

Tribal Group
1-4 Portland Square
Bristol
BS2 8RR
T 0845 123 6001
F 0845 123 6002

Ofsted helpline
08456 404045
edhelpline@ofsted.gov.uk



Ms S Coulton
The Headteacher
Kingsbury School and Sports College
Kingsbury Road
Erdington
Birmingham
West Midlands
B24 8RE

10 January 2007

Dear Ms Coulton

OFSTED MONITORING OF SCHOOLS WITH NOTICE TO IMPROVE

Thank you for the help which you and your staff gave when Anne Pitt HMI and I inspected your school on Tuesday 12 December 2006, for the time you gave to our phone discussions, and for the information which you provided before and during my visit. Please pass on my thanks to the pupils we spoke to as well as Bev Roberts, Lindsay Jackson and Linda Peck who found time in their busy schedules to talk to us.

As a result of the inspection in June 2006, the school was asked to raise standards and achievement at Key Stage 4 and especially at Key Stage 3, by focusing on underachievement, attendance, teaching and learning, sharing good practice, behaviour, marking of work and feedback to pupils, and monitoring the impact of changes made to the curriculum.

Having considered all the evidence, I am of the opinion that at this time the school is making satisfactory progress in addressing each of the issues for improvement, including behaviour. I am not recommending a return visit before the section 5 inspection next year.

A satisfactory start has been made in collecting achievement data to track the progress that pupils make. The deputy headteacher has risen to the challenge by analysing the data and formulating questions that will enable the school to predict more accurately individual and whole school targets. This data already suggests that test results will improve at both Key Stage 3 and Key Stage 4 in 2007. Pupils are now aware of their levels of achievement and their predicted National Curriculum levels or GCSE grades. The school's analysis of Key Stage 4 data has revealed the specific groups in need of targeted intervention support. The school has identified that the termly recording of data from subject leaders needs to be more frequent and consistent to enable early

intervention to take place. The specialist sports college status is beginning to have an impact across the curriculum, with planned units of work that link the results of individual pupils' physical agility tests to data handling in mathematics.

An assistant headteacher has been given the responsibility and accountability for attendance. Under her guidance a lot of activity has taken place which has successfully improved the attendance of identified groups. An effective rewards system is now in place, for example the 'Spotlight' programme, targeted at pupils with less than 75% attendance, and postcards home to parents as rewards for those with consistently 98% attendance. These postcards home, both for attendance and achievement, are appreciated by pupils and parents. Problems with the infrastructure of the in-class electronic registration are still to be resolved.

Teaching and learning are improving and are now monitored more frequently by senior staff, although they have not yet fully analysed the outcomes of this monitoring to establish a starting point from which to check progress robustly. Some useful monitoring has occurred in Year 9 with pupil pursuit activities. There has been some high quality sharing of good practice in mathematics and science organised by the local authority (LA). Lessons observed by HMI demonstrated that teaching was at least satisfactory. Behaviour management and lesson structures were secure. However, learning objectives were not always sufficiently measurable because the final part of the lesson, used to assess learning gains, was too short.

Behaviour in lessons and around school has improved due to the new focus this term on rewarding positive behaviour. The 'Climate for Learning' programme, with zero tolerance of pupils disturbing others' learning, works well. Pupils and teachers all acknowledge that this has improved the school since September.

The school is more closely monitoring the impact of curriculum change. The Year 7 'Learning to Learn' programme, focused on active learning strategies, is having a positive impact on behaviour and attitudes. The headteacher also reports that Key Stage 4 pupils on external courses are enjoying their programmes and making good progress.

Evidence from looking at books and talking to pupils confirms that effective progress has been made with the marking of work and feedback to pupils on what they need to do next. Pupils appreciate the detailed comments in books and oral feedback that they regularly receive. Teachers work hard to set targets and areas for improvement, although there remain inconsistencies between subjects.

The support provided by the LA is satisfactory. Subject support in mathematics and science has been very well received. The first review of the

school's progress by the LA had to be postponed due the HMI visit. This review will take place next term and will have high priority.

Yours sincerely

Clive Kempton
Her Majesty's Inspector