

Inspection of Kings Norton Junior and Infant School

Pershore Road South, Kings Norton, Birmingham, West Midlands B30 3EU

Inspection dates: 28 and 29 September 2021

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Inadequate

Early years provision

Inadequate

Previous inspection grade

Good

What is it like to attend this school?

Teachers' expectations of what pupils can achieve academically are not high enough. Pupils do not achieve as well as they should because of this. Leaders have not ensured that the curriculum is as ambitious and well planned as it needs to be in many subjects, including mathematics and reading. Governors have failed to hold leaders to account for the weaknesses in curriculum planning. The new headteacher and other leaders know what needs to improve and are anxious to move forward with their plans quickly.

Leaders make sure that pupils are safe, happy and well behaved. Pupils have positive attitudes to learning. Teachers and support staff go out of their way to get to know pupils. As a result, they forge strong, trusting relationships with pupils.

Pupils are polite and treat others with respect. They learn about what makes a good friend and how their actions and words can affect others. Pupils know that if bullying happens staff will sort it out quickly. Parents appreciate the caring ethos of the school, which is a strength.

What does the school do well and what does it need to do better?

Pupils do not achieve as well as they should from their starting points. Leaders have not focused enough on improving the curriculum or checking on the implementation and impact of curriculum plans, particularly the teaching of phonics. The new headteacher is aware of many of the school's weaknesses. Leaders have already started to streamline curriculum plans, which are currently too broad. Plans do not prioritise the essential knowledge which pupils need to learn and remember. This means that teachers are left to decide what to teach. They do not assess pupils' learning effectively. Subject leaders have not been given the time or support to check the quality of teaching, learning and assessment in their subjects. As a result, pupils' achievement is variable and often poor.

Staff identify pupils' special educational needs and/or disabilities (SEND) quickly. Teachers adapt lessons to support the needs of pupils with SEND. Pupils with SEND who attended school during the pandemic made stronger progress than other pupils.

Children in the early years settle in well. Staff establish routines quickly. However, teachers' expectations of what children can achieve are too low. Not enough children are ready for Year 1 at the end of the Reception class.

Leaders have not ensured that the teaching of phonics is consistent across early years and key stage 1. Staff have not received the training they need to deliver effective phonics sessions or to support pupils effectively when they are reading. Catch-up phonics sessions for pupils who are in danger of falling behind are not always effective. As a result, some pupils struggle to become confident readers. Leaders have plans in place for staff training in phonics teaching.

Pupils are keen to learn. Well-established routines help pupils to meet teachers' high expectations of their behaviour. Pupils enjoy caring and supportive relationships with staff. Off-task behaviour is rare, but if it happens staff nip it in the bud quickly. Parents appreciate the care and support that staff provide, especially when they are facing challenges. One pupil reflected the views of many when they said, 'It feels like my home here.'

Leaders have prioritised pupils' well-being and personal development. In the coppice in the school grounds, pupils reflect on their emotions and refocus their behaviour. Year 6 pupils act as role models to younger pupils. As play leaders, they help younger pupils at lunchtime. Pupils enjoy a wide range of after-school activities, such as Lego club and choir. Many pupils are passionate about football and other competitive games. School teams achieve a great deal of success in inter-school competitions. Some pupils attend a team-building course with the police, aimed at helping them make positive choices.

Subject leaders have strong subject knowledge and are keen to get started on improving curriculum plans. They support the new headteacher's vision for the school. However, in the past, they have not received the necessary leadership support they are entitled to. Staff say that leaders take their workload into account when they are planning new initiatives.

Governors are passionate about the school. They value the school's caring ethos. They worked hard with staff, parents and pupils to establish the school's shared values. Governors have been aware of the weaknesses that exist in the curriculum for some time. However, they have failed to tackle the underlying causes effectively.

Safeguarding

The arrangements for safeguarding are effective.

Staff are vigilant and report any concerns promptly via an online reporting system. This helps leaders to identify and support pupils who might be at risk of abuse or neglect.

Pupils are safe in school. They know who to go to if they need help. They learn how to stay safe in a variety of situations, including online. Leaders filter pupils' use of the internet to ensure they cannot access inappropriate material online.

Staff receive training about potential safeguarding risks to pupils, such as child-on-child sexual harassment and online abuse. Leaders complete pre-employment safeguarding checks of new staff thoroughly.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders are not doing enough to make sure all pupils can read as well as they should. Pupils who find reading difficult do not catch up quickly enough. The teaching of phonics is not consistent or systematic. Teachers and support staff have not had the training they need to deliver systematic synthetic phonics or to support pupils skilfully when they are reading. Books are not always well matched to the sounds pupils are learning. Leaders should implement their plans for a new phonics programme without delay, ensuring that pupils' reading books match the sounds they are learning. Staff should receive the training they need to develop the necessary expertise in phonics to support pupils effectively when they are reading.
- Pupils do not achieve as well as they should. Gaps in their knowledge are not always addressed effectively through teaching. This is because curriculum plans do not set out the essential knowledge and skills that pupils need to know and remember. As a result, teachers struggle to plan learning that builds on pupils' previous learning. They do not use assessment accurately to identify next steps. Leaders should ensure that curriculum plans carefully sequence pupils' learning. Teachers need to assess what pupils know and can do against the revised curriculum plans effectively and adapt their teaching more precisely to close the gaps in pupils' knowledge.
- Subject leaders have not been given enough time, support and training to monitor the implementation of curriculum plans in their subjects and provide help to teachers. This has led to inconsistent delivery of the curriculum. Leaders should ensure that subject leaders are given the time, support and training they need to ensure that curriculum plans are revised rapidly and implemented consistently well.
- Leaders' oversight of the quality of education has not been effective. Pupils do not achieve as well as they should, from early years to the end of key stage 2. Teachers do not insist on pupils' best work. Leaders have not ensured that teachers have consistently high expectations of what pupils can achieve. Leaders' monitoring activities should be reviewed to ensure leaders and governors are assured that teachers have the highest expectations of what pupils can achieve, and that they always insist on pupils' best work.
- Governors have failed to hold leaders to account for the performance of the school, despite being aware of the weaknesses. Consequently, the quality of education has declined and is now inadequate. Governors should ensure that they develop their capacity to challenge leaders effectively so that the quality of education improves without delay.
- Leaders and those responsible for governance may not appoint early career teachers before the next monitoring inspection.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	103222
Local authority	Birmingham
Inspection number	10200120
Type of school	Primary
School category	Maintained
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	415
Appropriate authority	The governing body
Chair of governing body	Jonathan Watts
Headteacher	Dawn Chapman
Website	http://knps.org.uk/
Date of previous inspection	28 September 2016, under section 8 of the Education Act 2005

Information about this school

- The headteacher, who was previously the deputy headteacher, took up the post at the beginning of the autumn term 2021, following the retirement of the previous headteacher.
- The acting deputy headteacher was previously the SEND coordinator (SENDCo).
- The school does not use any alternative providers.
- The school does not have a nursery.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

In accordance with section 44(1) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

- Prior to the inspection, the lead inspector reviewed documents on the school’s website, as well as the school’s previous Ofsted inspection reports.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, physical education, geography and science. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils’ work. Inspectors listened to pupils read as part of the early reading deep dive.
- Inspectors met with the headteacher, deputy headteacher, SENDCo and the senior learning mentor to discuss safeguarding, behaviour and attendance, support for pupils’ personal development, and pastoral support.
- Inspectors met with teachers and support staff to discuss their work and the support they receive to do their jobs.
- Inspectors observed pupils at break and lunchtime and spoke to them about aspects of life at the school, including safeguarding, behaviour and the curriculum.

Inspection team

Jane Spilsbury, lead inspector

Her Majesty’s Inspector

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