succeed. They also make sure that these pupils have the equipment they need to help them, such as tinted glasses for pupils with dyslexia.
- Assessment in the Early Years Foundation Stage is outstanding. It is used on the spot to move children forward into new learning. All pupils, including those with special educational needs, are assessed carefully at the point they enter the school to find out what they know and can do. Teachers use this information well to plan work at the correct level of challenge for each pupil.
- Teachers' excellent subject knowledge challenges the most able pupils to go beyond expectations. The setting of homework, although relevant for all pupils, enables the most-able to reach their full potential.
- Overall, the marking of pupils' books is often good but is not always consistent in the way teachers respond and guide pupils. Pupils are often given clear pointers to improve their work.

### **Behaviour and safety of pupils**

### **Outstanding**

- The behaviour of pupils is outstanding. Pupils' show a positive attitude to learning in lessons and are keen to succeed. They talk about their work with pride. Once settled in overcoming any obstacle which may hinder their learning, pupils with special educational needs are equally eager to learn.
- Pupils respect the school building and grounds. There is no graffiti, no litter and displays are looked after. Pupils look neat and tidy in their uniforms. They greet visitors warmly and speak positively about what the school does for them.
- At break time and during the lunchtime pupils mix with each other and staff as if one big family. For example, during a football game a pupil was knocked over: the rest of the team stopped, pulled him up and made sure that he was fine.
- Pupils are clear that there will be sanctions if they misbehave and are proud when they receive merits for good behaviour. The school has excellent procedures for managing behaviour.
- Pupils are clear about different types of bullying, including cyber bullying and bullying associated with prejudice. They say that such types of bullying do not occur in their school. Examination of the school's incident logs show that they are right: there are no racist or bullying incidents or fixed term exclusions. Pupils have an adult in the building that they can turn to should anything be worrying them.
- Attendance is outstanding, and pupils arrive on time for all lessons during the day.

- Pupils' spiritual, moral, social and cultural development is outstanding. Through their religious education and visits out of school, for instance to museums and art galleries, pupils' awareness of cultural diversity and British society is outstanding.
- Pupils' voice is heard through circle time and the school council. Pupils initiate fund raising for a large number of charities. They play their instruments, and the choir also perform, in the local community.
- The school's work to keep pupils safe and secure is outstanding. Risk assessments of the building are thorough.
- The school has all of the required welfare, health and safety policies in place. The content is clear and they are implemented effectively. Safeguarding procedures are robust and staff training is up to date. There is a well-maintained single register which records checks carried out on staff prior to appointment, together with safe recruitment procedures.
- A suitable number of teachers have been trained in first aid. Risk assessments of visits off site and the outdoor environment are thorough.
- Pupils know how to keep safe when using a computer. Their knowledge of what to do when crossing the road or what to do should a fire break out is outstanding. They have an astute knowledge of stranger danger.

## Leadership and management

## Outstanding

- The headteacher and other leaders are very successful in creating a culture in which teaching and excellent behaviour can flourish. The headteacher and the proprietor ensure that teaching and learning are outstanding. Lesson observations and feedback to teachers, coupled with whole school training, lead to improvements in the quality of teaching and so accelerate pupils' learning.
- Leaders, including the proprietor, know what works well and what is in need of improvement. Decisive actions result in improvements. For example, training on what pupils with autistic spectrum disorder and those with dyspraxia need to process information has contributed significantly to such pupils making outstanding progress.
- Middle leaders are extremely effective, as demonstrated by their outstanding leadership and management of the Early Years Foundation Stage and of the provision for pupils with special educational needs.
- A rich and relevant programme of subjects and activities is in place. The deputy headteacher has done an outstanding job in ensuring that the required changes for September 2014 are in place. Pupils' learning is enhanced by a wide range of clubs and off-site visits to outward bound centres.
- Senior leaders and the proprietor have ensured that all independent school standards are met. The school pays careful attention to pupils' safety and well-being.
- The building and small grounds, including the garden, are exceptionally well maintained.

- The headteacher works closely with parents and ensures that they are provided with all the information required by regulations. Annual reports are helpful and detailed about their child's progress. The complaints policy meets requirements. The parents of the school have expressed a high level of satisfaction with what it does for their children.

## What inspection judgements mean

School	
Grade	Judgement
Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires improvement
Grade 4	Inadequate

Detailed grade characteristics can be viewed in the *Non-association independent school inspection handbook* which is published on the Ofsted website:  
[www.ofsted.gov.uk/resources/140053](http://www.ofsted.gov.uk/resources/140053).

## School details

<b>Unique reference number</b>	104128
<b>Inspection number</b>	443499
<b>DfE registration number</b>	334/6009

This inspection was carried out under section 162A of the Education Act 2002, as amended by schedule 8 of the Education Act 2005, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

<b>Type of school</b>	Primary
<b>School status</b>	Independent school
<b>Age range of pupils</b>	2–16 years
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	90
<b>Number of part time pupils</b>	0
<b>Proprietor</b>	Shahzad Yousuf
<b>Headteacher</b>	Robert Luckham
<b>Date of previous school inspection</b>	1 May 2008
<b>Annual fees (day pupils)</b>	£7,596
<b>Telephone number</b>	0121 7447883
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