

Inspection of Kingshurst Primary School

School Close, Kingshurst, Birmingham, West Midlands B37 6BN

Inspection dates: 24 and 25 May 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

Requires improvement

What is it like to attend this school?

Kingshurst Primary School is a happy, inclusive school. Pupils spoken to say that they 'learn to treat everyone how you would like to be treated yourself.' They enjoy a range of activities to broaden their experiences. For example, teachers organise visits to local museums, and pupils in Year 5 are looking forward to a trip to London.

Pupils vote for school council members and take care of their school environment by litter picking. They appreciate the range of clubs on offer, which help them to develop talents and interests. From football to craft club, there is something for everyone.

Pupils say that there are trusted adults in school to speak to if they have a worry. They appreciate the support of the pastoral and inclusion team. The vast majority of pupils behave well in school. They understand that some other pupils find behaving well more challenging. This is managed well by staff. Leaders deal with any bullying quickly.

Leaders and teachers want the very best for pupils. They have made many changes since the previous inspection. However, some of these changes have not yet brought about the improvements needed. Leaders acknowledge that some pupils did not attain good enough key stage 1 and 2 outcomes in 2022.

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

Leaders, including governors, are determined to tackle the long-standing weaknesses in the quality of education for pupils at Kingshurst Primary School. Some of these changes have not yet made enough impact on how well pupils achieve. Leaders' checks are not always focused enough to ensure that the changes they have introduced bring about the improvements that they intend.

Leaders have ensured that learning to read is high priority. Children begin learning the sounds that letters make as soon as they start school in the early years. Staff are trained to use the phonics programme and they regularly check pupils' reading skills. They put support in place for children who are falling behind. Pupils read books that contain the sounds they know. As a result, pupils learn to read effectively.

Pupils in the early years get off to a good start. Leaders ensure that children develop the right skills to enable them to balance, ride bikes and hold pencils correctly. Pupils learn the building blocks of reading and mathematics. There are well-established routines. Adults interact skilfully with children to develop their language skills.

A sequenced curriculum is now in place across school. Where plans work well, for example in mathematics, pupils learn the right things in the right order. Children in the early years benefit from a programme that helps them to really understand

numbers. This sets them up well for later learning in mathematics. Teachers use the curriculum planning to ensure that pupils build on their learning in mathematics.

However, there is some variability in how the curriculum is implemented. In some subjects, leaders have not ensured that teachers have sufficient knowledge to be able to teach pupils the right things. Sometimes, teachers plan learning activities that do not enable pupils to achieve the intended learning outcome. At other times, the learning outcome is unclear. Leaders have introduced a range of different strategies to help pupils remember the most important knowledge. Leaders are continuing to assess which of these strategies have the intended impact.

The provision for the significant proportion of pupils with special educational needs and/or disabilities (SEND) is a strength of the school. Leaders ensure that any additional needs are quickly identified. From the early years, pupils with SEND are well supported to learn the same curriculum as their classmates. Leaders work tirelessly with external agencies to secure the right support for pupils, where needed.

Pupils behave well around school. They show good manners, for example by holding open doors for visitors. Pupils are encouraged to understand difference and develop character through the school's values of 'resilience, aspiration, respect'. For example, older pupils know that resilience means 'bouncing back'. Pupils learn about other faiths and respect the beliefs of others.

Leaders ensure that there are plenty of opportunities for pupils to enjoy, including a range of sporting and other clubs, such as reading, choir and table tennis. Leaders ensure that all pupils can attend if they would like to. Pupils are also taught how to keep themselves safe and healthy, for example by learning about risks in the local area and how to 'say no'.

Safeguarding

The arrangements for safeguarding are effective.

Leaders rightly prioritise safeguarding. They know the potential risks to pupils and their families and work tirelessly to ensure their safety. Leaders ensure that all staff receive regular training. Robust processes are in place for reporting and recording concerns. Leaders act swiftly, where needed, to engage external support. They are not afraid to challenge external agencies if they believe decisions taken are not in the best interests of pupils.

Pupils are taught how to keep themselves safe and healthy. Sensibly, they know to look after themselves first, so they can then look after others.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some teachers do not have the necessary skills and subject knowledge required to deliver some aspects of the planned curriculum. Sometimes, they do not teach the correct information or select learning activities that enable pupils to learn the most important things. Leaders should ensure that all teachers have sufficient expertise and subject knowledge to deliver lessons and select activities to deepen pupils' knowledge and understanding across the curriculum.
- In some subjects, pupils do not remember the intended curriculum. As a result, pupils do not achieve as well as they should. Leaders should review the strategies they have put in place to help children remember the key knowledge so that they can build on their learning over time.
- Leaders do not accurately check the impact of some changes they have made. As a result, they do not know which actions are having the intended outcomes. Leaders should ensure that their checks are accurate and sufficiently focused so that they clearly understand what is working well for pupils and what needs to improve.

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	135139
Local authority	Solihull
Inspection number	10256945
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	485
Appropriate authority	The governing body
Chair of governing body	Rob Fletcher
Headteacher	Kelly Hunter
Website	www.kingshurst.solihull.sch.uk
Date of previous inspection	15 June 2021, under section 8 of the Education Act 2005

Information about this school

- The school makes use of one registered alternative provision.
- The school offers a breakfast club on site.

Information about this inspection

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

- This was the second routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- During the inspection, the inspectors carried out deep dives into these subjects: reading, mathematics, English, geography and modern foreign languages. For each deep dive, the inspectors met with subject leaders, looked at curriculum plans where they were available, visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also

looked at some other curriculum subjects. The lead inspector listened to pupils read to familiar adults.

- The inspectors held meetings with the headteacher and other senior leaders, curriculum leaders, the special educational needs coordinator and pastoral leaders.
- The lead inspector held meetings with the chair and representatives of the governing body and spoke to representatives from the local authority.
- The inspectors observed pupils' behaviour during lessons, around the school and at lunchtime. The inspectors spoke to pupils about pupils' behaviour.
- To evaluate safeguarding, the inspectors met with the designated safeguarding lead, looked at the single central record of recruitment checks, looked at safeguarding records and talked to pupils and staff.
- The inspectors considered responses to Ofsted Parent View, including parents' free-text responses. The inspectors also took account of responses to Ofsted's staff and pupil surveys.
- The inspectors talked to parents at the school gate.

Inspection team

Rachel Henrick, lead inspector	His Majesty's Inspector
Anna Smith	Ofsted Inspector
Roulla Gabriel	Ofsted Inspector

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