

# Kingsbury Primary School

## Inspection report

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<b>Unique Reference Number</b>	134924
<b>Local Authority</b>	Warwickshire
<b>Inspection number</b>	294222
<b>Inspection dates</b>	8–9 May 2007
<b>Reporting inspector</b>	Gerald Griffin

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>	
School	302
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Vacant Position
<b>Headteacher</b>	Linda A Tribe
<b>Date of previous school inspection</b>	Not previously inspected
<b>School address</b>	Bromage Avenue Kingsbury Tamworth B78 2HW
<b>Telephone number</b>	01827 872275
<b>Fax number</b>	01827 872275

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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

The school opened in September 2005 following the amalgamation of the formerly separate infant and junior schools. Nearly all pupils are from White British backgrounds. The proportion of pupils with learning difficulties and disabilities is below the national figure. A children's centre and nursery are due to open later this year.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Kingsbury is a satisfactory and improving school. The school has rapidly improved because of the effective action taken by the school's good leadership and management to address the underachievement and disaffection of a significant minority of pupils. These measures have improved the quality of teaching, behaviour, the curriculum, and academic guidance. As a result, achievement is now satisfactory and improving. Pupils' attitudes towards school are positive and their personal development and well-being are good. Pupils are well behaved, polite and considerate to others. Pupils enjoy coming to school and this is demonstrated by their improved and above average attendance.

Teaching is satisfactory overall because there are inconsistencies in the level of challenge in lessons. Teachers do not always plan work to match the different needs of pupils, and learning sometimes slows. However, teaching is improving in other key aspects. Classes are well managed and relationships are good. Pupils generally find lessons interesting and as a result they enjoy their work and are keen to learn. Good use is made of class and group discussions to help pupils expand and clarify their ideas. Teaching is good in the Foundation Stage. Children make good progress and most of them reach the expected levels by the time they enter Year 1. Children enjoy a good range of activities and experiences indoors but the outdoor learning area is not secure and lacks apparatus, and this restricts children's physical development and their development of independence. Standards are broadly average in English, mathematics and science in Year 6. Standards in writing are a relative weakness because pupils do not use a wide enough range of vocabulary to add interest to their work. However, the good curriculum is making a significant contribution to pupils' improving achievement and enjoyment of school. Recently introduced topic work that requires active research and problem solving adds interest and excitement to learning, especially for the boys. Specialist teaching supports pupils' interest in music well. Many pupils are learning to play musical instruments and enjoy singing in the choir.

Pupils are well cared for at school. Parents agree and one writes, 'Children are well looked after in a friendly, respectful environment.' Pupils feel very safe in school and know they can rely on help from adults. Pupils with learning disabilities are particularly well supported by specialists who ensure they take a full part in school life. Care, guidance and support are satisfactory overall because many aspects of academic guidance are new and have only recently started to improve learning.

Parents appreciate how much the school has improved since amalgamation. One parent summarises their views, 'We have seen a huge difference in our daughter's achievement, behaviour and confidence in the last two years and this makes us very proud.' The staff share the headteacher's strong drive and clear focus on raising achievement. Rigorous checking of its performance provides the school with an accurate picture of its strengths and areas for development. Improvement plans have the correct priorities. The successful amalgamation and the recent record of rapid improvement show the school is well placed to improve further.

### What the school should do to improve further

- Improve pupils' standards in writing by giving greater emphasis to broadening of vocabulary.
- Ensure teachers' planning matches the needs of different pupils so that work is consistently challenging.

- Provide a secure outdoor learning area with apparatus so that reception children can fully develop their independence and physical skills. A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next Section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

Achievement is satisfactory. The school has successfully tackled the significant underachievement in Years 3 to 6 that was evident in the national test results in 2006. The progress of boys has quickly accelerated so that they now achieve as well as the girls. Pupils with learning difficulties and disabilities also achieve satisfactorily.

Children in the Reception classes make good progress especially in their personal development and communication. While gains in their independence and physical skills are satisfactory, better progress is hampered by the limitations of the outdoor learning provision.

Standards at the end of Year 6 are broadly average. Standards in mathematics and reading are improving. Pupils' use of vocabulary to add colour and meaning to their work is a relative weakness. This is a legacy of previous underachievement. To ensure pupils catch up, the school is providing more opportunities for them to write longer pieces of work in different contexts. This is working well in English lessons and clear gains are being made but it is not yet consistent practice across the school.

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

### **Grade: 2**

Pupils are friendly and articulate and freely express their views about their work and school life. A clear understanding of right and wrong underpins their good behaviour, although occasionally pupils become restless when they find the work too easy or too hard. They show respect for each other, adults, property and the environment. They enjoy lessons and appreciate the way achievements are valued and celebrated. Boys especially enjoy the many practical aspects that have been introduced. Pupils' spiritual, moral, social and cultural development is good. They gain a good understanding of living in a multicultural society especially during days celebrating diversity. Pupils' decision making skills are well developed through the school council. They talk proudly of their part in helping others to play safely by improving the playground equipment. Older pupils relish the responsibility of being good role models for the younger ones. Pupils learn the importance of contributing to the wider community too, through charity collections and participating in 'Young Voices' at the National Indoor Arena. Pupils have a good understanding of maintaining a healthy lifestyle but are not always committed to putting their knowledge into action! Average standards in the basic skills and opportunities such as handling money as part of charity collections provide sound preparation for the next stage of education and future employment.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

There are many signs that teaching is improving. For example, teachers assess learning against lesson targets and use the results to plan the next lesson. Resources that appeal to both boys

and girls are used effectively to stimulate interest and engage all pupils. Teaching assistants are well deployed to help pupils catch up when their progress slows and to support pupils with learning difficulties and disabilities. While there is much good teaching, it is satisfactory overall due to inconsistencies in planning, which means pupils are sometimes given work that is too easy or too hard. As a result the pace of learning slows. Occasionally teachers do not plan enough work and pupils' efforts diminish towards the end of the lesson.

Children make good progress in the Reception classes because teachers are very knowledgeable about the needs of young children. Teachers plan lively activities that quickly develop children's language and investigative skills.

## **Curriculum and other activities**

### **Grade: 2**

The school has improved the curriculum by making learning more relevant and interesting. Meaningful links between subjects are starting to stimulate interest and enjoyment for pupils of all abilities. For example, pupils talked excitedly about their arguments over a local tram link to Birmingham during a topic linking geography and persuasive writing in English. New reading books are helping pupils, especially boys, to see how vocabulary is used to express ideas. Provision for the creative elements of the curriculum, particularly in music and art, and for information and communication technology (ICT) is now good. The programme to support pupils' personal development is effective. Revision and booster classes accelerate the progress of pupils who slip behind with their work. Pupils benefit from a good range of enrichment and extra-curricular opportunities, which they support well. Regular trips to places of interest, such as museums, extend classroom teaching. Children in the Foundation Stage experience a good balance of adult-led activities and those they choose themselves, although their physical development and independent skills are currently hampered by the limited outdoor environment.

## **Care, guidance and support**

### **Grade: 3**

Staff provide a very caring environment for pupils. Pupils feel very safe in school and say that the rare incidences of bullying are effectively resolved. They know whom to turn to if they have a problem and say their worries will be quickly and sympathetically resolved. Pupils with learning difficulties receive satisfactory support that enables them to participate in lessons and make sound progress. The school makes good use of its links with outside agencies to support pupils' learning. For example, the school's strong links with experts in behaviour management have greatly strengthened this aspect of the school's work. Child protection and health and safety matters are secure.

The school now sets challenging targets for pupils. The procedures to check progress are established and are beginning to be used effectively to identify pupils whose progress slows. The measures used to remedy underachievement, such as booster classes, are proving successful. Marking is generally thorough and supportive but does not consistently show pupils how they can improve their work and meet their targets.

## Leadership and management

### Grade: 2

The headteacher provides strong leadership and a clear direction for school improvement. She is well supported by her senior staff. They have successfully created a good team spirit and high morale amongst staff after a period of difficult change following amalgamation. There is a clear commitment to raising achievement and this has driven the rigorous procedures for checking and improving school performance by the leadership team. Staff are well used in order to keep teaching groups small so that pupils get more individual teaching. Effective development planning has led to rapid and significant improvements in pupils' attitudes and behaviour, the quality of teaching, curriculum provision and guidance. The school recognises that there is still much to do, particularly in the improvement of teaching.

Governance is satisfactory. Governors actively and enthusiastically support the school and their growing understanding of data makes them well placed to better challenge the school and hold it to account for its performance.

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## Annex A

## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>
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### 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>	3
How well does the school work in partnership with others to promote learners' well-being?	2
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	NA

### Achievement and standards

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	3

<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	3
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	3
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

Dear Pupils

Kingsbury Primary School, Tamworth, Staffordshire, B78 2HW

We enjoyed our visit to your school. You were very polite and friendly and you made us feel most welcome. We enjoyed the discussions we had with you about the work and activities you do at school. You are clearly very proud of the school's happy atmosphere. We decided Kingsbury is a satisfactory school. We also think it is improving. Here are some of our findings.

- You make satisfactory progress in your lessons.
- Standards are average in English, mathematics and science.
- Children in the Reception classes make good progress.
- You enjoy school, feel safe and accept responsibility well.
- Your behaviour is good.
- You have good relationships with your teachers and you work hard for them.
- The curriculum helps you understand why it is important to be healthy and develops your interest in music.
- You are looked after very well by the school.
- The headteacher is leading the school well and the staff are working hard to make sure the school gets better.

We have asked the school to do a few things to help it improve further. They are:

- make your writing better by improving your vocabulary
- make sure teachers plan work that makes you think hard and helps everyone achieve well
- improve the outdoor learning area for children in the Reception classes.

We wish you all success in the future.

Yours sincerely

Gerald Griffin Lead inspector