

# Kings Norton Junior and Infant School

Inspection report

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|--------------------------------|--------------|
| <b>Unique Reference Number</b> | 103222       |
| <b>Local Authority</b>         | Birmingham   |
| <b>Inspection number</b>       | 286594       |
| <b>Inspection dates</b>        | 1–2 May 2007 |
| <b>Reporting inspector</b>     | Martin James |

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

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| <b>Type of school</b>                     | Primary  |
| <b>School category</b>                    | Community  |
| <b>Age range of pupils</b>                | 4–11   |
| <b>Gender of pupils</b>                   | Mixed  |
| <b>Number on roll</b>                     | 416  |
| School                                    |  |
| <b>Appropriate authority</b>              | The governing body   |
| <b>Chair</b>                              | Audrey Ward  |
| <b>Headteacher</b>                        | Lin Reilly   |
| <b>Date of previous school inspection</b> | 26 November 2001   |
| <b>School address</b>                     | Pershore Road South<br>Kings Norton<br>Birmingham<br>B30 3EU |
| <b>Telephone number</b>                   | 0121 4642606   |
| <b>Fax number</b>                         | 0121 4642608   |

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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

The school is much larger than most primary schools. Most pupils are of White British heritage, although there is a small minority from other ethnic backgrounds. All are fluent in English. The proportion of pupils eligible for free school meals is just below the national average. The proportion of pupils with learning difficulties is below average, whilst the proportion of those with a statement of special educational need is slightly above average. In recognition of its work, the school has received Investors in People, Quality Mark, Sports Active Mark and Birmingham Healthy Schools accreditation.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good school where pupils achieve well. It also has some outstanding features. Pupils' personal development and well-being are outstanding. Pupils enjoy school and their behaviour and attitudes to school are exemplary. Their spiritual, moral, social and cultural development is also outstanding. Whilst the school's care, support and guidance for pupils are good overall, the level of pastoral care is outstanding, with the safety of its pupils being a priority. Parents are very positive about the school. Many commented on how much they valued the commitment and hard work of the staff.

Standards are above average, and pupils achieve well. When children start in Reception their knowledge and skills are broadly as expected overall, although a small number have weaknesses in their language skills. During their time in Reception the children achieve well, reaching and sometimes exceeding the expected goals for children at the end of Reception. Pupils continue to achieve well in Years 1 and 2, with the result that standards are usually above average. Standards at the end of Year 6 remain above average and occasionally are very high.

Good teaching is a key factor in pupils' good progress. Relationships are outstanding, teaching assistants are used well and teachers make good use of a variety of resources and strategies to make the lessons interesting. Lessons are generally thoroughly planned, with careful allowance made for the needs of pupils with learning difficulties who, as a result, achieve well. The needs of higher attaining pupils are not always met so effectively. Occasionally, these pupils tackle work that is not challenging enough for them and this limits their progress.

The outstanding curriculum contributes very well to pupils' enjoyment of school and their learning. The curriculum is interesting and varied, and in particular helps to make the pupils very aware of the need to follow a healthy lifestyle. The school routinely reviews its curriculum. The current emphasis is on the continuing development of speaking and listening and problem solving skills. Pupils report that they greatly enjoy the exceptional range of visits and musical and sporting activities that the school provides. The outstanding provision for music has resulted, for example, in high-class performances by the orchestra and choir.

The headteacher, the deputy headteacher and other senior members of staff provide good leadership and management. Self-evaluation is effective in pin-pointing where improvement is needed, and this has contributed well to the improvements seen in standards in the last two years. The need to be more consistent in providing suitable work for more able pupils is clearly recognised. The current initiative to improve the consistency of marking and target setting in mathematics, where pupils are not always provided with clear advice on improving their work, is seen as another step towards further improvement. Governors support the school well, and they are presently working to strengthen their monitoring role. Excellent use is made of external partners. For example, the use of sports coaches, language teachers and special needs advisers successfully enhances the work of the school. The improvements that have been made recently, the quality of provision currently being provided and the improvements since the previous inspection show that the school has a good capacity to improve even further.

### What the school should do to improve further

- Ensure that teachers consistently provide challenging activities for pupils, especially higher attainers.

- Ensure that marking and target setting in mathematics consistently help pupils understand how to improve their work still further.

## **Achievement and standards**

### **Grade: 2**

Standards are above average and pupils' achievement is good. Children make a good start in Reception and by the end of the year most attain the levels expected, with some children exceeding them. In Years 1 and 2, pupils continue to achieve well and attain above average standards. In the past, boys in Years 1 and 2 have not performed as well as the girls. However, current evidence shows the school has addressed this issue well and boys and girls now achieve equally well.

Present standards at the end of Year 6 are above average. In 2006, when pupils received well-directed help in tackling weaknesses identified after the 2005 national tests, they were high. The current above average standards, and the good levels of progress, represent a significant improvement from 2005, when standards were broadly average and achievement was satisfactory. The previously weaker performance of boys, especially in English, has been successfully rectified since that time. The school recognises that currently, on occasions, more could be expected of more able pupils.

The school makes good provision for pupils with learning difficulties, and this is helping them make good progress towards the targets set for them.

## **Personal development and well-being**

### **Grade: 1**

Pupils' outstanding personal development is firmly based on the school's exceptional provision for spiritual, moral, social and cultural development. Pupils' excellent attitudes towards school, their exemplary behaviour and their great enthusiasm for learning are important reasons why they achieve well. They are courteous and polite to each other and to adults. Pupils play happily together and they say that bullying is not a problem. Consequently, they feel both safe and well cared for in school. Pupils love coming to school, as shown by their excellent attendance.

Pupils use their initiative very well when carrying out responsible jobs, such as playground or library helpers. The school council ensures that pupils have a say in the school. Members of the council are proud of their involvement in improving the playground by, for example, providing friendship benches. Pupils also raise money for charities, the choir represents the school in local events and pupils sit in the Birmingham Young Peoples' Parliament. Pupils have an exceptional understanding of the need for healthy lifestyles. At school, pupils eat fruit and healthy meals and they benefit greatly from the many opportunities provided for physical activity. The school very successfully develops pupils' range of personal skills such as confidence and independence. The good progress that pupils make in basic skills prepares them well for their next stage of education, as well as later life.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teachers provide interesting lessons for pupils, using a good range of resources and strategies. Classes are well managed and relationships are outstanding. As a result, pupils are very well

behaved, keen to learn and ready to work hard. Teachers make good use of the new interactive whiteboards to motivate pupils and develop their understanding. For example, clear graphics were used effectively in a mathematics lesson on volume in Year 4. Teaching assistants are well deployed to promote learning, especially that of pupils with learning difficulties. This ensures they are able to join in all class activities and make good progress. Teachers make good use of paired discussions to help pupils clarify their ideas. This develops their understanding of the work and also helps promote their language skills.

On occasions, teachers do not provide work that is challenging enough for higher attaining pupils, so that their knowledge and skills are not fully extended during the lessons, and they do not progress as well as they might. While marking is used well in English, in providing advice on how pupils can improve the standard of their work, it is used less well in mathematics, where pupils are less sure about what they need to do to develop their work further.

## **Curriculum and other activities**

### **Grade: 1**

The outstanding curriculum enables pupils to study a very broad and exciting range of subjects and topics, including foreign languages. A strong feature is the many thoughtful and appropriate links that are made between subjects such as those involving history and geography. Music is a strong feature of the school. Many pupils perform in the choir, and a majority of pupils learn a musical instrument. The orchestra is also particularly successful and very popular with pupils. In Reception there is a very good balance between activities which require the children to make choices and more formal tasks. This is preparing them well for their move to Year 1. Particularly good use is made of the outdoor area and the 'Forest School' to develop a range of skills.

The curriculum makes an outstanding contribution to pupils' safe and healthy lifestyles, and there is a very strong emphasis throughout the school on developing pupils' personal and social skills. There is also an exceptional range of educational outings and extra-curricular activities which are very well attended.

## **Care, guidance and support**

### **Grade: 2**

The good care, guidance and support provided for pupils contribute well to both their enjoyment and their learning. Procedures for safeguarding pupils and ensuring their health and safety are outstanding. External agencies are very well used to support vulnerable pupils and those with learning difficulties. Child protection procedures are in place, and all staff are alert to signs that any pupil might be anxious or distressed. Parents are overwhelmingly appreciative of the good work of the staff, and they greatly value the caring approach of the school towards their children.

Staff ensure that pupils work in a safe, secure and clean environment. Safety checks and risk assessments are routinely carried out. Pupils are taught extensively about the importance of healthy living, and they are regularly reminded about the need to take care, for instance when doing physical education.

Pupils have targets for improving their work and in English they understand these well. Although they also have targets in mathematics, these vary in quality and content, and as a result pupils are not always sure of the next steps they must take in their learning.

## Leadership and management

### Grade: 2

The headteacher skilfully leads the school and is supported most effectively by other senior leaders. There is a strong sense of teamwork. The sharing of roles and responsibilities is well illustrated by the fact that teaching assistants share key responsibilities with their teaching colleagues. There is a shared and clear sense of purpose to make the best possible provision for pupils, to help them achieve as well as they can and to develop the school further. In particular, all staff have been outstandingly successful in creating a positive, caring and safe environment where the well-being of the pupils is paramount.

The school has good systems for finding out how well it is doing. The self-review has accurately identified strengths and areas for development. For example, actions to improve the performance of boys have been successful and the current focus on improving the consistency of marking and target-setting is well chosen. Significant improvements have been made in relation to English, but work is still in process in relation to mathematics. Senior leaders also recognise the need to make sure that higher attaining pupils are always sufficiently challenged in their work.

Faculty leaders demonstrate a clear understanding of the strengths in the subjects for which they are responsible, and they have actively initiated and supported strategies for making improvements. Their involvement with various agencies and initiatives outside the school has helped them in this direction. Governance is good, with the governors being fully involved, for example, in producing the school improvement plan and the budget, and in monitoring their implementation. They are currently developing their role in monitoring work in the classrooms. The school regularly obtains the views of both pupils and parents and these are taken into account during policy reviews.

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## Annex A

## Inspection judgements

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

### Overall effectiveness

|  |     |
|--|-----|
| <b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b> | 2   |
| How well does the school work in partnership with others to promote learners' well-being?  | 1   |
| The quality and standards in the Foundation Stage  | 2   |
| The effectiveness of the school's self-evaluation  | 2   |
| The capacity to make any necessary improvements  | 2   |
| Effective steps have been taken to promote improvement since the last inspection   | Yes |

### Achievement and standards

|  |   |
|--|---|
| <b>How well do learners achieve?</b>   | 2 |
| The standards <sup>1</sup> reached by learners   | 2 |
| How well learners make progress, taking account of any significant variations between groups of learners | 2 |
| How well learners with learning difficulties and disabilities make progress                              | 2 |

### Personal development and well-being

|   |   |
|---|---|
| <b>How good is the overall personal development and well-being of the learners?</b>                           | 1 |
| The extent of learners' spiritual, moral, social and cultural development                                     | 1 |
| The behaviour of learners   | 1 |
| The attendance of learners  | 1 |
| How well learners enjoy their education   | 1 |
| The extent to which learners adopt safe practices   | 1 |
| The extent to which learners adopt healthy lifestyles   | 1 |
| The extent to which learners make a positive contribution to the community                                    | 1 |
| How well learners develop workplace and other skills that will contribute to their future economic well-being | 2 |

### The quality of provision

|   |   |
|---|---|
| <b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>          | 2 |
| <b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b> | 1 |
| <b>How well are learners cared for, guided and supported?</b>   | 2 |

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

## Annex A

**Leadership and management**

|  |     |
|--|-----|
| <b>How effective are leadership and management in raising achievement and supporting all learners?</b>                                       | 2   |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 2   |
| How effectively performance is monitored, evaluated and improved to meet challenging targets   | 2   |
| How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can                     | 2   |
| How effectively and efficiently resources, including staff, are deployed to achieve value for money  | 2   |
| The extent to which governors and other supervisory boards discharge their responsibilities  | 2   |
| Do procedures for safeguarding learners meet current government requirements?  | Yes |
| Does this school require special measures?   | No  |
| Does this school require a notice to improve?  | No  |

## Text from letter to pupils explaining the findings of the inspection

3 May 2007

Dear Pupils

Kings Norton Junior and Infant School, Pershore Road South, Birmingham, Kings Norton, B30 3EU

Thank you for making us so welcome when we came to visit your school. We enjoyed our visit and we enjoyed talking to you. My colleague especially enjoyed talking to the school council, and I really enjoyed listening to your singing and to the orchestra. I am writing to tell you what we found out about the school, what we think is good, and what we think could be made better. Overall, you are in a good school, where you are doing well with your work. Some things are outstanding.

These things are strengths of the school

- Your headteacher, teachers and teaching assistants work hard to produce an exciting place in which you can learn.
- Your behaviour and your attitudes to your work are outstanding.
- You enjoy the exceptional range of activities that the school provides, such as visits and different clubs.
- The standards you reach in music are excellent.
- You know about how important it is to eat healthy food and take exercise.
- The staff know you well and take great care of you.
- Your parents are very pleased with the school.

These are things the school has been asked to improve

- Make sure that you all get work in lessons that is at the right level and is hard enough for you.
- Provide you with clearer targets and sharper comments in marking to make sure you understand how to improve your work in mathematics.

We wish you all good luck for the future.

Best wishes

Martin James Lead Inspector