

# Inspection of Kingswood School

St James Place, Shirley, Solihull, West Midlands B90 2BA

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Inspection dates: 26 to 28 April 2022

## **Overall effectiveness**

## **Outstanding**

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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Early years provision

**Outstanding**

Overall effectiveness at previous inspection

Outstanding

Does the school meet the independent school standards?

**Yes**

## **What is it like to attend this school?**

Pupils are safe and happy at Kingswood School. Pupils enjoy being part of a diverse community of people from all over the world. They build positive and respectful relationships with their teachers and peers. Pupils develop resilience and become confident in all aspects of school life. They are proud of their school and eager to take on leadership responsibilities, such as school councillors and 'peer mediators'.

Pupils' behaviour is exemplary in lessons. Pupils are polite and courteous to all. They listen respectfully to each other when sharing views or discussing learning. Pupils understand the different forms of bullying. It is managed effectively if it occurs. Pupils say peer mediators quickly step in if there are any unkind actions. Pupils know adults are on hand to deal with any issues, if their own efforts have not resolved the problem.

Leaders and staff have high expectations of pupils. Learning is not limited, and every pupil is supported to achieve exceptionally well. Pupils enjoy their learning, and the oldest pupils say they 'would be sad to leave' the school.

Leaders provide a vast range of enrichment activities. These include residential visits to Wales, and visits to their local mosque and church. Pupils also benefit from lunchtime and after-school activities. For instance, cricket and science clubs assist in further developing pupils' skills and talents.

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

Leaders have designed an ambitious, broad and rich curriculum. It provides all pupils with the knowledge they need, enabling them to achieve highly. Staff are clear about what they want pupils to learn. Every subject is taught securely and consistently well across the school, starting in the early years. Staff undertake a range of ongoing professional development. As a result, they demonstrate strong subject knowledge and use it expertly to teach pupils.

Leaders set high expectations for all pupils. These expectations start in the Nursery/Reception class. In reading, for example, pupils learn all their letter sounds before finishing the Reception year. Even the lowest-attaining readers and pupils who join the school with English as an additional language (EAL) catch up. They quickly gain in fluency and experience success with reading. Pupils read regularly to staff with books well matched to their age and abilities. The youngest pupils become familiar with a range of stories and rhymes; these spark a love of reading that continues throughout the school.

In lessons, including in the early years, pupils' motivation and attitudes to learning are excellent. Older pupils discuss their learning maturely, debate widely and share their views and thoughts. They listen attentively and respectfully when other adults and pupils are speaking.

Staff achieve the right balance between encouraging pupils' independence and offering support. Pupils attend well and work hard in lessons. At the same time, teachers are always there to help. This, alongside small class sizes, helps all pupils make excellent progress. Leaders of special educational needs and/or disabilities (SEND) work with teachers and support staff to help them plan for pupils' specific needs. Staff are exceptionally knowledgeable and well trained with regards to a range of SEND approaches.

Leaders ensure the curriculum is designed to deepen pupils' knowledge. For example, in Year 3, pupils study Tudors monarchs and build on their learning in Year 5. The oldest pupils understood the significance of Henry VIII's divorce from Catherine of Aragon and how this led to the formation of the Church of England. Pupils show a good ability to make connections through different subjects.

Pupils achieve highly because teachers match the curriculum carefully to their needs. Teachers provide quick feedback to pupils, shaping and adapting tasks if they identify any misconceptions. Teachers use assessment effectively and identify next steps. Pupils receive regular homework that embeds and extends learning. Staff have made increased use of online platforms to share work with parents and carers, as well as celebrate successes in school.

Teachers ensure that relationships and sex education, and health education are implemented according to the government's guidance. Staff teach this effectively in an age-appropriate way throughout the school. Pupils have a secure understanding of democratic processes, public institutions, the rule of law and world events. They lead on aspects of school life that they feel strongly about. This includes fundraising for the humanitarian crisis in Ukraine.

Parents appreciate being able to talk to staff on the playground at the start and end of the school day. Many report that staff 'go beyond their expectations'. Likewise, staff feel listened to by leaders; they say they feel respected and trusted.

The proprietor is effective in holding leaders to account for all aspects of education and for meeting statutory obligations. He sets a clear vision which is shared by all staff. As a result, the independent school standards and the statutory requirements of the early years foundation stage are all met. The school is compliant with schedule 10 of the Equality Act 2010.

## **Safeguarding**

The arrangements for safeguarding are effective.

The school's safeguarding policy, which is available to parents, reflects the most recent government guidance and is available on the school's website.

Keeping pupils safe is at the core of this school's work. The curriculum provides frequent planned opportunities for pupils to discuss issues such as healthy relationships, road safety and online safety.

Leaders ensure all staff are well trained in how to identify and report concerns. Record-keeping shows concerns are quickly followed up and any appropriate actions taken. Leaders make all the necessary checks on staff before they begin working at the school.

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

## School details

<b>Unique reference number</b>	104128
<b>DfE registration number</b>	334/6009
<b>Local authority</b>	Solihull
<b>Inspection number</b>	10220394
<b>Type of school</b>	Other independent school
<b>School category</b>	Independent school
<b>Age range of pupils</b>	2 to 16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	82
<b>Number of part-time pupils</b>	0
<b>Proprietor</b>	Dr S Yousuf
<b>Headteacher</b>	Robert Luckham
<b>Annual fees (day pupils)</b>	£9,237
<b>Telephone number</b>	0121 744 7883
<b>Website</b>	<a href="http://www.kingswoodschool.co.uk">www.kingswoodschool.co.uk</a>
<b>Email address</b>	<a href="mailto:info@kingswoodschool.co.uk">info@kingswoodschool.co.uk</a>
<b>Dates of previous inspection</b>	20 to 22 March 2018

## Information about this school

- Kingswood School is an independent school that caters for pupils between the ages of 2 and 16. The school currently has pupils aged 3 to 11.
- The school's ethos and vision are based on respect and the recognition of the unique worth of every individual.
- The school is registered for 100 pupils and has 82 pupils on roll.
- There are 47 pupils who speak English as an additional language.
- There are 21 pupils with SEND. Six pupils have an education, health and care plan.
- The school does not use any alternative provision.

## Information about this inspection

Inspectors carried out this inspection under section 109(1) and (2) of the Education and Skills Act 2008. The purpose of the inspection is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- Inspectors met with the proprietor, the headteacher, the two assistant headteachers, one of whom is the SEND coordinator.
- Inspectors carried out deep dives into these subjects: reading, mathematics, art and design, and history. Inspectors looked at the curriculum, visited lessons, reviewed pupils' work and met with staff and pupils to discuss learning.
- Inspectors considered the responses to Ofsted's online survey for staff. They also considered responses to Ofsted Parent View.
- Inspectors toured the school site. They scrutinised a wide range of evidence to check on the statutory requirements for the independent school standards. This included checking the school's admissions register, risk assessments, attendance information and safeguarding documents.

## Inspection team

Heather Phillips, lead inspector  
Johanne Clifton

Her Majesty's Inspector  
Ofsted Inspector

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