

Inspection of Kings Rise Academy

Hornsey Road, Kingstanding, Birmingham, West Midlands B44 0JL

Inspection dates: 13 and 14 June 2023

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

Pupils told inspectors that they felt it was an 'honour and a privilege' to attend Kings Rise Academy. They are right. A strong sense of calm, unity and community weaves its way through the daily life of the school. The school's values of 'kindness, respect and activity' guide pupils and staff in all they do.

'Together we succeed' sets the vision and ambition for the school. Pupils learn the ingredients of being a good citizen through the school's values. They know right from wrong and behave in a safe and considerate manner. Staff deal with any inappropriate behaviour swiftly and thoroughly. Pupils focus on their learning and achieve well.

Leaders see the school as a central cog within the community. They connect school, family and the community in a powerful way. Pupils may be found at the opera, at the seaside or at a farm as well as in the classroom. Year 6 pupils loved their recent sleepover in the school grounds. A unique slice of school life happens in the nature garden with regard to the Kings Rise Academy knowledge and experience. Pupils see this space as special and spiritual; a space where 'you relax, learn and care for nature. It is a really nice experience.'

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

Trustees and school leaders have worked with determination and dedication to improve what the school provides for pupils. They have been successful. This is particularly the case for the care and nurture of pupils so that they are safe and ready to learn. While leaders have put in place actions to improve the curriculum, they do not check well enough whether there is a positive impact on pupils' outcomes.

Leaders' work on developing the curriculum has also been successful. However, there is more to do. Staff know what to teach, and when, for most subjects. Leaders have not made sure that all staff know how to best deliver this in the classrooms. Consequently, there are inconsistencies in teaching and in the effectiveness of teachers' checks on learning in a few subjects.

It is clear to see the impact of where leaders have focused their efforts so far. In subjects including English and mathematics, pupils gain a greater understanding. They talk confidently about what they have learned and make links in their learning. Subjects including history and music are a work in progress. In these subjects, pupils are less secure in what they know. Sometimes, they are a little muddled, or might talk about what they have done rather than what they have learned.

Pupils enjoy their learning. They talk knowledgeably about how they use their learning in history about ancient Egypt in their writing. Pupils know how to set out letters, promotional leaflets and stories. Pupils understand the importance of learning their times tables. They like the different ways they get to practise these.

This secure understanding of number starts in Nursery. Children in the early years soon learn key literacy and numeracy skills and apply these in their play. From explaining how to roll play dough to create a caterpillar to comparing the number of spots on a butterfly, they share what they know with confidence and ease. Staff respond to questions and comments in a way that extends children's language and understanding.

Communication is central to learning in this school. With over 30 languages spoken, leaders know the importance of getting the teaching of phonics right. And they do. Pupils learn to read well. Staff give effective extra help in a timely fashion. This makes a real difference. This is because leaders for special educational needs and/or disabilities are exceptionally skilled at noticing pupils' needs as soon as they appear.

Leaders pay great attention to ensuring that pupils see their lives and cultures through the books that are part of every corner and corridor around the school. The books also help pupils to understand sensitive and important topics such as equality and tolerance. Pupils understand and explain these concepts well. They know that it is important that others feel valued and have a sense of belonging.

Teachers place emphasis on helping pupils to think about their futures and who they want to be. Experiencing university life and chatting to and creating podcasts with community residents to capture local history for 'Long Live the Kings' are just a few of the many strands provided. A parent, sharing the views of many, summed it up beautifully: 'The school atmosphere is peaceful and joyful for children to learn in and develop their strengths to face future challenges.'

Safeguarding

The arrangements for safeguarding are effective.

Leaders are united and rightly unapologetic for the steadfast way in which they provide care and nurture for the pupils. The combined nature of the way staff seamlessly work together is powerful. They hold the interests of pupils at heart. They check that new staff are suitable to work with children. They train staff to spot and respond to concerns, creating a culture of safeguarding.

Staff value the training and support leaders give regarding behaviour and safeguarding. It equips them with the confidence to handle different situations sensitively and safely. It allows them to be in tune with each individual pupil to get the best from them.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders do not check sufficiently well on the effectiveness of their actions to improve the curriculum. This means they are less clear on what is working well and what is not. Leaders should ensure that any actions they take to improve the curriculum are evaluated.
- At times, teachers are not consistently implementing the curriculum in some subjects as intended. This means that pupils are not securing what they know to the depth that they require to build their learning over time. Leaders should extend teachers' subject knowledge and skills in order to enhance the teaching of the curriculum.
- On occasion, teachers do not address pupils' misconceptions when they arise. This means that pupils make similar mistakes over time or are left with gaps in their knowledge. Leaders should ensure that all teachers check what pupils have learned and understood, and make appropriate adaptations to what they are teaching, to rectify any misunderstandings.

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.

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	138889
Local authority	Birmingham
Inspection number	10268367
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	467
Appropriate authority	Board of trustees
Chair of trust	Tim Coulson
Principal	Louise Noonan
Website	www.kingsrise.org
Dates of previous inspection	22 and 23 October 2019, under section 5 of the Education Act 2005

Information about this school

- The school does not use alternative provision.

Information about this inspection

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

- 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 held meetings with the headteacher and senior leaders.
- An inspector spoke with representatives of the academy trust.
- Inspectors carried out deep dives in these subjects: early reading, English, mathematics, history and music. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, met with some teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- Inspectors looked at samples of pupils’ work in other subjects, including science, art, and personal, social, health and economic education.
- The lead inspector listened to a sample of pupils read to a familiar adult.
- Inspectors observed pupils’ behaviour in lessons at different times of the day and at playtimes and lunchtimes. They spoke formally with groups of pupils, as well as talking to pupils in lessons and around school.
- Inspectors met with leaders about the school’s safeguarding procedures.
- Inspectors reviewed policies and records relating to safeguarding, bullying, behaviour and attendance. Inspectors spoke to pupils and staff about pupils’ safety.
- The lead inspector reviewed a wide range of documents, including the school’s self-evaluation and improvement plans and information on the school’s website.
- Inspectors talked informally with pupils and staff to gather general information about school life. In addition, they took account of the responses to Ofsted’s surveys of staff’s, pupils’ and parents’ views. Inspectors spoke with parents during the inspection.

Inspection team

Kirsty Foulkes, lead inspector	His Majesty’s Inspector
Andrew Madden	His Majesty’s Inspector
Darren Bishop	Ofsted Inspector

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