

Inspection of Kingsbury Academy

Kingsbury Road, Coundon, COVENTRY, West Midlands CV6 1PJ

Inspection dates:	17 and 18 December 2024
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Previous inspection grade	Requires improvement

The headteacher of this school is Amjid Zaman. This school is part of the Thrive Education Partnership, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Richard Chapman, and overseen by a board of trustees, chaired by Julia Davey.

What is it like to attend this school?

At Kingsbury Academy pupils truly are 'learning for today, preparing for tomorrow'. The school's focus on this motto ensures that it provides an aspirational environment where autism and the wide range of ways in which pupils and staff successfully communicate are celebrated. Pupils thrive here and learn exceptionally well. Parents and carers agree. One comment, typical of many, is that 'the school has made my children shine.'

Staff understand the additional vulnerabilities that pupils with special educational needs and/or disabilities (SEND) have, particularly those with complex needs. Pupils' safety in and out of school is top priority. Pupils are taught how to communicate when they need help. The school effectively works with a range of agencies and charities to support pupils and families who need extra help. Staff know pupils and their families very well. They act quickly to support pupils when they become anxious and need help with their emotions. Consequently, pupils are calm across school, the majority of the time.

The school actively establishes connections with workplaces that promote and support individuals with communication needs. It advocates for autism in the workplace, aiming to ensure that pupils have career ambitions. Many pupils experience the world of work, such as helping weekly in a local supermarket.

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

The school, with the support of the trust, has developed a highly ambitious curriculum that is suitable for all groups of pupils. The content of each pathway has been carefully developed to ensure that pupils build knowledge and skills over time. Pupils work towards clearly identified targets. These are appropriate to the pupils' age and their specific needs. The school provides pupils with a breadth of wider experiences. This helps pupils to interact with, and understand, the world around them. As a result, pupils remember the knowledge and skills that have been taught in class.

Staff, including those at the early stages of their careers, receive the knowledge and expertise that they need to deliver the curriculum with precision. Adults skilfully make appropriate adaptations for pupils. They take pupils' specific interests into account to engage them in learning. Staff work closely together to regularly check on pupils' learning. Pupils learn to use a range of communication systems in class and around the school. This includes using objects, pictures and symbols to express their ideas and feelings. This focus on communication enables pupils to learn extremely well across the curriculum.

The school places strong emphasis on teaching pupils how to read. Pupils, who are not yet ready to learn through a formal phonics programme, are well supported. When pupils are ready, staff teach phonics with accuracy. Pupils benefit from many games to practise sounds and read words. For example, reading sounds after they have moved their counter when playing snakes and ladders. The school has sourced appropriate new and exciting books which are accessible and enjoyable. Staff use pictures and objects to engage pupils and develop a love of reading.

Adults uphold and reinforce the school's high expectations regarding pupil behaviour. They do so consistently so that pupils get the same messages, regardless of who is working with them. This is highly successful because the school ensures that behaviour is explicitly taught, in a logical way, using effective communication strategies. Staff know pupils well and relationships are strong. The school pays close attention to pupils' attendance. As a result of the school's work, pupils' attendance is high and families are supported well if they need help with their children's attendance.

The provision to support pupils' wider development is impressive. Pupils' personal development is a focus across the curriculum. The school has thought carefully about the wider opportunities that they offer pupils. Consequently, pupils are very well prepared for later life. Pupils take part in visits to the local and wider area, such as to local parks and the theatre. All pupils are encouraged to lead. The school removes every barrier to enable this. The junior leadership team is particularly active. For example, working with an occupational therapist to develop the school playground.

New leaders have invigorated the school. Staff very much value the school's support for their workload and well-being. They are committed to the education of the pupils. The governors and the trust support the school extremely well in making sure that it continues to thrive.

Safeguarding

The arrangements for safeguarding are effective.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	139911
Local authority	Coventry
Inspection number	10344017
Type of school	Special
School category	Academy special sponsor-led
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	102
Appropriate authority	Board of trustees
Chair of trust	Julia Davey
CEO of the trust	Richard Chapman
Headteacher	Amjid Zaman
Website	www.kingsbury.thrive.ac
Dates of previous inspection	22 and 23 March 2022, under section 5 of the Education Act 2005

Information about this school

- This is a special school for pupils with autism and speech, language and communication needs. All pupils have an education, health and care plan.
- The school is part of the Thrive Education Partnership, which consists of six schools.
- The school does not use any alternative provision.
- Since the previous inspection a new headteacher has been appointed.
- At the time of the inspection there were no children in the early years.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form

provision). Schools receiving a graded inspection from September 2024, will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- During the inspection, the lead inspector held meetings with the headteacher, assistant headteachers, subject leaders and a group of staff.
- The lead inspector met with members of the trust and local governing board, including the chair of the trust and the chair of the local governing board. The lead inspector held a meeting with the chief executive officer and the director of education of the trust.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors carried out deep dives in early reading, mathematics, communication and personal, social and health and education. They met with subject leaders, visited lessons, spoke with teachers and pupils and viewed examples of pupils' work.
- Inspectors spoke to leaders about the curriculum in some other subjects.
- An inspector observed pupils in key stage 1 and 2 read to a trusted adult.
- The inspectors observed pupils' behaviour in lessons and around school.
- The inspectors considered the responses to the online survey, Ofsted Parent View. They also took into consideration the online staff survey. An inspector spoke to parents during the school day.

Inspection team

Barry Yeadsley, lead inspector

His Majesty's Inspector

Dawn White

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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