

Inspection of a good school: Kings Heath Boys

Chamberlain Road, Kings Heath, Birmingham, West Midlands B13 0QP

Inspection dates:

1 and 2 February 2022

Outcome

There has been no change to this school's overall judgement of good as a result of this initial (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a full inspection were carried out now. The next inspection will therefore be a full (section 5) inspection.

What is it like to attend this school?

Leaders have high expectations of themselves and others. They are ambitious for the pupils who attend this school. However, not all staff share this outlook, and leaders have not ensured that all staff have high enough expectations of what pupils can do. In some lessons, teachers do not give pupils work that helps them to progress.

Leaders actively promote pupils' wider personal development. The school's curriculum helps pupils to develop determination, respect and self-belief, as well as offering a range of valuable experiences beyond the classroom. These are designed to broaden pupils' understanding of the world. Pupils value these experiences.

Pupils feel safe and enjoy attending school. Pupils are polite and courteous, and they get along well with their peers. Pupils told inspectors the school is like 'one big community that supports one another'. Inspectors agree. Pupils have positive relationships with staff, and know who to talk to should they have a concern. If bullying happens, staff resolve this swiftly and effectively. In lessons, pupils behave well. They want to learn. Leaders have made sure that pupils understand the value of learning. However, teachers do not always encourage pupils to produce their best work.

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

Leaders have taken decisive action despite the COVID-19 pandemic to improve the curriculum. They have adapted the key stage 3 curriculum to make sure that pupils receive a broad and balanced curriculum for as long as possible. Additionally, leaders make sure that pupils receive appropriate guidance and support to choose the most suitable GCSE subjects. Leaders are developing an ambitious curriculum that extends beyond the academic. They are developing a culture of reading at the school. They provide support for those pupils who struggle to read. As a result, most pupils read every day in school.

In some subjects, the curriculum is well considered. Leaders have identified the key knowledge that pupils need to know and remember. They have made sure that new learning builds on what pupils have already been taught. Pupils remember this information well. For example, in English, pupils talked confidently about themes such as masculinity and the representation of women in literature through different periods of history. However, in some other subjects, leaders have not identified the small steps that pupils need to learn in order to be successful. Where this happens, teachers do not always know precisely what they should be teaching, and in what order. This is a barrier to pupils progressing well through the curriculum.

Teachers use assessment appropriately in some subjects to check that pupils have learned the things they have been taught. However, too often, teachers do not use assessment well. They do not always identify gaps in pupils' knowledge as they arise. When gaps are identified, leaders do not make sure that teachers use this information consistently well to adapt their teaching. Consequently, gaps in pupils' knowledge are not closed quickly enough. In addition, misconceptions persist and are sometimes reinforced. This hinders pupils' learning.

Leaders have created a culture where positive behaviour is celebrated. Pupils value this. They behave well in lessons and around the school site. Leaders' work to encourage pupils' personal development is a strength of the school. Pupils benefit from a wealth of enrichment activities, such as the Duke of Edinburgh's Award and a journalism club. Mentors support pupils who need more encouragement to make the most of the opportunities available to them.

Leaders are passionate about improving the life chances of all pupils. Leaders are quick to identify pupils with additional needs. They make sure that pupils with special educational needs and/or disabilities (SEND) benefit from effective interventions. However, teachers' expectations of what pupils are able to do are sometimes too low. Teachers do not always set work that is well matched to pupils' needs, including pupils with SEND. When pupils do not produce their best work, teachers do not always challenge this. This means that too often pupils do not take pride in their work and do not achieve as well as they should.

Safeguarding

The arrangements for safeguarding are effective.

Leaders prioritise safeguarding. They work closely with families to make sure that they understand pupils' experiences both in and out of school. Leaders use this information to provide the right support for pupils when they are facing challenges.

Leaders have provided appropriate training to help staff recognise pupils who are at risk of harm. As a result, staff are acutely aware of the potential risk to pupils' well-being in the local community. They are alert to these risks. When staff have concerns, they raise these quickly. Leaders take swift action to follow up on these concerns and make timely referrals to social services.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, curriculum planning does not set out the knowledge that pupils need to know and remember in enough detail, and the things pupils are expected to learn are not always logically sequenced. Leaders should ensure that all curriculum planning defines in detail the knowledge that pupils need to learn to enable them to make strong progress.
- Some teachers do not use assessment effectively to identify misconceptions and gaps in pupils' knowledge. Sometimes, even when gaps are identified, teachers do not address them quickly enough. Leaders need to ensure that all teachers use assessment effectively to identify the things pupils have not remembered, and adapt their teaching appropriately to make sure that pupils remember them in future.
- Some staff do not have high enough expectations of what pupils can achieve. Consequently, some teachers do not give pupils the work that they need in order to make the progress they should through the curriculum. This is evident in their work. Leaders should ensure that all staff share their high expectations, provide pupils with challenging work and insist that pupils always produce their best work.
- Leaders do not check carefully enough on the implementation and impact of the curriculum. As a result, the quality of education is variable, and pupils' experiences are inconsistent. Leaders need to ensure that the intended curriculum is implemented consistently well.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in January 2013.

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

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| Unique reference number | 103486 |
| Local authority | Birmingham |
| Inspection number | 10212450 |
| Type of school | Secondary |
| School category | Community |
| Age range of pupils | 11 to 16 |
| Gender of pupils | Boys |
| Gender of pupils in sixth-form provision | N/A |
| Number of pupils on the school roll | 667 |
| Appropriate authority | The governing body |
| Chair of governing body | Tom Proverbs-Garbett |
| Headteacher | Chris Etheridge |
| Website | www.kingsheathboys.co.uk |
| Date of previous inspection | 1 March 2017, under section 8 of the Education Act 2005 |

Information about this school

- The school uses full-time alternative provision for a small number of pupils at one registered provider.
- The school meets the requirements of the Baker Clause, which requires schools to provide pupils in Years 8 to 13 with information about approved technical education qualifications and apprenticeships.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and other senior leaders. Meetings were held with curriculum leaders and the SEND coordinator. Inspectors also met with a range of other staff.

- Inspectors carried out deep dives in these subjects: English, mathematics and modern foreign languages. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also spoke to leaders about the curriculum in some other subjects.
- Inspectors scrutinised a range of safeguarding information, including the school's safeguarding policy. They spoke to staff and pupils about safeguarding, and looked at how pupils learn to keep themselves safe. The lead inspector spoke to the safeguarding leader about the reporting and recording of any safeguarding incidents.
- Inspectors took account of parents' free-text comments and the responses on Ofsted Parent View. Inspectors also considered the responses to the pupil and staff surveys.

Inspection team

Alexander Laney, lead inspector

Her Majesty's Inspector

Jane Spilsbury

Her Majesty's Inspector

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