

Inspection of Kingsbury Primary School

Bromage Avenue, Kingsbury, Tamworth, Staffordshire B78 2HW

Inspection dates: 20 and 21 June 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Early years provision

Good

Previous inspection grade

Good

What is it like to attend this school?

Pupils feel happy and safe in this inclusive school. They are well mannered, polite, and courteous. Staff have high expectations of pupils, and pupils rise to meet these. Pupils feel cared for in school, and they know who to talk to if they have any worries or concerns.

Pupils enjoy learning a broad range of subjects. They listen to their teachers and are well focused in lessons. However, leaders have not ensured that all pupils receive a high-quality education. They do not always know what is working well and what is not. For example, leaders are not aware that, sometimes, teachers move pupils on to new learning before they are ready to do so.

There are many opportunities for pupils to take leadership. These include eco-counsellors, who promote how to look after the environment, and school counsellors, who encourage pupils to 'reach for the stars' by being kind and respectful. Some older pupils are 'learning leaders', who often read with their younger peers. Pupils participate in fundraising activities to raise money for charities by baking cakes. They also donate and provide resources for a linked school in Ghana. All of this helps pupils to be responsible and active members of the community.

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

Leaders have adopted a curriculum that is designed to build pupils' knowledge over time. Plans set out the order in which pupils should learn relevant topics. However, some teachers follow these plans too rigidly and literally. They do not give sufficient attention to whether pupils know what they need in order to prepare them for new learning. Pupils are not always given work that is well matched to their stage of learning. This means that misconceptions go unidentified, and gaps in knowledge persist for longer than necessary.

It is a more positive picture in the early years provision. The curriculum that children follow is ambitious and sets them up for future success. Children in the early years love being at Kingsbury and have developed secure relationships with staff and their peers. Staff have created well-established routines, which includes teaching children how to become more independent to engage in free-flow and child-initiated activities. These activities are linked to pupils' interests and the curriculum. The teaching resources meet the children's individual needs. This includes promoting learning by using stories, poems and songs. As a result, pupils are well prepared for their next stages in education.

Leaders have prioritised reading across the school. As soon as children start school, in Reception, they learn how to read. Most of these pupils enjoy reading and talk passionately about their favourite books. Pupils particularly enjoy story time, where they get to vote for which book the teacher will read to them. Leaders have put

careful thought into selecting the books that pupils read. For example, pupils learn about protected characteristics through relevant books. Pupils who struggle to read are supported so that they can read fluently and confidently.

Leaders have ensured that pupils with special educational needs and/or disabilities (SEND) are involved in all aspects of school life. They particularly enjoy attending clubs, such as dodgeball and multi-sports. Pupils are given the specialist support they need to help them manage their needs. Leaders provide staff with the information they need to adapt their lessons to suit the learning needs of pupils with SEND. For example, teaching assistants help to break the learning into manageable chunks. All of this prepares pupils well to develop their knowledge and independence.

Pupils behave well throughout the school day. The 'feelings group' helps pupils to manage their emotions. It provides pupils with strategies they need to self-regulate their behaviours. At social times, pupils play with their friends and are kind to one another.

Pupils benefit from many opportunities to enhance their personal development. These include assemblies, circle time, and extra-curricular activities. Pupils have a good understanding of the curriculum, which includes topics such as healthy relationships, the importance of a healthy diet, and the dangers of using technology. All of this prepares pupils well for life outside of school.

Leaders keep a close eye on pupil and staff welfare. They manage staff workload well. Leaders recognise that more work needs to be done to ensure that the curriculum is being implemented well. Leaders have made some improvements to the curriculum. This has included introducing new schemes of learning in many subjects. However, leaders have not monitored or evaluated the changes that have been made effectively.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have carried out recruitment checks on all staff to ensure they are safe to work in school. Staff receive regular updates about issues in the school community. This creates a culture of vigilance where staff report any concerns they have. The safeguarding team takes appropriate action to ensure that pupils get the help they need.

Pupils are taught how to stay safe and have an awareness of the dangers of using online games and social media. They report any issues, and they know that staff will deal with them.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders and those responsible for governance do not have a strategic oversight of the curriculum. This means that they do not know if the improvements and changes they have made to the curriculum are having a positive impact on the achievements of pupils. Governors should ensure that they hold school leaders to account in their evaluation and monitoring of curriculum implementation to ensure that pupils achieve well across the whole curriculum.
- Staff follow curriculum plans too rigidly. They move on to new knowledge without always checking that all pupils are ready to do so. This causes some gaps in knowledge to widen and misconceptions to go unnoticed. Leaders should ensure that assessment is used effectively to check pupils' understanding and that teaching is adapted to meet the needs of all pupils.

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

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|--------------------------------------------|------------------------------------------------------------------|
| Unique reference number | 134924 |
| Local authority | Warwickshire |
| Inspection number | 10242152 |
| Type of school | Primary |
| School category | Community |
| Age range of pupils | 4 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 257 |
| Appropriate authority | Local authority |
| Chair of governing body | Lee Greatorex |
| Headteacher | Karen Hanson |
| Website | www.kingsburyps.co.uk |
| Date of previous inspection | 11 and 12 July 2017, under section 5 of the Education Act 2005 |

Information about this school

- The school does not make use of alternative provision.
- The school uses an independent company to provide wrap-around care for pupils.
- There is a secondary school and nursery at the same site. These provisions are separate from the school.

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.
- During the inspection, inspectors held discussions with the headteacher, other senior and middle leaders, the special educational needs and disabilities coordinator, designated safeguarding lead, and early years lead.

- Inspectors held discussions with the chair of governors and the vice chair of governors.
- Inspectors carried out deep dives in these subjects: reading, English, geography, mathematics, and music. 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 met with members of staff and spoke to pupils, formally and informally, at various points in the inspection. Inspectors took account of responses to the pupil and staff surveys, as well as the responses to Ofsted Parent View.
- Inspectors looked at records and spoke to staff in relation to behaviour, bullying, attendance, and safeguarding.
- Inspectors reviewed safeguarding arrangements by checking the school's approach to staff recruitment and by scrutinising policy documents.

Inspection team

| | |
|--------------------------------|-------------------------|
| Sultanat Yunus, lead inspector | His Majesty's Inspector |
| Tim Bassett | Ofsted Inspector |
| Josie Leese | Ofsted Inspector |

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