

# Kings Heath Boys Mathematics and Computing College

Inspection report

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<b>Unique Reference Number</b>	103486
<b>Local Authority</b>	Birmingham
<b>Inspection number</b>	336091
<b>Inspection dates</b>	23–24 September 2009
<b>Reporting inspector</b>	Mark Sims HMI

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>	Comprehensive
<b>School category</b>	Community
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Boys
<b>Number of pupils on the school roll</b>	599
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Colin Graham
<b>Headteacher</b>	Ms Bernadette Przybek
<b>Date of previous school inspection</b>	7 June 2007
<b>School address</b>	Hollybank Road Birmingham West Midlands
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and three additional inspectors. The inspectors visited 25 lessons and held meetings with the chair of governors, staff, pupils and spoke to a representative from the local authority. They observed the school's work, looked at the school's assessment information and data on exclusions and attendance. The school's development plan was examined, as was the work in pupils' books, 64 parental questionnaires and staff and pupil surveys.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- achievement in English and science
- provision and support for higher attaining pupils
- consistency in the quality of teaching and learning
- impact of leadership and management at all levels including middle leaders
- pupil uptake of foundation subjects at Key Stage 4.

## Information about the school

Kings Heath Boys is smaller than the average-sized secondary school. It is situated in the south of Birmingham. The proportion of pupils from minority ethnic groups is very high as is the percentage of pupils for whom English is an additional language (EAL). The percentage of pupils known to be eligible for free school meals is well above the national average. The proportion of pupils with special educational needs and/or disabilities is higher than the national average but the percentage with a statement of special educational needs is low. The school has been a specialist mathematics and computing college since 2004. The new headteacher has been in post since the start of September 2009.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**2**

### Main findings

The school is rapidly improving and has a good capacity to improve further. The new headteacher is continuing with the committed senior leadership team to focus on raising standards and the school has been successful in improving the proportion of students gaining five good grades at GCSE including English and mathematics. Through close and effective monitoring of teaching and learning, teaching has improved and is now good. This, enhanced by a good curriculum and effective care guidance and support, particularly through tracking of pupils, has ensured that pupils make good progress. The school's promotion of community cohesion is outstanding. The overall effectiveness of the school is satisfactory because pupils' behaviour is reported as satisfactory.

Pupils join the school having reached a level of attainment that is below the expected level for their age. They make good progress in Key Stages 3 and 4 so that by the time they leave school at the end of Year 11 their attainment is broadly in line with the national average. Students do well in mathematics and information and communication technology (ICT) but less so in science. Pupils also do well in their humanities subjects. The progress of lower attaining pupils is more rapid than that of higher attaining pupils. Pupils' behaviour in most lessons seen by inspectors and around the school was usually good but pupils reported this is not always the case. A minority of pupils and a small minority of parents do not agree that behaviour is good. The school deals promptly and effectively with incidents when they occur. The level of fixed term exclusions is high but falling. Arrangements for safeguarding of pupils are good. A large majority of pupils reported that they feel safe in school.

Pupils take on a wide range of responsibilities and they are given many enriching experiences though the school's community cohesion programme which links with local schools, a rural school in Cumbria and schools in Pakistan.

The quality of teaching is good overall, and no lessons seen were inadequate. Pupils benefit from a range of curricular and extra curricular opportunities including vocational courses although uptake is low in some foundation subjects including languages and music. The school has developed sophisticated tracking systems to monitor all pupils individually and by group. This is used well by managers although the effectiveness with which all staff use this information is varied.

The senior leaders have had a positive impact on raising standards and improving the quality of teaching through monitoring and support. The school's specialist status has been influential in raising standards in mathematics and ICT. The school recognises there is further work to do in raising standards in science.

## What does the school need to do to improve further?

- Improve standards in science by ensuring provision matches the quality of other core subjects
  - Ensure that higher attaining pupils do as well as they can by a closer focus on meeting their needs in lessons
  - Engage more closely with pupils to address their concerns about behaviour in the school
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## Outcomes for individuals and groups of pupils

3

The proportion of pupils who go on to achieve five good grades at GCSE is above the national average and rising rapidly. Overall standards are broadly average taking into account the proportion of five A\* to C grades including English and mathematics.

Although rising, it is still below the national average. Pupils with special educational needs and/or disabilities also make good progress with their learning because of the quality of the tracking, provision and support for their needs in lessons

Attendance is satisfactory and improving. The large majority of pupils enjoy school. Pupils report a very high degree of racial harmony between groups. They have a good awareness of healthy eating and have high expectations of the food they receive through school meals. There is a good uptake in a wide variety of sporting activities available. Pupils have a heightened awareness of their responsibility to the community through the curriculum, where most of them take GCSE in religious education and citizenship, and through involvement in charity events. Their development of workplace skills is enhanced by the vocational courses offered and is satisfactory overall because of the level of pupils' literacy skills. Pupils' spiritual, moral social and cultural development is good and is supported by a good range of enrichment activities.

*These are the grades for pupils' outcomes*

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<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>3</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Teaching and learning are good. Teachers' subject knowledge contributes to thorough planning. In the best lessons teachers plan for a variety of tasks which actively involve pupils in their learning. There are high expectations of pupils' behaviour and what they can achieve. Teaching assistants give effective support for EAL learners and those with special educational needs and/or disabilities. In the best lessons, assessment is used well in planning and the questioning of pupils. There are inconsistencies in other lessons where these features are not as well established. Occasionally, teachers run out of time to successfully conclude lessons and marking is not always effective enough to inform pupils of their progress.

The curriculum is matched well to pupils' needs with a range of courses from vocational to AS level available. These are enhanced by additional activities after school. Links have been established with other schools for the benefit of gifted and talented pupils. ICT is used effectively in curriculum planning. A wide range of extra curricular provision enhances the curriculum and develops pupils' experience and understanding of the wider world. The curriculum is used well to promote safeguarding. Planning for the needs of different groups of learners is more effective for lower than higher attaining students.

Staff are very welcoming to pupils and strive to overcome the poor state of parts of the building. Pupils and parents agree that transition arrangements from primary to secondary school are very good and these help new pupils to settle in quickly. Vulnerable pupils are supported particularly well and the meeting of their individual needs ensures that they do well. Pupils have high aspirations for the future and receive

good guidance through careers and 'passport to learning' activities. Tracking of pupil progress is very good. Senior leaders know how well every pupil and group of pupils is doing and where to place additional support. The extent to which the information is used more widely through the school varies. Pupils generally know how well they are doing and what they need to do to improve.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The new headteacher has a clear focus on raising standards and improving the quality of teaching. The senior management team has already demonstrated success through significantly improved GCSE results, close monitoring of teaching which has led to it now being good, developing the strength of heads of subjects and enhancing the use of data to track progress. The subject specialism has had a significant impact on improving mathematics and ICT as well as enhancing the use of ICT in other subjects. Support for teaching has also led to improvements. The senior leaders recognise that having successfully raised standards in English and mathematics, there is more to do in raising standards in science and improving the uptake of certain foundation subjects such as music and languages.

The outstanding promotion of community cohesion is a significant strength of the school. Pupils have had numerous opportunities to engage with others from different backgrounds and other parts of the United Kingdom and the world. The school's commitment to equality of opportunity for all is strong. Despite the concerns of a small minority of pupils, arrangements for safeguarding and the promotion of pupils' safety in school are robust. The governing body is knowledgeable and supportive. Governors recognize and share with senior leaders the need to focus on continuing to raise attainment in the school. The school gives good value for money.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## **Views of parents and carers**

A very large majority of parents are happy with their children's experiences at the school and inspectors agree with them. Most parents say their children enjoy school and are kept safe. Most agree that the school deals effectively with behaviour. A very large majority feel well informed about how well their children are doing. A very small minority have concerns about how well the school helps them support their children's learning and how well the school takes account of their suggestions and concerns.



## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Kings Heath Boys Mathematics and Computing College to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 64 completed questionnaires by the end of the on-site inspection. In total, there are 599 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	21	33	38	59	3	5	2	3
The school keeps my child safe	21	33	34	53	6	9	2	3
The school informs me about my child's progress	21	33	36	56	2	3	2	3
My child is making enough progress at this school	15	23	38	59	8	13	3	5
The teaching is good at this school	18	28	39	61	3	5	4	6
The school helps me to support my child's learning	12	19	38	60	9	14	3	5
The school helps my child to have a healthy lifestyle	15	23	36	56	6	9	4	6
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	18	29	34	54	6	10	3	5
The school meets my child's particular needs	16	25	37	59	6	10	3	5
The school deals effectively with unacceptable behaviour	22	34	31	48	5	8	6	9
The school takes account of my suggestions and concerns	11	17	40	63	8	13	4	6
The school is led and managed effectively	20	31	31	48	8	13	3	5
Overall, I am happy with my child's experience at this school	24	38	30	47	6	9	3	5

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

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## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



26 September 2009

Dear Pupils

Inspection of Kings Heath Boys Mathematics and Computing College, Birmingham, B13 0RJ

You will know that we recently came to inspect your school and we thought that you would like to know what we have said in our report.

Many aspects of Kings Heath are good and the school's overall effectiveness is satisfactory. The extent to which the school gives you opportunities to meet and learn about people from different backgrounds is outstanding. Standards are rising and more of you are going on to get five good grades at GCSE including English and mathematics because of the good progress you make in lessons, the majority of which are good.

Your curriculum is well suited to your individual needs and this is particularly helpful for those of you who find learning difficult. You have told us of the many activities and trips available to you. ICT is used well in the school. Your new headteacher and senior leaders are strongly committed to making sure you do as well as you can and track your progress closely.

Now you are doing better in English and mathematics we have asked the school to make sure you do equally well in science. We have also asked the school to ensure that those of you who could reach the very highest grades are given more support. A minority of you have told us about your concerns about behaviour of pupils. We have asked your leaders to work closely with you to address these concerns and you can do your bit to ensure that behaviour in school is consistently good.

May I take this opportunity to wish you every success in your future.

Yours sincerely

Mark Sims

Her Majesty's Inspector

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