

Kings Heath Primary School

Inspection report - amended

Unique Reference Number	134098
Local Authority	Birmingham
Inspection number	328828
Inspection dates	5–6 May 2009
Reporting inspector	Joyce Cox

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	724
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Guy Daly
Headteacher	Shirley Hanson
Date of previous school inspection	17 May 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Valentine Road Kings Heath Birmingham B14 7AJ
Telephone number	01214 649202
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Age group	3–11
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Amended Report Addendum

Report amended due to factual inaccuracy

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Introduction

The inspection was carried out by four additional inspectors.

Description of the school

Kings Heath is a very large primary school which opened in January 2004 as a result of amalgamation. Over half of the pupils come from minority ethnic backgrounds and a third of the pupils speak English as an additional language. An average proportion of the pupils have learning difficulties and/or disabilities and an above average number of pupils have a statement of special educational needs. This is because Kings Heath is an 'Access School' and makes provision for pupils with a range of complex behavioural, medical and physical needs. Sixteen pupils are in wheelchairs. The school holds a Leading Aspect Award for Inclusion and is part of an Inclusion Network with a local special school.

In the Early Years Foundation Stage the school provides part-time education for three-year-olds in its large Nursery. A number of these children transfer to more local schools at the start of their Reception Year. The rest of the children join the school's three Reception classes. The Early Years Foundation Stage staff organise a weekly stay and play session for mothers with babies and toddlers.

The school has an after-school and breakfast club for pupils aged three to eleven. These clubs are not managed by the governing body and are inspected separately.

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. Senior leaders, staff, governors and pupils actively celebrate their very diverse school population. They are justifiably proud of the school's outstanding inclusion and tolerant ethos, which is reflected in pupils' good standards of behaviour and excellent relationships. Pupils and the vast majority of parents hold the school in the highest regard. Many parents praised 'this inspirational school, the dedicated teachers, excellent leadership and polite, happy and friendly pupils'.

The school's considerable success and pupils' good achievement are due to a number of influential factors. The quality of pastoral care is excellent and the school is well led and managed, with the headteacher and deputy headteacher providing a very strong steer to school improvement. Children are given a good and very happy start in the Early Years Foundation Stage. They start at the school with attainment and skills that are slightly above age-related expectations and leave at the end of Year 6 with consistently well above average standards, especially in science where over half of the pupils attain the highest Level 5. Standards in writing are above average and pupils make good progress, but senior leaders are not complacent, and are currently implementing strategies to ensure boys and Pakistani pupils achieve as well as their peers in writing.

Teaching and learning are good and pupils value their teachers highly because of considerable mutual trust and respect. A wealth of good learning opportunities, including art, music and sport, are on offer both within and outside the school day. This means that school is fun and it is no surprise that attendance is above average and pupils say they cannot wait for the school day to begin. The support for pupils and the academic guidance they receive are good. However, teachers' use of the excellent assessment data, the quality of marking and pupils' knowledge of their own learning targets are not as strong in writing as they are in other areas of the curriculum.

A significant strength of the school is the good personal development of the pupils. They have an infectious enthusiasm for learning and make a strong contribution to the life of the school and the wider community. They are well aware of the importance of keeping healthy and safe and they show great initiative and enterprise in the many fund-raising activities they organise. They aspire and strive to be house captains, zone leaders and school councillors. Their activities not only show their great concern and respect for others but also enable them to become well-rounded citizens and to develop good qualities and skills that equip them well for their future lives. The good curriculum supports pupils' good personal development well but does not include enough opportunities for pupils to work creatively and independently or to find things out for themselves through investigations, research and practical work.

All staff work well together and they share a strong desire to provide the best that they can for all the pupils. The headteacher and deputy headteacher provide excellent leadership and, together with the leadership team and governors, are highly effective in monitoring teaching and the school's performance in accurately identifying strengths and areas for development and in robustly tackling and improving any weaknesses. The school's track record of improvement is good as is its capacity to move onwards and upwards. This successful school is not content to rest on its laurels but sets itself increasingly challenging targets to do even better.

Effectiveness of the Early Years Foundation Stage

Grade: 2

From slightly above average attainment on entry to the Nursery, children make good progress in the Early Years Foundation Stage and they attain above average standards in all the areas of learning by the start of Year 1. Children achieve exceptionally well in their personal, emotional and social development. They quickly learn to become independent and confident learners. This is because the care and attention given to children's welfare are good. A strong emphasis on the development of basic skills, such as phonics, and chances to practise writing in all the areas of learning help children's early reading and writing skills develop well.

Teaching is good and is often outstanding. Nursery and Reception staff work as an effective team, who are all totally committed to providing high quality early years education. Attractive and inviting role-play areas, such as a doctor's surgery and a baker's shop, coupled with enthusiastic adults acting as play partners, enhance children's language skills effectively. Curriculum planning includes all the areas of learning and there is a good balance of activities that are led by the staff and those that children choose for themselves. Outdoor learning is developing well but there are limited chances for children to explore and investigate their own ideas.

Excellent leadership and management of Early Years Foundation Stage provision are characterised by a shared sense of purpose, highly effective teamwork, high quality policies and a constant drive to improve all aspects of the provision.

What the school should do to improve further

- Raise boys and Pakistani pupils' achievement in writing by making more effective use of assessment information to plan learning, improving marking and by the increased use of precise learning targets to help pupils understand how to improve.
- Enhance the quality of the curriculum and pupils' learning and creativity by giving pupils more opportunities to work independently on practical activities such as research work and investigations.

Achievement and standards

Grade: 2

Children's attainment on entry to the Nursery fluctuates but is generally slightly above the expected age-related levels in most areas of learning. However, an increasing proportion of children joining Reception have had no Nursery experience and some children have very limited spoken English. Children make good progress in the Nursery and Reception classes and attain above average standards in all areas of learning on entry to Year 1. Test results and assessments indicate that all pupils make good progress in Key Stage 1 and Key Stage 2. By the end of Year 6 standards are well above average in science and reading and above average in mathematics and writing. The percentage of pupils attaining Level 5 by the time they leave has risen in all subjects and significantly so in science and mathematics over the last three years. Senior leaders are not complacent and correctly identify through their excellent tracking data that boys and Pakistani pupils do not do quite as well as others in improving their writing skills. Outstanding inclusion provision means that pupils with learning difficulties and/or disabilities, including those with complex physical needs, achieve well because they receive very carefully planned assistance with mobility and learning. Pupils who speak English as an additional language

achieve well because they are given effective support by all staff and this means that they quickly acquire spoken English.

Personal development and well-being

Grade: 2

Pupils' behaviour is good and they are terrific ambassadors for the school. Their love of school and their teachers, their enthusiasm and perseverance to do well are all tangible and reflected in their good attendance and strong work ethic. Their good social and personal skills could be developed even further through enhanced opportunities to be more independent and creative in their learning. Pupils are very reflective, show exceptional and genuine concern and care for others with physical and learning difficulties and demonstrate high levels of maturity. They say they feel very safe in school and demonstrate a good knowledge and respect for fellow pupils and people, cultures and beliefs beyond their own. They say they love the exciting mix of pupils in their multicultural school community. Consequently, racist incidents are very rare. Pupils' awareness of keeping healthy is good and much improved since the last inspection. They speak enthusiastically about their well-used outdoor multi-use games area and a pupil with complex physical difficulties said he loved Tuesdays as, 'we get to have a good work out in physical education'.

Pupils diligently carry out a plethora of tasks and responsibilities around the school; they enjoy being school councillors, house captains and playground managers and they love the fact that they are consulted about all aspects of school life. For instance, they recently submitted a petition to senior leaders to successfully change the rewards system. Groups of pupils contribute to the headteacher's report and some have made presentations to the governing body about their achievements. Pupils confidently decide which charities to support and competently advertise and organise charity stalls and summer-fair events. They leave school with good academic skills and personal qualities in preparation for their future lives.

Quality of provision

Teaching and learning

Grade: 2

Very warm relationships in all classes encourage and develop pupils' confidence and enjoyment of learning. Teachers and teaching and integration assistants work together well to plan successful lessons in which pupils know what they will be learning and how they will succeed. Pupils with learning difficulties and/or disabilities enjoy their learning. Integration assistants provide sensitive support to these pupils at precisely the correct moment to aid their knowledge and understanding and to ensure their total integration and good achievement in all lessons. In the best lessons, members of staff make sure that activities are varied, practical and engaging so that all pupils are engrossed, and highly effective team work between all staff keeps an excellent focus on maximising pupils' learning. On the few occasions where lessons are less successful pupils sometimes have to sit passively listening for too long and opportunities for active and independent learning are limited. The school's excellent tracking systems enable senior leaders to monitor progress throughout the school year and quickly tackle any underachievement. The way teachers use this valuable assessment data varies in quality and is not effective enough in helping to plan writing activities.

Curriculum and other activities

Grade: 2

The curriculum effectively supports pupils' good academic and personal development. Nevertheless there is scope for curriculum planning and organisation to provide increased chances for pupils' learning to be more practical, creative and active. Senior and subject leaders constantly review curriculum planning and have recently implemented strategies, such as introducing a higher focus on guided writing, to raise standards further for boys and Pakistani pupils. Placing pupils in ability groups for literacy and numeracy has accelerated progress and raised standards for more able pupils. Pupils appreciate the much-improved information and communication technology (ICT) resources, which have had a good impact on their learning and achievement in all curriculum areas. A weekly computer club is extremely well attended and the wide variety of extra-curricular activities provides good opportunities for pupils to develop their various talents. These include cooking, media, recorders, choir, wrestling and gardening. Effective links with local secondary and special schools enhance the school's sport, ICT, French and humanities provision.

Care, guidance and support

Grade: 2

Outstanding pastoral care and excellent inclusion practice mean that all groups of pupils are exceptionally well cared for. The headteacher and leadership team recognise and celebrate the individuality of all pupils, and staff know pupils' academic, language, medical and social needs exceptionally well. High staffing levels for pupils in wheelchairs and those with other access needs ensure that pupils are supported extremely well at all times. Individual care and medical plans are drawn up and routinely monitored by the school's inclusion manager. A number of the pupils with complex physical needs have high levels of dependency and require support at all times. This is managed exceptionally well and with great respect for each pupil's dignity. At the time of the inspection, safeguarding arrangements fully met requirements. Effective links with outside agencies ensure pupils receive support when it is needed. Academic guidance is good. Older pupils have a very good understanding of their learning targets and know exactly how to improve their work. However, in some instances pupils' knowledge and understanding of their writing targets vary between different classes, as does the quality of teachers' marking.

Leadership and management

Grade: 2

The outstanding leadership of the headteacher and the deputy headteacher is evident in their very accurate self-evaluation of all aspects of the school's work. This rigorous and accurate evaluation leads to carefully considered and highly effective action. Together with talented senior leaders, they form an impressive team where their distinct areas of expertise combine seamlessly to make this very large school successful. There is a tremendous team spirit in school and all staff are committed to providing the best for all pupils.

The school makes a good contribution to community cohesion especially in terms of its school and local communities. Pupils have a good understanding of the wider global community through good links with an orphanage in Talia Makia and pupils exchange regular letters to pen pals in a Mexican school. Celebrations and internal theme days also extend pupils' global

awareness. The relatively weaker area is pupils' knowledge and understanding of being part of the United Kingdom community.

Subject leadership is good and middle managers play an increasing role in monitoring and evaluating their subjects. Governors are great supporters of the school and play a good role in questioning, challenging and monitoring the school's performance. Areas of their work are outstanding, for instance they have been very proactive in liaising with the local authority about increased funding for the access needs provision. Virtually all parents are extremely happy with the school. One, summing up the views of many, writes, 'This excellent school values the individual and draws out their potential.'

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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	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	1

Achievement and standards

How well do learners achieve?	2
The standards ¹ 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/or disabilities make progress	2

¹Grade 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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	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	2

The quality of provision

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	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

Annex B**Text from letter to pupils explaining the findings of the inspection**

7 May 2009

Dear Pupils

Inspection of Kings Heath Primary School, Birmingham, B14 7AJ

You will probably remember that we visited your school not too long ago and I am writing to let you know what we found out. Before I do, I would like to thank you for the warm welcome you gave us. You are all very polite and friendly and are great ambassadors for your school. We particularly enjoyed talking with many of you and discovering how much you like your school, other pupils and all the staff. One of you commented, 'We have confidence to try hard because all the staff believe in us.'

We agree with your headteacher and parents that you go to a good school which has some outstanding features. Teaching is good and you rightly say that staff make learning enjoyable so that you reach above average standards in your work. You have a good understanding of how to keep fit and healthy and it was brilliant to see so many of you enjoying the sports activities at lunchtime. You are really well cared for at school and you receive good support in your learning and in your personal development. Another strength is the impressive way in which the headteacher and the deputy headteacher and governing body lead the school and make sure it is a welcoming, happy and successful community. You, yourselves, are another huge strength with your good behaviour, your hard work your contribution to school life, and in the mature way in which you respect and care for each other.

The headteacher and all the staff have many excellent ideas to make the school even better. We agree with their plans and also feel it would be helpful if teachers made sure you all do as well as you can in writing. It would also be good if staff could plan your learning so that you are always involved, active and creative. You told us that you feel you learn best when you carry out experiments or use computers for research. The headteacher and all the staff want the school to continue to improve. Having met you I am sure you will play your part as well by continuing to work hard and by keeping up your good standards of behaviour.

On behalf of the other inspectors, I wish you every success in the future.

Yours sincerely

Joyce Cox

Lead inspector