

# Kingswood School

Independent School

DCSF Registration Number	334/6009
Unique Reference Number	104128
Inspection number	322245
Inspection dates	1 May 2008
Reporting inspector	Jane Melbourne HMI
Childcare inspector	Tracey Boland SCI

This inspection of the school was carried out under section 162A of the Education Act 2002 (as amended by schedule 8 of the Education Act 2005).

Inspection of funded nursery education was carried out under Schedule 26 of the School Standards and framework Act 1998.

---



## Purpose and scope of the inspection

This inspection was carried out by Ofsted under section 162A of the Education Act 2002, as amended by schedule 8 of the Education Act 2005, in order to advise the Secretary of State for Children, Schools and Families about the school's suitability for continued registration as an independent school.

This was a light touch inspection (LTI) which focussed principally on the quality of education provided by the school; its provision for the pupils' spiritual, moral, social and cultural development; the arrangements for safeguarding pupils and the improvements the school has made since its last inspection.

## Information about the school

Kingswood is an independent day school in the Shirley district of Solihull in the West Midlands. The school's building is a former infant school with its own playground. It uses the neighbouring Institute for car parking and for physical education sessions and the playing field next door for games lessons. It opened on the present site in 1986 and was taken over by the Centre for Advanced Studies, City of London College in 2004, with the former Head teacher and owner becoming the new advisory principal. The current Head teacher assumed his role in September 2006. The school is registered to provide education for up to 100 pupils aged two-and-a-half to fourteen years. It mainly delivers Foundation Stage and Key Stages 1 and 2 curriculae, but accepts Key Stage 3 pupils by arrangement. There are currently 78 pupils on roll, including 16 pupils who are in receipt of Nursery Education funding. Pupils attend from a wide catchment area.

School hours are from 08:45 to 15:45. All children are able to have an early start from 08:00 and after-school care is available until 17:00. Nursery children may opt for a morning or afternoon session but are also able to stay for lunch. The Kindergarten day extends from 08:50 until 15:20. The school currently supports 17 pupils with learning difficulties and disabilities, although none currently has a statement of special educational need. The school is also able to accept pupils who speak English as an additional language. It offers specialist teaching for both groups, including individual and small group teaching for dyslexics.

## Evaluation of the school

Kingswood is a well established school providing an outstanding quality of education for all its pupils, including children in the Foundation Stage. A very committed staff team ensure that the school is a happy place to be, with strong support for pupils' spiritual, moral, social and cultural development. Pupils of all abilities make good progress and achieve well. They grow in confidence through a well balanced curriculum which develops them emotionally, physically and intellectually. Pupils are well prepared for moving on to the next phase of their education. The school has an

excellent success record of pupils passing the entrance examinations for the schools of their choice. Parents are overwhelmingly positive about the school, and so are the pupils. The school meets all of the independent school regulations.

## Quality of education

The overall quality of education is outstanding. This is because of the attention the school places on meeting every pupil's individual needs, ensuring they all reach their potential. Recognition is given for all of their achievements, whether this be academic or personal progress; sporting, musical or creative progress. Each child is seen as being unique and is allowed to flourish. The curriculum is good in all respects with improvements having been made more recently in information and communication technology (ICT) and physical education. The school is continually striving to improve its curriculum; successfully beginning to develop a creative curriculum covering several subject areas. It rightly places strong emphasis on literacy and numeracy, but is not complacent about helping pupils to achieve well in science. The success of the curriculum rests upon how it is tailored to the needs of the pupils in each class. However, the school recognises it has more to do in coordinating subjects across each key stage and developing new ideas in each subject area. The curriculum for the younger children is broad. It is based effectively on all six areas of learning as outlined in the Curriculum Guidance for the Foundation Stage. It is adapted well according to children's interests and needs. Pupils make good progress towards the early learning goals, which they meet or usually exceed, by the end of Kindergarten which marks the end of the Reception Year.

The programme of study in Years 1 to 6 follows the National Curriculum. It gives strong emphasis to core skills and is enhanced by a wide range of additional subjects. Kingswood has strong community links and has recently forged a link with a local special school. There are visits outside school, including an annual residential for pupils in Key Stage 2 and some extra-curricular options at lunchtime or after school. Pupils clearly benefit from the breadth provided and are proud of their achievements. The school is adequately resourced and makes good use of ICT and the school library. Wherever possible, pupils learn in enjoyable and practical ways. They enjoy the approach to the teaching of foundation subjects where staff are beginning to successfully interweave history, geography, religious education and design and technology through interesting topics. Pupils express their enthusiasm for these lessons. Pupils are taught to swim and many take up playing a musical instrument. The school regularly puts on performances with singing, music, speech and drama. Facilities for sports are developing and are popular with the pupils. A new system of regular assessment and thorough work scrutiny, which is accurately monitored, significantly contributes to the effective and detailed planning of the curriculum. This was viewed as a priority for attention and the recent focus on this across the school is beginning to significantly impact on the provision. Class teachers know children very well and, because of small class sizes, they are able to offer very good quality individual support where necessary. This has a particularly significant impact on children's progress in core skills.

The quality of teaching and assessment is never less than good, but more usually it is outstanding. Overall, lessons are well paced with a good range of activities that engage the pupils' interest well. Staff are knowledgeable in what they are teaching and are enthusiastic in their delivery. They have high expectations for both behaviour and standards of work. This is made clear to pupils through the sharing of learning objectives and providing individual targets for each pupil to work towards. The most successful lessons are those where all the pupils get down to active learning quickly. The breadth of abilities within the class is always effectively provided for. Staff skilfully check pupils' progress and utilise the support staff effectively when additional help is required. This enables staff to more fully understand where there is a necessity to repeat or consolidate learning. Work in books is thoroughly marked and gives pointers for development, which pupils find helpful. The needs of the more able pupils are well planned for; consequently the school is raising the level of challenge for these pupils. Pupils who are struggling are identified early and are given appropriate specialised teaching to help them overcome their difficulties. This means that they make good progress in all areas of the curriculum. All pupils have positive attitudes to learning and participate fully in lessons. There are opportunities to learn independently, in pairs or in groups.

## Spiritual, moral, social and cultural development of the pupils

Provision for pupils' spiritual, moral, social and cultural development is outstanding. Pupils are given time to discuss their feelings and opinions. From an early age, they express excitement and enthusiasm as they develop a knowledge and understanding of the world about them. Pupils are taught to respect each other and the adults in school. All children are learning how to work alongside others in harmony and to develop tolerance and understanding. The school is welcoming to families from all faiths and cultures and actively seeks to promote inclusion in every aspect of school life. Through links with a local special school, pupils are beginning to understand more about children with differing abilities. Pupils thoroughly enjoy this experience.

Pupils enthuse about their contribution to the school community. Older pupils recognise their responsibility as role models to the younger pupils and are encouraged to help and support them. The newly established School Council is already ensuring that pupils have a voice and the members take their duties seriously, recognising that they can influence change. Pupils have time to reflect within their lessons and also in their school assemblies. Expectations, including those for pupils' behaviour, are made clear and pupils understand these. They respect the orderly school environment and its resources. Behaviour is well managed throughout the school including in the Nursery. Therefore behaviour is usually good overall. Pupils nearly always display kindness and consideration to each other. They are aware of keeping themselves and others safe as they move about the school sensibly. The school continually strives to improve the quality of the meals provided and ensure that they are healthy. Younger pupils are provided with, and older pupils are encouraged to bring in, healthy snacks. They understand the importance of

looking after their bodies and the contribution that physical exercise makes to this. The pupils have many opportunities to be physically active in a wide range of ways.

## Safeguarding pupils' welfare, health and safety

The provision for the welfare, health and safety of pupils is outstanding and has further improved since the last inspection. The school now meets all the regulations in this respect. Staff supervise pupils well. From an early age, pupils are taught to be aware of potential hazards and how to be safe when working and playing together. Suitable routines are in place to promote hygienic practice. Pupils' well-being is underpinned by a very comprehensive range of policies which all staff are familiar with. Staff assess risks around the school building and prior to outings to avoid any potential hazards.

Safeguarding procedures are robust. The school has appropriate recruitment procedures in place to ensure that all staff and volunteers have undergone the necessary checks before commencing work at the school. A central staff register has been implemented and training in safeguarding pupils has been undertaken by the Headteacher in line with the latest statutory requirements. All staff and proprietors have had the required enhanced checks with the Criminal Records Bureau.

The school takes steps to ensure that pupils' medical and dietary needs are met. The school is fully inclusive and meets the requirements of the Disability Discrimination Act. It plans exceptionally well for pupils with a variety of needs. The specialist teaching and support for dyslexic pupils is outstanding and enables them to progress well.

## Compliance with regulatory requirements

The school meets all of the Education (Independent School Standards) (England) Regulations 2003 as amended January 2005.

## What the school could do to improve further

While not required by the regulations, the school might wish to consider the following points for development:

- continue to develop the roles of existing staff to ensure that subject areas are well coordinated across the key stages and further driven forward
- continue to provide opportunities for staff to learn from the best practice in and out of the school to continually work towards increasing standards further.

## Inspection of funded nursery education

The quality of teaching and learning for children receiving funded education is outstanding. Children enjoy an extensive variety of play opportunities and learning experiences to encourage progress in all areas of learning. They benefit from the cohesive working of staff and parents, who discuss their child's development using this as a starting point to plan and assess them individually. Staff evaluate activities to accurately monitor their success, ensuring developmental needs are met. Staff engage with parents through targets to ensure links with home are formed and nurtured. Children progress extremely well through staffs' optimum use of questioning and spontaneous learning opportunities.

Children benefit from the excellent support they receive from staff when completing activities. Strong friendships have been formed and children work harmoniously together. They communicate excellently and listen carefully to their peers enabling everyone to have an active role in discussions. Children are captivated at story time and access an excellent selection of books for enjoyment, fact and fictional books are available. The book corner encourages children's natural curiosity to books and staffs skilful questioning encourages them to think. Children confidently recognise and write numerals. They sequence and compare numbers, size and shapes and use mathematical language through their activities.

The children's spiritual, moral, social and emotional development is fostered. Children's sense of belonging is effectively encouraged within the welcoming and stimulating environment. They are self-assured and secure in daily routines and their impeccable behaviour is promoted through positive reinforcement and the calm manner of staff.

Leadership and management of Nursery Education is outstanding. The head teacher values his staff team immensely vocalising his praise enthusiastically for their skills and abilities. He ensures they are all actively involved in the operation of the nursery and kindergarten and in planning an excellent curriculum for all children. Staff work collectively to reflect the ethos of the school and plan an interesting curriculum to challenge and encourage children's development. Parents' active involvement in their child's development continues in the home as the setting informs them of forthcoming topics and outlines activities to encourage their child further.

The quality and standards of the nursery education are outstanding.





## School details

Name of school	Kingswood School		
DCSF number	334/6009		
Unique reference number	104128		
Unique reference number (funded nursery education)	EY244469		
Type of school	Preparatory		
Status	Independent		
Date school opened	September 1986		
Age range of pupils	2-16		
Gender of pupils	Mixed		
Number on roll (full-time pupils)	Boys: 49	Girls: 22	Total: 71
Number on roll (part-time pupils)	Boys: 4	Girls: 4	Total: 8
Number of pupils with a statement of special educational need	Boys: 0	Girls: 0	Total: 0
Number of children receiving funded nursery education	Boys: 12	Girls: 4	Total: 16
Annual fees (day pupils)	Up to £ 5685		
Address of school	St James Place Shirley Solihull West Midlands B90 2BA		
Telephone number	01217447883		
Fax number	01217441282		
Email address	headmaster_kingswood@hotmail.co.uk		
Headteacher	Mr Neil Shaw		
Proprietor	Dr S Yousuf		
Reporting inspector	Jane Melbourne HMI		
Date of inspection	1 May 2008		