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20 April 2016

Mrs K Hanson  
Kingsbury Primary School  
Bromage Avenue  
Kingsbury  
Tamworth  
B78 2HW

Dear Mrs Hanson

### **No formal designation monitoring inspection of Kingsbury Primary School**

Following my visit to your school on 11 April 2016, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings. Thank you for the help you gave me and the time you took to discuss safeguarding in your school.

The inspection was a monitoring inspection carried out in accordance with the no formal designation procedures and conducted under section 8 of the Education Act 2005. The inspection was carried out because Her Majesty's Chief Inspector was concerned about the effectiveness of safeguarding arrangements at the school.

### **Evidence**

I scrutinised the single central record and other documents relating to safeguarding and child protection arrangements. I met with the headteacher, who is also the designated safeguarding lead, members of staff, a group of pupils and a representative of the local authority. I also had a telephone conversation with the chair of the governing body.

Other key relevant documents scrutinised included information about staff training, minutes of meetings of the governing body, and behaviour and attendance records. I also made short visits to every classroom with the headteacher.

Having considered the evidence I am of the opinion that at this time:

Safeguarding is effective.

## **Context**

The school is larger than the average-sized primary school with 291 pupils currently on roll. Most pupils are White British and the proportions of pupils from minority ethnic groups and those who speak English as an additional language are both below the national average. The number of pupils entitled to free school meals is broadly average and a smaller proportion than nationally have special educational needs or disability.

Outside providers use the school site for a children's centre, pre-school learning and before- and after-school care. These providers are not managed by the governing body and they were not inspected during this visit.

## **Effectiveness of leadership and management**

School leaders are taking effective action to ensure that safeguarding arrangements keep pupils safe. Staff have received appropriate information and training covering child protection, e-safety and radicalisation. Female genital mutilation and forced marriage have been included as part of wider safeguarding training but these have not received the depth of coverage other aspects of safeguarding have been given.

The headteacher is a knowledgeable and appropriately trained designated safeguarding lead. She has sufficient time and resources to fulfil her responsibilities and, in the absence of the deputy designated safeguarding lead, two assistant heads assume the responsibility for safeguarding when the headteacher is not on site. Staff know whom to report concerns to and, if the headteacher is not on site, robust systems are in place to ensure that all pupils are safe. Staff have a clear overview of safeguarding procedures and practice, and they act appropriately if they have concerns about a pupil's welfare.

Written records are stored securely and referrals made to the designated safeguarding lead are dealt with quickly and effectively. School leaders work closely with the local authority to ensure that all pupils are safe, referrals are made promptly and protocols for any pupils missing education are followed.

The site is secure and risk assessments are in place for the physical environment and school activities. Staff are recruited safely and school leaders have procedures for managing allegations or concerns about adults or other pupils should they arise. Staff are also encouraged to raise concerns about any unsafe or poor safeguarding practices. As they have confidence in the systems and staffing that are in place, there is no evidence of any such concerns being raised.

Governors have a clear understanding of their responsibilities related to safeguarding, they have attended relevant training and there are plans for governors to receive additional training from the local authority in order to carry out a safeguarding audit of the school this term. Relevant policies are in place but many need updating. A number of these policies were not on the school's website before this inspection.

Systems and structure to ensure that pupils are safe on the site have improved since January. Information is now shared more effectively between the providers and appropriate action is taken if a concern is raised with the headteacher of the school. Plans are now in place to devise service level agreements between the providers who are based on the school site.

Pupils are taught to keep themselves safe as part of the curriculum. They learn about how to stay safe when using the internet and around water, and they have had input from the outside organisations about road and fire safety. They know about healthy eating and they understand how to stay safe in practical subjects.

Pupils from all year groups receive age-appropriate input on how to stay safe. This encourages them to talk about any issues they may have, even if they think that they are embarrassing or insignificant. A range of topics are covered, including secrets, body parts and early warning signs that they may be in danger. Pupils told me that this programme helped them to feel safe.

Pupils also informed me that behaviour is good and that bullying is rare. They are confident that staff would deal with any unkindness quickly and effectively if it occurred, and that differences are accepted in the school. Staff and parents confirmed this and told me that pupils behave well and that they are safe. There have been no exclusions in the school for more than six years.

Attendance is above the national average and persistent absence is below average. School leaders monitor the attendance of groups and individuals closely and take positive action which lead to improvement. For example, as a result of targeted intervention, the attendance of disadvantaged pupils and those who have special educational needs or disability has improved this year. Pupils also value the certificates they receive for excellent and improved attendance and punctuality. Newsletters, governors' awards and the friendly rivalry between classes give regular attendance a high profile in the school.

### **External support**

School leaders work well with local authority officers to help to keep pupils safe. Meetings about vulnerable pupils are well attended by school staff and local authority officers. These meetings are purposeful and ensure that pupils get appropriate support and help to be safe.

The headteacher received helpful advice and support from the local authority's designated officer after an incident in January but, despite attempts by the chair of the governing body to make this happen, a recommended meeting between governors and the designated officer has not yet taken place. This means that the governors have not yet been able to take informed action to improve safeguarding arrangements further.

As a result of regular visits and reviews, the local authority link officer knows the school well. Consequently, the local authority has commissioned effective support for the early years provision, English and mathematics. This has helped to improve aspects of these areas of the school's work.

### **Priorities for further improvement**

- Ensure that the meeting between the local authority designated officer and the governing body takes place and results in informed action being taken.
- Establish robust protocols for sharing information and taking action between the providers who use the school site.
- Ensure that up-to-date policies are available on the school's website.

I am copying this letter to the chair of the governing body and the head of education and learning for Warwickshire local authority. This letter will be published on the Ofsted website.

Yours sincerely

Simon Mosley  
**Her Majesty's Inspector**