

# Kings Heath Primary Academy

North Oval, Kings Heath, Northampton, Northamptonshire NN5 7LN

## Inspection dates

10–11 January 2017

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Good</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Not previously inspected

## Summary of key findings for parents and pupils

### This is a good school

- The headteacher leads by example. She provides strong and determined leadership which has enabled the academy to make rapid improvements in a short space of time. She is highly respected by pupils, parents, staff and governors.
- Leaders and the governing body know the school's strengths and are ambitious for the school. They know what needs to be done to secure continued pupil achievement.
- The headteacher plans bespoke training opportunities for staff through comprehensive performance management.
- Leaders make regular checks on teaching and learning. However, subject leaders do not use information from their checks on their subject areas rigorously enough to provide support.
- The quality of teaching and learning across the school and in a range of subjects is good. However, the most able pupils are not always challenged enough in their lessons.
- Pupil attendance is below the national average and persistent absence is high for specific groups of pupils. Leaders recognise that this is an area of improvement for the school.
- The curriculum is rich and exciting. The school provides a range of experience days such as the 'apprentice day'. Pupils enjoy these experiences and say that they prepare them well for their next stage of education.
- The early years is an exciting and enjoyable place to learn as a result of a vibrant curriculum and a broad range of learning opportunities on offer. Staff know the children well and are able to provide tailored support to meet their needs effectively. Teaching assistants support learning well.
- The school's well-balanced curriculum inspires pupils to learn and promotes their spiritual, moral, social and cultural development well.
- Leaders and staff create a positive and inclusive school culture through a range of pupil-led groups. Pupils and staff know that 'every lesson, every day' is a valuable learning experience. Staff continually celebrate pupils' learning and behaviour successes.
- Pupils' workbooks show that there is not enough opportunity for them to practise their extended writing skills so that they continue to make improvement.

## Full report

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

- Improve aspects of the leadership and management by:
  - developing the roles of subject leaders so that they are accountable for the achievement of all pupils in the subjects that they lead
  - ensuring that subject leaders use information from their checks on teaching and learning rigorously to secure continued improvements in teaching and learning.
- Improve the quality of teaching and learning so that it has greater impact on the progress of pupils by:
  - extending further the opportunities for the most able pupils by making sure that they are given work that is sufficiently challenging, in particularly in writing
  - ensuring that pupils have enough opportunities to practise their extended writing skills so that they make greater progress.
- Improve pupils' personal development, behaviour and welfare by:
  - ensuring that pupils' attendance improves to be at least in line with the national average
  - ensuring that pupils' persistent absence, particularly for boys, disadvantaged pupils and pupils who have special educational needs and/or disabilities, improves to be at least in line with the national average.

## Inspection judgements

### Effectiveness of leadership and management

Good

- The David Ross Education Trust provides effective and continued support to the school. The school has received enhanced support from the interim academy improvement board, whose role focuses predominantly upon improvements in teaching and learning. The interim academy improvement board meets regularly with the local governing body and leaders to ensure that there is continued improvement of pupil achievement.
- The governing body has a strong grasp of its role and holds senior leaders to account without hesitation. They have a thorough knowledge of the school's strengths and overall performance. Governors know what still has to be done so that the school continues to make rapid improvements. Together with senior leaders, they lead with determination and perseverance to ensure that the pupils receive the highest level of education.
- Performance management is used well to support and develop staff. Staff understand their roles and responsibilities because there are regular checks on teaching and learning by senior leaders. Leaders develop staff within the school through bespoke training opportunities. As a result, staff feel valued and are highly motivated to perform their roles.
- Leaders have ensured that the curriculum is broad and balanced. They have included a range of topics that inspire and motivate pupils. This has enabled pupils to make good progress across the curriculum from their low starting points. Pupils appreciate the rich extra-curricular activities which develop their sporting, musical and academic skills. For example, pupils spoke enthusiastically about the 'apprentice day', where they have the opportunity to experience a range of jobs. Pupils realise the valuable contribution they can make to the workplace as a result of this experience.
- Pupils' spiritual, moral, social and cultural development and their understanding of British values are promoted well by staff. Through the curriculum, special events and visitors to the school, pupils experience a wide range of opportunities to learn about different faiths, cultures and traditions. For example, pupils have enjoyed visits to the local church and mosque. Younger pupils have participated in Indian cultural days where they have learned about Diwali and created Indian artwork.
- Parents comment favourably about the school and value the positive partnership that they have with staff. They feel reassured that staff take the time to understand their children's needs. Parents feel listened to and valued. One parent echoed the views of many by commenting that his children feel happy and secure at Kings Heath Primary Academy.
- Subject leaders receive effective training opportunities from the multi-academy trust leaders and use their expertise well through the provision of training to other schools within the trust. Subject leaders are not using their checks on teaching and learning in the school incisively enough to ensure that teaching and learning is as consistent as it could be. The majority of subject leaders are new to the school and are developing their leadership roles.

- Leaders and governors use the additional funding for disadvantaged pupils and those pupils who have special educational needs and/or disabilities effectively. For example, there is a highly effective pastoral team and safeguarding team who target the needs of these pupils through the school's 'Heart' provision, which provides additional teaching and learning support. Pupils who have special educational needs and/or disabilities are monitored well. Individual behaviour plans are in place for pupils that require behaviour support. The school uses alternative provision effectively to support the needs of pupils who have special educational needs and/or disabilities. There is daily communication between the school and the alternative provider.
- The additional funding for physical education and sport is used well. A sports coach provides a range of sport activities for pupils during lunchtimes and after school. Pupils have the opportunity to take part in 'Forest School'. The impact of this provision is carefully monitored and shows that pupils' self-confidence and motivation has increased as a result of their active learning in the forest environment.

### **Governance of the school**

- The David Ross Education Trust has direct responsibility for the governance of Kings Heath Primary Academy.
- The trustees have established an interim academy improvement board that has a sharp focus on improving teaching and learning. They meet regularly along with the multi-academy trust cluster leaders who have specific responsibilities for areas of school improvement. School improvement plans and school information are reviewed regularly and rigorously by trustees, the interim academy improvement board and the academy local governing body.
- The multi-academy trust has ensured that there is a consistent approach and clear communication between the interim academy improvement board and the academy local governing body through governors having dual roles on both boards. This has ensured that at all levels of governance there is a consistent and informed approach to school improvement.
- Trustees and governors have high expectations of leaders and their work. Both leaders and governors work collaboratively and share the principal aim of providing the best education for the pupils.

### **Safeguarding**

- The arrangements for safeguarding are effective. The school has focused on ensuring that pupils feel safe, are nurtured and are well cared for. As a result, pupils report that they feel safe and know whom to go to should they have a concern.
- The school's single central record of staff and visitor checks is kept effectively and meets requirements.
- Staff and governors have a clear understanding of safeguarding and have benefited from the training that has been delivered to support them. They understand their role and the procedures that they must follow to keep pupils safe. The safeguarding leader provides regular staff updates and ensures that all staff are confident in their role.
- Staff receive up-to-date training, which includes how to identify ways that pupils may be at risk from extremist views. Staff are fluent with the procedures to report any concerns about a pupil's welfare.

- Leaders respond promptly to concerns and ensure that there is early support in place for vulnerable pupils. The academy has three family support workers who regularly liaise with families to ensure that support is in place. Action is prompt, with effective guidance to support families. For example, the academy uses a community room to deliver parent sessions on how to support their children’s learning and provide information on welfare. The academy also provides opportunities for parents to receive adult learning sessions.
- Leaders work closely with external agencies to make sure that pupils are safe. Where there are concerns, leaders meet regularly with parents to discuss their child’s welfare and ways to support the family. Leaders are assertive on matters concerning pupils’ welfare and safety.

### **Quality of teaching, learning and assessment**

**Good**

- The quality of teaching and learning in the school is good across the school. Pupils are enthusiastic and motivated to learn. For example, in a mathematics lesson, pupils were able to work together with their partner, sharing ideas and clarifying their understanding. Pupils are confident to share their learning with the whole class because they are well supported by their teachers and know how to use the strategies that are taught.
- All teachers share high aspirations for all pupils, especially in terms of securing nationally expected levels of attainment and progress. This is evident in the range of interventions and personalised support that are used to support pupils who are disadvantaged, or pupils who have special educational needs and/or disabilities, and others at risk of falling behind. As a result, current assessment shows these pupils make good or better progress from their low starting points.
- Teachers consistently follow the school’s marking policy. Consequently, pupils are clear about what they need to do to improve and make at least good progress.
- The teaching of reading is well structured and effective. Skills in phonics are taught well. As a consequence, the vast majority of pupils read fluently for their age from their low starting points and they are keen to read. Disadvantaged pupils are supported well with their reading and receive extra reading opportunities with the pastoral support team. The most able pupils generally have books that are appropriate for their level. They read widely and often. They are able to discuss the story in detail and use their reading skills to predict what might happen next.
- Relationships between staff and pupils are caring and respectful. Pupils enjoy their learning because they know that their efforts are always valued.
- Pupils’ workbooks show that not all teachers provide enough opportunities to challenge the most able pupils, particularly in writing. As a result, pupils are not sufficiently challenged to make the accelerated progress of which they are capable.

### **Personal development, behaviour and welfare**

**Good**

#### **Personal development and welfare**

- The school's work to promote pupils' personal development and welfare is good. Pupils are confident and self-assured because they know what is expected of them. They are proud of their school and are motivated to learn because they know that their achievements are recognised and valued by staff. For example, the school celebrates 'Perfect Purple', where pupils receive acknowledgement for their achievements and behaviour through weekly raffle tickets that result in individual and class recognition.
- The school's values are evident throughout the building through bright and interesting displays of the pupils' learning experiences. The pupils know the school's motto of 'every day and every lesson' counts. Pupils learn about the school's core values of mindfulness, responsibility, friendship, tolerance, forgiveness and courage in their lessons. Pupils receive constant reminders of the school's expectations, which they respond to positively.

### **Behaviour**

- The behaviour of pupils is good. Senior leaders keep clear records of any behaviour-related incidents which are brought to their attention. These incidents are analysed closely in order to set appropriate targets for individual pupils. Effective strategies are in place, in accordance with the school's behaviour policy.
- Pupil behaviour at playtime, lunchtimes and when pupils are moving between classes is good. They line up well and follow adults' instructions quickly.
- Pupils say that they feel safe in school and have been taught effectively about how to keep safe generally, including online safety.
- The school knows that improvements need to be made on achieving national expectations for attendance consistently and ensuring that levels of persistent absence are reduced for specific groups of pupils. Leaders have reviewed the school's attendance policy, ensured that there is immediate action to address pupil absence and parents are contacted quickly to seek reasons for pupil absence. The pastoral team and newly appointed family support worker are monitoring attendance closely on a daily basis.

### **Outcomes for pupils**

**Good**

- The majority of children enter Reception at levels of development that are below those typical for their age, with a small proportion of children well below.
- In 2016, the school's revised approach to the teaching of phonics and early reading skills has resulted in the school achieving the national expectation for the phonics screening check at the end of Year 1. The school is managing a legacy of underachievement assertively to ensure that all pupils catch up rapidly.
- The most recently published information shows that pupils in key stage 1 are slightly below the national average in reading, writing and mathematics. School information and work in pupils' books shows that since the school became an academy, with enhanced support in place, the improved teaching and learning is having a positive impact on pupil progress.
- In 2015, the progress made by pupils at the end of key stage 2 in reading and mathematics was significantly below the national average. However, by the end of

2016, key stage 2 progress was not significantly below average overall or for any prior attainment group in any subject.

- Work in pupils' books and current assessments suggest that rates of progress for disadvantaged pupils and pupils who have special educational needs and/or disabilities are at least good.
- Information on current pupils' progress for this year shows that all pupils, including disadvantaged pupils, are making good progress despite a legacy of underachievement.

## Early years provision

**Good**

- Leadership and management of the early years is good. Leaders have a thorough and accurate knowledge of the children as a result of careful checking of the pre-school records. The early years leaders have established effective links with parents and, as a result, children settle quickly and grow in confidence.
- Attainment in the school is slightly below the national expectation but this has risen over the past two years through improved teaching and learning. Leaders in the early years have swiftly dealt with improving the early years provision so that all pupils' needs are met.
- The majority of children enter Reception with skills and knowledge below those typically expected for their age. Since 2015, there has been a steady improvement in the proportion of children achieving a good level of development. From children's low starting points, they make good progress and are well prepared for Year 1.
- Children enjoy their learning tasks because they are interesting and innovative. For example, children were engrossed in their pirate activity to find the treasure. The nursery nurse guided the children's learning effectively. Children marked 'X' on the playground using chalk to locate the treasure, while other children pretended to dig for treasure using spades. The well-planned activities capture the children's imagination, which results in children being engaged and enthusiastic learners.
- Children's workbooks and learning journeys show a broad range of learning activities. Staff keep careful and accurate records of children's development using an online tool which is also available to parents. Early years staff have frequent opportunities to check their judgements of children's achievement at school cluster meetings. As a result, staff in the early years are able to plan activities in response to children's needs.
- Leaders in the early years make effective use of external links to share good practice. For example, teachers' careful analysis of children's progress identified key areas where improvements were needed. This has led to more activities having an emphasis on writing so that children can practise their mark-making as well as greater emphasis on promoting bilingual resources.
- Parents of children in the early years have many opportunities to share their child's learning at home with school staff. This enables the early years team to plan a broad range of learning opportunities to capture all aspects of children's learning. Parents told inspectors that they enjoyed the theme days where they can join their child in learning a new topic.

- The school provides family workshops where parents can learn how to support their child. For example, workshops have focused on correct pencil grip, the importance of singing nursery rhymes to develop early literacy skills and using 'story sacks' to develop an interest in reading.

## School details

Unique reference number	140414
Local authority	Northamptonshire
Inspection number	10020974

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

Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	414
Appropriate authority	Interim executive board
Chair	Rob Briscoe
Headteacher	Kim Duff
Telephone number	01604 751165
Website	<a href="http://www.kingsheathacademy.co.uk">www.kingsheathacademy.co.uk</a>
Email address	<a href="mailto:bursar@kingsheath.northants-ecl.gov.uk">bursar@kingsheath.northants-ecl.gov.uk</a>
Date of previous inspection	Not previously inspected

## Information about this school

- The academy was established in February 2014. It is sponsor-led by the David Ross Education Trust.
- The current headteacher was appointed in July 2015.
- The majority of the teaching staff were appointed under the new headteacher.
- There is one newly qualified teacher who was trained within the multi-academy trust.
- The proportion of pupils who are supported by the pupil premium funding is above average.



- The proportion of pupils who have special educational needs and/or disabilities is below average.
- The majority of pupils are from White British backgrounds. The proportions of pupils who are from minority ethnic backgrounds and who speak English as an additional language are much higher than the national average.
- Currently a small number of pupils attend alternative provision part-time at Kingsthorpe Grove Primary School.
- The early years provision is provided in one Nursery class where children attend part time and two Reception classes where children attend full time.
- The school meets requirements on the publication of specified information on its website.
- The school complies with DfE guidance on what academies should publish.

## Information about this inspection

- Inspectors observed learning in all classes in the school. Some lessons were seen jointly with school leaders.
- Meetings were held with the headteacher, senior and middle leaders, and one representative from the trust. Two governors from the interim academy improvement board were also interviewed.
- Inspectors scrutinised in detail a range of pupils' books in a variety of subjects.
- Inspectors looked at a wide range of the school's documentation, including the school's evaluation of its own performance and development plan, information on pupils' attainment and progress, behaviour, bullying and attendance records, safeguarding procedures, reviews of the pupil premium and sport funding and minutes of the meetings held between the senior education advisor from the trust and the headteacher.
- Inspectors observed behaviour around the school, including at break and lunchtimes. They spoke formally to one group of pupils and informally with others around the school. One inspector listened to pupils reading.
- The 18 responses to Parent View, Ofsted's online questionnaire, were considered. Inspectors spoke with parents before school and considered the 14 responses from parents to the Ofsted free text service.
- There were no responses to the pupil or staff questionnaire.

## Inspection team

Emma Nuttall, lead inspector	Her Majesty's Inspector
Ann Glynne-Jones	Ofsted Inspector
Graham Marshall	Ofsted Inspector

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