

Kingsbury School and Sports College

Kingsbury Road, Erdington, Birmingham, B24 8RE

Inspection dates

4–5 November 2015

Overall effectiveness

Requires improvement

Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Require improvement
Overall effectiveness at previous inspection	Inadequate

Summary of key findings for parents and pupils

This is a school that requires improvement

- Achievement in 2014 was well below the government's minimum expectations.
- Rates of progress are improving for all pupils currently in the school, although variations remain across subjects and year groups.
- Gaps in achievement between disadvantaged pupils and others in the school are closing in some subjects and year groups but not in others.
- There is no inadequate teaching over time, but it is not yet good enough to ensure that all pupils make rapid progress from their different starting points, particularly the more able.
- The new leadership team, including members of the governing body, has acted quickly to establish appropriate systems and processes to improve outcomes for pupils and these are having an impact.
- Leaders and governors have an accurate view of the school's performance. They know what needs to be done to secure the further improvements required and have clear plans in place to do so. However, the way in which information about pupils' progress is shared is not yet as effective as it could be.
- The focus on improving literacy is bearing fruit. Pupils are well supported by teachers in all subjects to develop this aspect of their knowledge and understanding.
- The new headteacher identified shortcomings in safeguarding very rapidly and quickly made improvements so that safeguarding is now effective.

The school has the following strengths

- Pupils with disabilities or special educational needs and those for whom English is a second language make good progress from their starting points because they are very well supported.
- Pupils' social, moral, spiritual and cultural development is good. They get on well with each other and with staff.
- The conduct of pupils around the school and at all times of the day is good. They are proud of their school.

Full report

In accordance with section 13(4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

What does the school need to do to improve further?

- Continue to improve teaching so that it is consistently good, to ensure that all pupils make at least good progress in the subjects they study, including mathematics by:
 - ensuring that teachers use assessment information effectively to plan lessons that provide appropriate levels of challenge for all pupils, particularly the most able
 - developing teachers' confidence to adapt their plans and activities when pupils find work too easy or too hard
 - ensuring that written feedback always clearly identifies the next steps for learning so that pupils know precisely what to do to improve their work.
- Make further improvements to leadership and management, by:
 - expediting the school's plans to improve the monitoring of pupils' progress so that the accurate and robust information now gathered is presented in ways that are more easily accessible to both teachers and leaders
 - ensuring that the effective safeguarding procedures are underpinned by making appropriate retrospective checks
 - further developing the work done by the school to promote modern British values so that this is embedded across all aspects of the curriculum.

Inspection judgements

Effectiveness of leadership and management

requires improvement

- Leadership and management requires improvement because although appropriate systems and processes for checking the quality of teaching, learning and assessment have now been put in place by the new leadership team, there has not yet been time for these to have the necessary impact to secure consistently good outcomes for all pupils.
- Although this has now been rectified, the use and impact of pupil premium funding was not evaluated well enough last academic year because the systems to do so were not in place. Consequently, leaders are unable to identify what worked well and what did not. This is also the case for Year 7 catch-up funding.
- Modern British values are promoted through assemblies and during tutor time. However, leaders are aware that further work is required to ensure that pupils of all ages develop a more robust understanding of what this means in their everyday lives. The plans seen by inspectors for ensuring there are opportunities for reinforcing British values throughout the curriculum are well thought out.
- The school now has very clear, regular and accurate systems for checking the progress that all pupils make. However, the way in which such information is presented and shared with staff is not as effective as it should be because it takes too long to identify trends in rates of progress for different groups of pupils across subjects and over time.
- Safeguarding has been a major focus for the new headteacher. Rigorous reviews have been carried out and appropriate action taken to ensure that all pupils are now completely safe. However, some administrative errors remain to be rectified, including, where possible, retrospective checks as a result of historic omissions.
- The newly established leadership team have a clear vision for the continued improvement of the school and this has been communicated effectively with all staff, who have responded with great enthusiasm and commitment. Morale is now very high in the school among staff and pupils alike. As a result the culture is one of harmony, tolerance and respect for one another.
- There is a strong programme for continuous professional development in place and this is having a positive impact. For instance, inadequate teaching has been eradicated through the personalised coaching programme established. This is greatly appreciated by staff, who speak of how the programme has helped them to improve.
- Leaders at all levels understand their responsibility for ensuring the quality of teaching in the school and for the progress of pupils. The role of subject leaders has been redefined and clear lines of accountability put in place. Consequently, these members of staff are now able to explain and exemplify their impact on raising standards and demonstrate how they use information about pupils to review and evaluate plans and subsequent actions across their areas of responsibility.
- The curriculum has been thoroughly reviewed and meets the needs of pupils well. The provision for pupils with a disability or special educational needs and for those who speak English as an additional language is extremely effective. There is a good range of subjects offered for study at Key Stage 4 and pupils are now guided carefully in the choices they make.
- There is a good range of extra-curricular activities. As befits the specialist subject of the school, there are many sporting clubs, including archery, and opportunities to participate in competitive sport at local and regional level. In addition the school offers music, art, technology and drama clubs, revision sessions, educational visits, and a range of visiting speakers. Pupils spoke enthusiastically of these opportunities and were particularly enthused by the workshops provided by local police 'Prevent' officers.
- **The governance of the school**
 - The recently appointed interim executive board (IEB) has quickly grasped the nettle. Members know and understand the school well and are very involved in the process of improvement, taking an active role in setting and monitoring the key priorities.
 - Governors are aware that actions taken so far are yet to be fully realised in terms of improved outcomes for pupils. Minutes of meetings show that they challenge school leaders appropriately where required. Arrangements for performance management are effective and pay progression is linked to pupils' outcomes.

- The inherited and historic disarray of the school's finances is now being tackled by the IEB in partnership with the local authority and the preferred sponsor. However, although members are aware in general terms of how additional funding has been spent, they do not have enough information to have a full understanding of the impact it has had on improving progress of pupils.
- The arrangements for safeguarding are effective.

Quality of teaching, learning and assessment

requires improvement

- Teaching requires improvement because, over time, it has not yet ensured that all pupils make good progress from their starting points. This is because not all teachers yet have the confidence to adapt shared learning plans when some pupils find the work too hard or too easy.
- All teachers follow the school's marking policy. However, there is considerable variation in the quality of written feedback both across and within subjects. Where teachers provide specific, focused advice pupils demonstrate a good understanding of how to improve their learning and this is clearly applied in future work. Where teachers' comments are less specific, this is not the case.
- Not all teachers use assessment information as effectively as they could to ensure that the level of challenge is appropriate, particularly for the most able. In these instances the pace of learning slows as some pupils wait for others to catch up.
- The school's focus on improving questioning has had a positive impact. Inspectors noted that the majority of teachers were using questioning well to encourage pupils to extend and explain their responses, resulting in some very enthusiastic discussions and debates.
- Literacy is now embedded in all subjects. For instance, teachers and pupils make effective use of the literacy mats that have been developed. Classrooms are well resourced with a range of literacy aids such as key words, sentence starters and spoken language prompts, as well as references to authors and sources of information, and inspectors noted how frequently pupils used these to help them with their written work.
- The vast majority of teachers have good subject knowledge and use this to plan interesting activities that engage pupils in their learning.
- Inspectors noted that all teachers take every opportunity to develop pupils' spiritual, moral, social and cultural understanding both within lessons and at other times of the day. Pupils are very confident that discrimination of any sort is challenged.

Personal development, behaviour and welfare

requires improvement

Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement
- Some pupils still require support to acquire more positive approaches to their work, including being well prepared for lessons, and to develop greater pride in what they can achieve through their learning opportunities.
- Pupils have a good understanding of how to keep themselves safe in a range of situations, including online. They talk confidently of the ways in which the school promotes their safety, for instance through assemblies and tutor time, but also cite improvements made to the school buildings for their safety.
- Pupils say there is very little bullying in the school. They say that the mixed-age tutor groups have helped to ensure this as they have friends in different year groups. On the rare occasions that bullying does occur, pupils are very confident that it will be dealt with rapidly and effectively. They say, and inspectors agreed, that the school does not tolerate bullying of any kind.

Behaviour

- The behaviour of pupils is good.
- The conduct of pupils in lessons and around the school at different times of the days is uniformly good. Pupils are polite to each other and to staff. They greet visitors cheerfully and offer help if they think it is needed.
- The school is a calm and orderly environment and low-level disruption of lessons is rare. Pupils told inspectors that in the past if somebody was disruptive others would automatically join in. Now other

pupils ignore any disruption because they find it a nuisance.

- Attendance has improved for all pupils and groups of pupils and is now at least in line with the national average. This is because leaders have put strong and effective systems in place so that rapid action is taken where absence is identified as a potential problem. Rewards for good attendance are valued by pupils.
- Fixed-term exclusions have reduced significantly. Leaders have worked relentlessly to ensure that in-school provision deals more appropriately with behavioural issues, so that pupils who have difficulty meeting the school's expectations of behaviour are now well supported to do so.

Outcomes for pupils

require improvement

- Until recently, too few pupils in the school have made expected progress in English and mathematics. Consequently, those leaving the school at the end of last academic year were not prepared well enough for the next stages of their lives.
- Last year the most-able pupils (those who attain at least a Level 5 at Key Stage 2) did not make the progress that they should. For instance, in 2014 58% of these pupils made expected progress in English compared to 70% nationally and in mathematics 57% made expected progress compared to 78% nationally.
- In 2014 the progress made by disadvantaged pupils from most starting points was significantly less than for other pupils in the school. Attainment in English for these pupils was nearly two thirds of a GCSE grade below that of other pupils in the school and one and a third grades below other pupils nationally. In mathematics, attainment was nearly one grade below others in the school and one and a third grades below all pupils nationally.
- The school's own records show that gaps are closing for disadvantaged pupils in most subjects and year groups. However, this is not yet consistent as gaps are closing more rapidly in English than mathematics in some year groups and more rapidly in mathematics than English in other year groups.
- Rates of progress for all pupils are now improving. This is because the rigorous monitoring systems now in place are identifying pupils who are falling behind much more quickly and appropriate action is taken. For instance, progress for the most-able pupils currently in the school has improved significantly, particularly in Key Stage 3.
- Provision for pupils with a disability or special educational needs has made significant strides forward. The now well-established Skills School provides a focus on improving literacy and numeracy that targets the gaps in understanding for individual pupils. As a result, rates of progress for this group have improved substantially. For instance, in Year 7, the proportion of these pupils making at least expected progress at this point in the year is 15% higher than for similar pupils at the end of 2014.
- Provision for pupils who speak English as a second language is effective. Many arrive at the school part way through their secondary education and at an early stage of learning English. The intensive programme provided by specialist staff ensures that they can quickly join their peers in mainstream lessons with continued support from well-qualified teaching assistants. Consequently they make rapid progress from their starting points.

School details

Unique reference number	103526
Local authority	Birmingham
Inspection number	10001618

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

Type of school	Secondary
School category	Maintained
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	821
Appropriate authority	Interim executive board
Chair	Merrill Attack
Headteacher	Mark Rhatigan
Telephone number	0121 373 1080
Website	www.kingsbury.bham.sch.uk
Email address	enquiry@kingsbury.bham.sch.uk
Date of previous inspection	5 December 2013

Information about this school

- The headteacher is new in post since February 2015. Several members of the senior leadership team are also new to the school.
- An interim executive board has been in place since June 2015.
- The school is smaller than the average-sized secondary school.
- The proportion of pupils supported through the pupil premium (additional funding provided by the government for pupils known to be eligible for free school meals) is well above average.
- The proportion of pupils who join the school part way through their secondary education is high and increasing.
- The majority of pupils attending the school are from minority ethnic groups and over a third of pupils in the school speak English as a second language.
- The proportion of disabled pupils and those who have special needs is above average.
- A small number of Year 10 and 11 pupils attend part-time or full-time alternative courses at three providers. These are East Birmingham Network, Birmingham Metropolitan College and City United Learning Academy.
- The school is currently receiving support from the Fairfax Multi Academy Trust, prior to academy conversion.
- The school does not meet the government's current floor standard, which is the minimum expectation for pupils' attainment and progress.

Information about this inspection

- Inspectors observed learning in 32 lessons, eight of which were seen together with senior leaders. They also made a number of short visits to lessons.
- Meetings were held with pupils, members of the interim executive board, senior and middle leaders, subject teachers, including those who are newly qualified, a representative from the local authority and a representative from the preferred academy sponsor who has been supporting the school.
- Inspectors observed the school's work, scrutinised policies, development planning, monitoring records, self-evaluation, minutes of interim executive board meetings, minutes of local authority monitoring meetings, safeguarding documents and samples of pupils' work.
- The views of 45 parents who responded to the online questionnaire (Parent View) were taken into account, alongside views gathered from parents by the school.
- Inspectors were aware during this inspection that serious allegations of a child protection nature were being investigated by the appropriate authorities. While Ofsted does not have the power to investigate incidents of this kind, actions taken by the setting in response to the incident were considered alongside other evidence available at the time of the inspection to inform inspectors' judgements.

Inspection team

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