



Kingsbury School and Sports College

Inspection Report

Unique Reference Number 103526
LEA Birmingham
Inspection number 276944
Inspection dates 7 June 2006 to 8 June 2006
Reporting inspector Gwendoline Coates HMI

This inspection was carried out under section 5 of the Education Act 2005.

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|------------------------------------|--------------------|---------------------------|-----------------------------------|
| Type of school | Comprehensive | School address | Kingsbury Road |
| School category | Community | | Erdington |
| Age range of pupils | 11 to 16 | | Birmingham, West Midlands B24 8RE |
| Gender of pupils | Mixed | Telephone number | 0121 3731080 |
| Number on roll | 901 | Fax number | 0121 3064878 |
| Appropriate authority | The governing body | Chair of governors | Mrs Beverley Roberts |
| Date of previous inspection | 9 October 2000 | Headteacher | Ms Patricia Exley |

| Age group | Inspection dates | Inspection number |
|-----------|------------------------------|-------------------|
| 11 to 16 | 7 June 2006 - 8 June 2006 | 276944 |

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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and three Additional Inspectors.

Description of the school

Kingsbury School and Sports College is an inner city school. Over one third of its pupils are from minority ethnic groups, the two largest of which are pupils of Black Caribbean and of Pakistani heritage. The families of many pupils suffer significant social and economic hardship. The school gained Specialist Sports college status in 2003 and works in partnership with a local sixth form college in the delivery of a number of post-16 courses.

Key for inspection grades

| | |
|---------|--------------|
| Grade 1 | Outstanding |
| Grade 2 | Good |
| Grade 3 | Satisfactory |
| Grade 4 | Inadequate |

Overall effectiveness of the school

Grade: 4

In accordance with section 13(3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a Notice to Improve.

Although the school judged its overall effectiveness to be satisfactory, inspection judges this to be inadequate because pupils' achievements and standards are inadequate. Overall, this is the case at Key Stages 3 and 4, although pupils make better progress at Key Stage 4 than at Key Stage 3.

The school works effectively in partnership with other schools and colleges to promote the well-being of pupils. Careers guidance, work experience and the enterprise programme develop pupils' work-related skills and prepare them well for employment. Steps have been taken to promote improvement since the last inspection although more needs to be done. The replacement of a range of departmental-based pupil assessment systems with a whole school tracking and assessment system allows for the prompt identification of underachievement. Attendance has improved but needs further initiatives to maintain improvement and the behaviour policy needs to be implemented consistently across the school in order to continue the improvement evident in pupils' behaviour. The good practice evident in some subjects is not shared effectively in order to improve the quality of teaching and learning further, and marking and feedback is inconsistent. Not all pupils understand how to improve their work. The curriculum has been broadened to meet the needs of pupils more effectively, but there has been no monitoring and evaluation of the impact of these changes on pupils' learning.

There is evidence that developments, such as the successful bid for Sports College status, and strategies, such as the strengthening of the leadership team, the broadening of the curriculum to meet the needs of all pupils and the focus on developing teaching and learning, are having a positive and sustained impact on the standard of education provided by the school. As a result, the school has the capacity to bring about the necessary improvement in the standards and achievement of its pupils.

What the school should do to improve further

Raise standards and achievement at Key Stage 4 and especially at Key Stage 3 by:

- ensuring that pupils who are underachieving are promptly identified and provided with appropriate support
- extending initiatives to maintain improvements in attendance
- further improving the quality of teaching and learning through the sharing of good practice
- ensuring the behaviour policy is followed consistently by all staff
- monitoring and evaluating the impact of changes to the curriculum on pupils' learning and progress
- ensuring a consistent approach to marking and feedback so that pupils understand what they need to do to improve their work.

Achievement and standards

Grade: 4

Although the school judged achievement and standards to be satisfactory, inspection judges these to be inadequate. Pupils enter the school in Year 7 with prior attainment that is broadly average. By Year 9, most pupils have not made enough progress and standards overall are exceptionally low. Standards in English are low, but better than those in mathematics and science, which are exceptionally low and have been so for the last five years. In English, the school exceeded its target.

The proportion of pupils gaining five or more GCSEs at grades A* - C improved significantly in 2005, exceeding the school's target and now being broadly in line with the national average. However, standards reached at the end of Year 11, as measured by the average results pupils achieve in their eight best GCSE subjects, and in mathematics and English are significantly below average. Overall, pupils are not making the progress of which they are capable and their achievement is low.

The progress pupils make between Year 9 and Year 11 is better than the progress they make between Year 7 and Year 9. In the current year, results of Year 11 module tests and of Year 10 school-based assessments indicate that standards are higher than in previous years.

Students with learning difficulties and disabilities make satisfactory progress as a result of the effective support they receive.

Personal development and well-being

Grade: 3

Overall, the personal development and well-being of pupils are satisfactory. Many enjoy being in school and show positive attitudes in lessons. Although the level of attendance has increased slightly in each of the last three years, it is still below the national average. The introduction of a new behaviour policy has led to improvements in behaviour, although it is not yet followed consistently by all staff and as a result, there is some low level disruption in some lessons, which affects the learning of others.

Pupils' spiritual, moral, social and cultural development is satisfactory. They respond well to opportunities to undertake responsibilities. The school and year councils and the work pupils do in citizenship lessons help them to gain a balanced view of society. Their work in religious education and the variety of visitors to the school enable pupils to gain an appreciation of different cultures. Racial harmony is a strength of the school. The wide range of sports-related activities ensures that pupils have a good understanding of the benefits of physical exercise and every opportunity to take part in it. The supply of appropriate foods in the cafeteria is informing their knowledge of a healthy lifestyle. The school provides a range of well organised opportunities to enable pupils to develop workplace skills and to have a good understanding of the world of work.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory. Most teachers know their subjects well and enjoy good relationships with their pupils. In the best lessons teachers identify clear learning outcomes and share these with pupils. They have high expectations of work and behaviour and plan activities that motivate and engage pupils in their own learning. Where activities are not suitable for the different needs of all pupils in the class or are too teacher directed, some pupils lose interest and become distracted. This sometimes results in poor behaviour that disrupts the learning of others. Strategies put in place to improve the quality of teaching were seen in lessons to be having a positive impact on pupils' learning. Although pupils' work is marked regularly, there are inconsistencies in the quality of written feedback given to pupils by teachers. The school's developing use of assessment data on pupils' prior attainment is enabling teachers to identify and share ways in which pupils can be helped to learn more effectively. The school has been successful in recruiting and retaining teachers and is fully staffed for September 2006.

Curriculum and other activities

Grade: 3

Although the school judged the curriculum and other activities to be good, inspection judges this to be satisfactory. The provision meets statutory requirements and provides appropriate opportunities for all learners, including those with learning difficulties and disability. The breadth of provision of vocational courses for 14 – 16 year olds has increased and pupils are now able to choose from a limited number of applied GCSEs and BTEC courses and a small number of pupils attend courses offered by the local further education college. Further vocational opportunities, including the Certificate of Personal Effectiveness, are in place for September 2006. Careers guidance and the work experience programme prepare pupils well for employment. The school's specialist status as a Sports College is an area of strength throughout the school. A good range of special events, clubs and extra-curricular activities is provided for pupils to enrich their development and enjoyment. There are suitable opportunities for organised games and sports, and pupils are encouraged to participate as part of the 'Healthy Schools' programme.

Care, guidance and support

Grade: 3

Although the school judged care, guidance and support to be good, inspection judges this to be satisfactory. Monitoring of progress and target setting for all pupils is not yet a regular and consistent procedure across the school. However, the recently introduced whole school tracking and assessment system has the potential to achieve this. The arrangements to secure the health, safety and protection of all pupils are

satisfactory with all necessary procedures in place. The school and year councils and pupil questionnaire ensure that pupils' views are taken into account. Pupils say that bullying is rare but is dealt with well if it does occur. Careers guidance enables pupils to make informed choices about subjects to study in the next stage of their education. Pupils with learning difficulties and disabilities have individual learning plans that identify clear targets to ensure satisfactory progress. Links with other schools and colleges are good and ensure a smooth transition from primary schools into Year 7 and from Year 11 to post-16 colleges.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The leadership team places appropriate emphasis on inclusion and equality of opportunity. It understands what needs to be done to improve the school and has created a common sense of purpose among staff, who are committed to encouraging pupils to adopt the school's vision and be 'Proud to achieve'.

An enlarged and strengthened leadership team, focused on achievement, contributes to the school's capacity to improve. It is ensuring a more robust and consistent approach to assuring the quality of teaching and learning and is developing the monitoring and tracking of pupils' progress in order to identify underachievement and provide support. It understands the adverse impact of poor attendance on achievement and recognises the need to develop more initiatives to improve attendance further. There are effective monitoring and evaluation procedures in place to ensure that weaknesses at middle manager level are identified and supported, and to encourage the sharing of good practice.

Recognising that recruiting and retaining good staff improves the quality of education for pupils, the school provides effective training and support for newly qualified teachers and continuing professional development for all teachers.

The school has sufficient accommodation and resources to meet its needs. It has good links with outside agencies and other schools, which help to support pupils and their learning, and enhance their personal development and their economic well-being. The effectiveness of its self-evaluation is developing both at whole school level and at departmental level, but more evaluation of the impact of changes to the curriculum on pupils' learning and progress needs to be made.

Governors provide strong support for the school. They are well aware of the strengths and weaknesses of the school and in particular the contribution the school makes to the local community.

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Inspection judgements

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|--|-----------------------|--------------|
| <i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i> | School Overall | 16-19 |
|--|-----------------------|--------------|

Overall effectiveness

| | | |
|--|-----|----|
| How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners? | 4 | NA |
| How well does the school work in partnership with others to promote learners' well-being? | 2 | NA |
| The quality and standards in foundation stage | NA | NA |
| The effectiveness of the school's self-evaluation | 4 | NA |
| The capacity to make any necessary improvements | Yes | NA |
| Effective steps have been taken to promote improvement since the last inspection | No | NA |

Achievement and standards

| | | |
|--|---|----|
| How well do learners achieve? | 4 | NA |
| The standards ¹ reached by learners | 4 | NA |
| How well learners make progress, taking account of any significant variations between groups of learners | 4 | NA |
| How well learners with learning difficulties and disabilities make progress | 3 | NA |

Personal development and well-being

| | | |
|---|---|----|
| How good is the overall personal development and well-being of the learners? | 3 | NA |
| The extent of learners' spiritual, moral, social and cultural development | 3 | NA |
| The behaviour of learners | 3 | NA |
| The attendance of learners | 3 | NA |
| How well learners enjoy their education | 3 | NA |
| The extent to which learners adopt safe practices | 3 | NA |
| The extent to which learners adopt healthy lifestyles | 3 | NA |
| The extent to which learners make a positive contribution to the community | 3 | NA |
| How well learners develop workplace and other skills that will contribute to their future economic well-being | 3 | NA |

The quality of provision

| | | |
|---|---|----|
| How effective are teaching and learning in meeting the full range of the learners' needs? | 3 | NA |
| How well do the curriculum and other activities meet the range of needs and interests of learners? | 3 | NA |
| How well are learners cared for, guided and supported? | 3 | NA |

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

| | | |
|--|-----|----|
| How effective are leadership and management in raising achievement and supporting all learners? | 3 | NA |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 3 | NA |
| How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review | 3 | NA |
| How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can | 3 | NA |
| How effectively and efficiently resources are deployed to achieve value for money | 4 | NA |
| The extent to which governors and other supervisory boards discharge their responsibilities | 2 | NA |
| The adequacy and suitability of staff to ensure that learners are protected | Yes | NA |

| | |
|---|-----|
| The extent to which schools enable learners to be healthy | |
| Learners are encouraged and enabled to eat and drink healthily | Yes |
| Learners are encouraged and enabled to take regular exercise | Yes |
| Learners are discouraged from smoking and substance abuse | Yes |
| Learners are educated about sexual health | Yes |
| The extent to which providers ensure that learners stay safe | |
| Procedures for safeguarding learners meet current government requirements | Yes |
| Risk assessment procedures and related staff training are in place | Yes |
| Action is taken to reduce anti-social behaviour, such as bullying and racism | Yes |
| Learners are taught about key risks and how to deal with them | Yes |
| The extent to which learners make a positive contribution | |
| Learners are helped to develop stable, positive relationships | Yes |
| Learners, individually and collectively, participate in making decisions that affect them | Yes |
| Learners are encouraged to initiate, participate in and manage activities in school and the wider community | Yes |
| The extent to which schools enable learners to achieve economic well-being | |
| There is provision to promote learners' basic skills | Yes |
| Learners have opportunities to develop enterprise skills and work in teams | Yes |
| Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form | Yes |
| Education for all learners aged 14–19 provides an understanding of employment and the economy | Yes |

Text from letter to pupils explaining the findings of the inspection

Thank you for contributing to the recent inspection of your school. This letter explains the findings of the inspectors.

Results improved a lot in 2005 and you should be proud of this. However, the progress you make through your five years in the school could be much better. The school is starting to identify and support you where you are underachieving, but more could be done.

Many of you enjoy being in school. Racial harmony is a strength of your school. Through the school and year councils your views are taken into account. The level of attendance at your school needs to improve so that you can achieve better results. Most of your teachers plan interesting lessons for you. However, sometimes when activities are not suitable for all of you, some of you lose interest and become distracted. Teachers have been asked to ensure that lessons interest and motivate all of you. You can help by ensuring that your behaviour in class (and around the school) is good. Although most of your work is marked regularly, teachers have been asked to ensure that the written feedback they provide helps you to understand clearly how to improve your work.

Vocational courses for those of you in Years 10 and 11 and careers guidance and the work experience programme prepare you well for employment. The school has been asked to assess how well the new vocational courses are contributing to the progress you make. Your school's specialist status as a Sports College ensures a good range of special events, clubs and extra-curricular activities are provided for you, encouraging a healthy lifestyle.

Your school understands what needs to be done to make the necessary improvements but needs your help to achieve them. Your teachers are committed to encouraging you to adopt the school's vision and be 'Proud to achieve'.

Best wishes and good luck for the future.