

# Kingshurst Primary School

School Close, Kingshurst, Birmingham, West Midlands B37 6BN

## Inspection dates

11–12 June 2019

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

## Summary of key findings for parents and pupils

### This is a school that requires improvement

- Pupils' outcomes in reading, writing and mathematics are not good enough. Too many pupils, especially the disadvantaged, are making insufficient progress.
- The quality of teaching and learning is not consistently good across the school. Teachers do not provide all pupils with tasks that are consistently challenging. Additional adults are not used effectively enough to have an impact on pupils' outcomes.
- While there has been a focus on promoting positive attitudes to reading, pupils do not read a wide range of texts. Their vocabulary and comprehension skills are underdeveloped.
- Pupils' grammar, spelling and punctuation skills are not as secure as they should be. Pupils do not apply these skills accurately in English and across all subjects.
- Improvements have been made to the teaching of mathematics. However, teachers do not consistently provide activities that promote a deeper understanding of pupils' mathematical skills and knowledge.
- Leaders focus on the right areas for improvement. However, they are not sharp enough, in their action plans, in setting specific timescales and indicating who is monitoring and evaluating the impact of actions.
- Leaders are not making the impact they should, to drive improvements in teaching. The role of middle leaders, particularly, and the impact they have on teaching are underdeveloped.
- Leaders do not check often enough to see that teachers make swift improvements to their teaching.

### The school has the following strengths

- Recent actions implemented by the leadership team and governors are improving the school. Leaders have a clear understanding of what needs to be done to improve further.
- Early years provision is well led. Careful nurturing, combined with effective teaching, ensures that children make strong progress.
- Effective systems and procedures are in place to support vulnerable pupils. Pupils are well cared for and feel safe. Pupils enjoy coming to school and their behaviour is good.
- Leaders ensure that the curriculum is covered well and provides pupils with experiences in the context for learning.

## Full report

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

- Improve the effectiveness of leadership and management by:
  - strengthening the role, impact and accountability of leaders at all levels to improve rapidly the quality of teaching and pupils' progress
  - checking to see that all teachers are swiftly making the necessary improvements to their practice
  - refining school improvement, action plans by setting targets that are specifically time-related with measurable milestones and by monitoring and evaluating the impact of actions more precisely.
- Improve outcomes so that:
  - more pupils achieve or exceed age-related expectations in reading, writing and mathematics, in line with other pupils nationally
  - groups of pupils, especially disadvantaged pupils, are helped to catch up with other pupils nationally.
- Improve the quality of teaching, learning and assessment so that it is consistently good by ensuring that teachers:
  - provide all pupils with tasks that are consistently challenging
  - develop reading across the curriculum, including increasing the range of texts to improve vocabulary and comprehension and continue to promote a love of books
  - enable pupils to secure age-appropriate grammar, punctuation and spelling skills and apply these consistently in all subjects
  - provide the appropriate activities that promote a deeper understanding of the pupils' mathematical skills and knowledge
  - make effective use of additional adults in the classroom to have a positive impact on pupils' outcomes.

## Inspection judgements

### Effectiveness of leadership and management

### Requires improvement

- Leaders have not ensured that teaching or pupils' outcomes are consistently good. Consequently, leadership and management require improvement.
- Staff changes in the past have slowed the rate of improvement. The headteacher, senior leadership team and governors now have an accurate and realistic picture of the school's performance. Together, they have brought an ambitious culture to the school and begun to tackle the areas in most pressing need of improvement.
- Leaders have implemented an effective system of tracking outcomes for pupils. They analyse the data and, where pupils are not making the progress they should, strategies have been set up for effective support to be put in place. However, leaders have not yet had the time to evaluate the impact of these strategies properly.
- The school improvement plan accurately contains the priorities the school needs to address and success criteria linked to outcomes for pupils. However, the plan does not include time-related success criteria. It does identify the precise role of leaders and governors in monitoring and evaluating the impact of actions on the outcomes of pupils.
- Subject leaders deliver professional development for staff and support them with planning and resources. However, leaders have not had enough time to visit classes and have a marked impact on improving the quality of teaching. The monitoring of teaching has not been followed up swiftly enough to check improvements have been made. Where teaching is good in school, there have not been enough opportunities to share good practice.
- The special educational needs coordinator (SENCo) is knowledgeable about her role and the pupils with special educational needs and/or disabilities (SEND). She has established strong links with parents to support and advise them. She works well with professionals from external agencies to access resources and training. She has established systems to track the progress pupils. She has knowledge that the extra support these pupils have makes a difference but agrees that tasks in class do not advance their learning well.
- The pupil premium strategy for 2018/19 closely matches the school's priorities and the needs of disadvantaged pupils. The additional support, with learning resources and interventions, helps these pupils to be more successful in school. Assessment analysis allows leaders to identify quickly who from this group is not making progress and put in support. However, the outcomes for disadvantaged pupils still lag behind other pupils nationally.
- Leaders engage well with the local authority, who provide support through reviews and recommendations. Leaders act on the recommendations. However, the actions taken have not been addressed well enough to improve the inconsistencies in the quality of teaching and outcomes for pupils.
- The curriculum is designed to ensure that pupils have access to a range of subjects through topics based on their interests. It is tailored to provide the pupils with experiences in the context for learning. Pupils benefit from visitors and many visits, for example to a Tudor-framed house and a safari park. Clubs and enrichment activities

broaden pupils' experiences, make learning interesting and are helping to tackle a legacy of underachievement in English and mathematics.

- Leaders promote pupils' spiritual, moral, social and cultural development well through a variety of activities. Pupils learn about democracy and various cultures and religions. They undertake projects, which help their understanding of similarities and differences. The school dog, Mabel, is used in school to develop these aspects and relationships education.
- Leaders use the physical education (PE) and sport premium funding wisely to support sports teaching in the school. For example, the sports coach works alongside teachers to develop pupils' skills, while pupils benefit from a wide range of sports clubs which contribute well to their physical fitness and emotional welfare. The school is rightly proud of its sporting successes. For example, Kingshurst has won the North Solihull Sports School of the Year award for a number of years.
- Parents are happy with the provision at Kingshurst. They feel that communication is good, and they say that the school runs a lot of workshops for parents such as reading, phonics, mathematics to help them support their child's learning. Parents say that there are no bullying or behaviour issues.

## **Governance of the school**

- In response to a review, the governing body took steps to strengthen its structure and impact. The governing body is now effective, and governors have the necessary skills to carry out their statutory roles and responsibilities.
- Governors understand the expectations of their roles. As a result, they are now more focused on the quality of teaching and standards of attainment. They visit the school on a regular basis to gain first-hand evidence of the quality of provision. Governors challenge leaders accordingly and have recognised the impact that inconsistencies in the quality of teaching have had on pupils' progress. Governors are well aware of the strengths and weaknesses in school. They recognise that further improvements need to be made in the outcomes for pupils, especially disadvantaged pupils.
- Governors are vigilant in maintaining oversight of the school's safeguarding arrangements. They have been suitably trained and understand their responsibilities for ensuring the welfare and safety of every pupil. They regularly review the school's policies and procedures in this regard.

## **Safeguarding**

- The arrangements for safeguarding are effective.
- There is an effective child-protection policy in place. Staff are trained in safeguarding and child protection and know how to act on a concern. The designated safeguarding leads have received training from the local safeguarding board and attend multi-agency meetings as required. These key leaders ensure that appropriate records are kept and actions followed through, adhering to multi-agency plans.
- Health and safety risk assessments are in place and reviewed as necessary, including those for school visits and any challenging pupil behaviour which requires an assessment

of risk. Staff employed or contracted to work at the school, including trustees and governors, are appropriately vetted and safer recruitment procedures are in place.

## Quality of teaching, learning and assessment

**Requires improvement**

- Where teaching is strong, pupils have tasks which match their ability and moves their learning on quickly. However, this is inconsistent across school. Teachers do not provide all pupils with tasks that are consistently challenging. This slows down the pace of learning for all groups of pupils.
- Since the previous inspection, there has been a focus on developing pupils' positive attitudes toward reading and their 'love of' books. This is improving through various strategies, such as a reward scheme for the amount of reading that pupils complete. However, the school recognises that there is still further work to do. Pupils do not read widely enough across the curriculum and extend their vocabulary. Pupils' comprehension skills are not well developed.
- Teaching assistants have a positive impact on pupils' learning when working with small groups. However, when teachers are talking to the whole class, they do not manage the work of teaching assistants effectively.
- The teaching of writing is improving. Work in pupils' book shows that they have opportunities to write and some pupils make strong progress over time. However, pupils are not yet secure in their grammar, spelling and punctuations skills. They are not sufficiently encouraged to apply their writing skills accurately in all subjects.
- Improvements have been made in the teaching of mathematics. Pupils are given more opportunities to develop fluency and reasoning and solve problems. The coverage of the mathematics curriculum has been a key focus for improvement. Pupils have a secure knowledge of their times tables. Where teaching is stronger, pupils' misconceptions are picked up and addressed effectively. Teachers do not, however, provide the appropriate activities that promote pupils gaining a deeper understanding of their mathematical skills and knowledge.
- The teaching of phonics is effectively meeting pupils' needs and is resulting in improving outcomes. Pupils use their phonics skills to read unknown words and are encouraged to read regularly by staff. Pupils who are falling behind are supported well through intervention which is helping them to catch up if necessary. Most pupils are on track to meet the expected standard in phonics.
- Leaders' progress meetings with teachers make sure that teachers' planning is tackling the legacy of underachievement. Specific teaching strategies and interventions are beginning to have a positive impact on pupils' performance. This is helping more pupils to make better progress than previously. Pupils are engaged in their learning and keen to make progress.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.

- Pupils feel very positive about school. They enjoy being at school and say that they feel safe and secure, and they are. Pupils are well cared for. They are taught how to keep themselves safe.
- Developing positive attitudes to learning is a key priority. Pupils respond confidently in lessons to teachers' instructions and questions. They listen attentively. They display self-confidence and self-awareness and an understanding of how to be a successful learner.
- Pupils show respect for one another and for adults in the school. They are aware of the need for rules and consequences. Pupils say that there is very little teasing or bullying of any kind, and that they are confident that adults will always listen and intervene to put a stop to any unkind behaviour. Pupils have a good understanding of different types of bullying and they know what to do, if it happens.
- Pupils learn about democracy and vote on key aspects of school life. Pupils are well prepared to become responsible, kind and productive citizens. They have a range of opportunities to develop their leadership skills, for example as members of the school council. School councillors play a crucial role in the school, for example taking part in staff appointments, such as the appointment of the new headteacher. They also show visitors round the school, run mathematics quizzes and meet regularly with the school cook for suggestions about meals.

## Behaviour

- The behaviour of pupils is good
- Most pupils and their parents are positive about behaviour at the school and agree that it is typically good.
- Pupils socialise well together, look after each other and are proud of their school. Typically, there is little disruption to learning in lessons, although at times pupils lose attentiveness when the work is not suitable for their needs. When this happens, the pace of learning slows.
- Teachers apply the behaviour management strategies consistently. This supports any pupil with challenging behaviour effectively. The number of exclusions has been reduced dramatically.
- Year 6 pupils enjoy their role as mediators for other pupils in school, at lunch and breaktimes. They play an important role in helping other pupils solve friendship problems. Pupils have a range of equipment to play with at lunchtimes.
- Pupils' attendance and punctuality are improving. Leaders have effective systems to follow up instances of absence or lateness. These systems have resulted in improvements in attendance and a reduction in persistent absence rates for all groups of pupils. These are now approaching national averages.

### Outcomes for pupils

### Requires improvement

- Historically, outcomes at the end of key stage 2 were below national averages. In reading and writing, progress has been in the bottom 20% of all school nationally for

two years. In 2018, progress in reading, writing and mathematics was significantly below average and in the lowest 10% of schools nationally. The proportion of pupils attaining the expected standard in reading, writing and mathematics combined has been below the national average for the past three years.

- Attainment in key stage 1 has been below national averages for some years, at the expected and higher standard. However, in the past two years, the proportion of pupils attaining the higher standard in reading and mathematics has increased.
- In the current Year 6, more pupils are on track to meet the end of key stage 2 expectations in reading, writing and mathematics than in previous years. This is due to the quality of teaching and targeting for these pupils. However, across the rest of the school, not enough pupils are making the progress they should. This is especially so for the most able pupils, middle-attainers, disadvantaged pupils and pupils with SEND. Work set for these pupils does not match their abilities and move their learning on quickly enough.
- Work in the pupils' books demonstrates that not enough pupils are making the progress they should be making to attain the expected levels and above, because, at times, tasks are not challenging enough for pupils of all abilities.
- Assessment information and pupils' work in books show that the progress that disadvantaged pupils make is improving. However, gaps remain and fewer disadvantaged pupils are expected to attain or exceed age-related expectations than other pupils nationally.
- Pupils with SEND are provided with a range of interventions to support their needs. While the progress they make in the interventions is secure, they do not receive work that matches their needs in class, so do not make strong progress overall. Pupils who speak English as an additional language make secure progress alongside other pupils.
- The proportion of pupils achieving the required standard in the Year 1 phonics screening check has risen over the past three years and in 2018 was above the national average.
- The introduction of a more efficient tracking system of outcomes for pupils means that teachers monitor more carefully pupils' achievement. Teachers now quickly identify pupils at risk of falling behind.

## Early years provision

**Good**

- When they join the school, most children have weaker skills than those typical of three- and four-year-olds. For example, their communication, literacy and mathematics skills are less well developed than those expected of children of a similar age. However, they make demonstrable progress. The proportion reaching a good level of development at the end of the Reception Year is close to the national average, ensuring that children are well prepared for their next stage in education. Children from all groups including the disadvantaged, make good progress. Children are well prepared for Year 1.
- The quality of teaching in the early years is good. Children are provided with opportunities to develop their communication and language through real-life experiences, practical activities and role play. For example, children in Reception were retelling and acting out the story of Jack and the beanstalk to each other,

accompanying points in the story with sound effects. One girl explained how she rolled out the modelling clay and used tools to make patterns and imprints. A boy showed the inspector a letter he had written and how he had addressed the envelope. The children are keen to participate in their learning.

- Leadership of early years is effective. The early years leader has ensured that all staff are appropriately trained to identify and plan for individual children's needs. They use assessment information well to plan activities that develop the children's language and literacy skills. There has been a particular improvement in the writing skills of boys.
- The learning environment is set up to engage children, particularly in relation to reading. Books are displayed around the room and the children enjoy reading and listening to stories. Phonics is taught well. Children are able to use the phonic strategies they have to decode print. Due to quality teaching, children's comprehension skills are also developing well.
- The children are happy and settled because routines are well established. The children are encouraged to be independent and access their own resources and put them away afterwards.
- The strong emphasis on creating a caring and nurturing environment is evident from the very positive relationships adults have with children and children have with each other. Staff and other adults work together well, and a good team ethos exists. Teachers and other adults alike have a good grasp of what children can do and their next steps in learning.
- Parents are encouraged to play an active part in their child's education. The school organises many workshops for parents with opportunities to inform them how to support their child's learning.
- Leaders use additional funding for disadvantaged children effectively. As a result, disadvantaged children catch up with others quickly. For example, speech and language support helps children to broaden their vocabulary.
- The welfare requirements are met in the early years. Leaders have a thorough understanding relating to these and other safeguarding requirements.



## School details

Unique reference number	135139
Local authority	Solihull
Inspection number	10088493

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

Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	501
Appropriate authority	The governing body
Chair	David Threlkeld
Headteacher	Chris Sperry
Telephone number	012178 86510
Website	<a href="http://www.kingshurst.solihull.sch.uk">www.kingshurst.solihull.sch.uk</a>
Email address	<a href="mailto:34office@kingshurst.solihull.sch.uk">34office@kingshurst.solihull.sch.uk</a>
Date of previous inspection	15–16 February 2017

## Information about this school

- This school is larger than the average-sized primary school.
- The school has a nursery and breakfast club managed by the governing body.
- The large majority of pupils are of White British background. The remainder come from a range of other backgrounds, including African and Caribbean.
- A very small proportion of pupils speak English as an additional language.
- The proportion of pupils supported with an education, health and care plan or through special educational needs support is above the national average.
- The local authority provides support to the school, through reviews and recommendations.
- A new headteacher has been appointed to start in September 2019.

## Information about this inspection

- The inspectors observed teaching and learning in all classes, accompanied at times by senior leaders. They looked at work in pupils' books and at assessments of pupils' current attainment and progress. The inspectors observed pupils at breaktimes and lunchtimes and at the school's breakfast club.
- Inspectors spoke informally to pupils, parents and staff at various times during the inspection, including breaktime, lunchtime and at either end of the school day. They also had formal meetings with the school's leaders, other staff, the chair and other members of the governing body. The lead inspector had a meeting with the school improvement adviser from the local authority.
- The inspectors also took account of the views of 14 parents as expressed in Ofsted's online questionnaire and looked at the school's own recent surveys.
- Inspectors listened to pupils read.
- Inspectors looked at a number of documents, including those published on the school's website, the school's records of recruitment and vetting checks, a range of documents relating to safeguarding pupils, the school's self-evaluation and plans for improvement, and minutes of the governing body.

## Inspection team

Lynda Townsend, lead inspector	Ofsted Inspector
Barry Yeardsley	Ofsted Inspector
Janet Satchwell	Ofsted Inspector

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