

# Inspection of a good school: Kingsland Primary School (NC)

Bandywood Crescent, Kingstanding, Birmingham B44 9NA

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Inspection dates:

23 and 24 November 2021

## Outcome

Kingsland Primary School continues to be a good school. There is enough evidence of improved performance to suggest that the school could be judged outstanding if we were to carry out a section 5 inspection now. The school's next inspection will be a section 5 inspection.

## What is it like to attend this school?

Leaders and staff have high ambitions for pupils. They make sure that pupils work hard and are well prepared for secondary school.

From the very start in Nursery until the end of Year 6, new learning builds carefully on earlier lessons. Consequently, most pupils make strong progress, and standards in reading, writing and mathematics are high. In other subjects, pupils also learn a lot and staff are always looking for ways to help them learn more. Trips out and interesting visitors help to reinforce learning and add extra excitement. In addition, there are many clubs for pupils to join.

Staff take bullying seriously. They tell pupils what it is and sort it out properly if it happens. Pupils who find it hard to manage their behaviour get the right support to help them improve it.

Everyone works hard to make sure that the school is a safe place. If staff have any concerns about pupils' safety or welfare, they act quickly to get help.

Most pupils say that they like their lessons and that the rules are fair. They also like having special jobs, such as play leaders on the playground, so they can help others.

## What does the school do well and what does it need to do better?

Kingsland Primary School serves its community very well and sets high aspirations for pupils. Since the previous inspection, the quality of education has continued to improve. Standards in English and mathematics have strengthened further, and the wider curriculum has been revamped. While the disruption caused by the pandemic slowed progress for some pupils, staff are getting them back on track. In addition, leaders have

been quick to get after-school clubs and special events, such as a Stone Age history day, up and running again. In almost every respect, the school is back to business as usual and pupils are thriving now that they are back in class.

In the Nursery class, staff help children with their speaking and listening. They help them to understand words. They give them plenty of activities that require them to get on with others and talk about their ideas. Through songs and rhymes, children learn about sounds and numbers. Such activities get them interested in the rhythm and patterns of language and mathematics. Work in the Reception class builds securely on this great start. The school has recently started with a new phonics programme, which has put even more systematic rigour into the whole-school approach. On top of this, staff in all year groups make sure that pupils have good-quality books to study in class. Staff introduce them to many different authors. They also run workshops for parents and carers to show them how to help their children with learning at home.

Mathematics is also taught in a structured way. Teachers have the planning and resources they need to teach the subject well. Regular input and oversight from the mathematics leader also promote a consistent approach.

Beyond English and mathematics, pupils learn a lot in other subjects. In history, geography and art, for instance, curriculum plans map out exactly what needs to be taught and when. These plans show how pupils should build up knowledge in a logical sequence. Teachers check what pupils know and revisit crucial content so that they practise and remember the right things. In all classes, pupils do a lot of work, although their presentation could be better.

Lessons are usually managed well, as is pupils' behaviour. Some pupils have difficult lives and find it hard to settle in school. Staff understand this and go out of their way to provide them with constructive help so they can make the most of lessons. Through opportunities to take on helpful jobs in school, pupils learn to think about others and to take responsibility. This helps to build empathy and a positive outlook on life.

Personal, social and health education (PSHE) is well established across the school. In lessons and assemblies, staff teach pupils about healthy relationships and how to stay safe. The school's PSHE programme covers different types of bullying. Staff provide sensible advice to pupils and parents about what bullying is and what to do about it if it happens. In addition, forms kept near the school entrance are available to everyone to record any concerns.

Pupils who have special educational needs and/or disabilities get high-quality support. Whether pupils need help with their emotions or their learning, the school makes sure that they get the right sort of attention. Staff include all pupils in all that the school does.

Staff say that leaders have high expectations but support them in their jobs. Parents express mixed views about the school. However, most of those who expressed a view reported that it does a great job.

In discussion with the headteacher, the inspector agreed that how the curriculum enables pupils to build carefully on prior knowledge and understanding in foundation subjects may usefully serve as a focus for the next inspection.

## **Safeguarding**

The arrangements for safeguarding are effective.

The school has efficient systems for noticing and following up any concerns about pupils' safety or welfare. Leaders hold weekly staff briefings to keep everyone informed about the things they need to know. They also use regular quizzes to check that staff understand safeguarding guidance. Consequently, staff know about likely local risks and are alert to any warning signs. Furthermore, the school is in regular contact with different agencies that work together to keep pupils safe.

Through lessons, assemblies and newsletters, the school shares important safety messages with pupils and parents.

All the required checks on adults in school are carried out correctly.

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

### **(Information for the school and appropriate authority)**

- Pupils' work is often untidy or not well set out. This can lead to mistakes and work that is hard to read. Staff give pupils clear guidance about how to form letters and handwriting, but still accept some work that is carelessly presented. Leaders and staff should raise everyone's expectations for the presentation of work.

## **Background**

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in November 2011.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	103221
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10200079
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	366
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	David Clifton
<b>Headteacher</b>	Karen Sedgwick
<b>Website</b>	<a href="http://www.kingsland.bham.sch.uk">www.kingsland.bham.sch.uk</a>
<b>Date of previous inspection</b>	21 September 2016, under section 8 of the Education Act 2005

## Information about this school

- A private provider offers childcare on the school site. This is subject to a separate inspection at a different time.
- The school does not use any alternative provision.

## Information about this inspection

This was the first routine inspection the school had received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with school leaders, and has taken that into account in his evaluation.

- During the inspection, the inspector carried out deep dives in the following subjects: reading, art, history and geography. In these subjects, the inspector visited lessons, looked at pupils' work, examined teachers' plans and talked with pupils and staff about the way the subjects were planned and taught. He also looked at mathematics and some other subjects in less detail to check how they were organised and taught.
- The inspector noted 2019 external performance data about the school and looked at school documents. These included information about pupils' attendance and behaviour,

the curriculum, extra-curricular activities and improvement planning. He also checked the school's website.

- The inspector asked pupils, staff, leaders and governors about safeguarding arrangements. He examined the record of employment checks on school staff and looked at other school records. He also found out about safety procedures and routines at the school.
- The inspector watched pupils' behaviour in class, at lunchtime, in assembly, on the playground and at other times during the day.
- During the inspection, the inspector had formal meetings with the headteacher, other senior leaders, subject leaders, governors, teachers and pupils. He also met with a school improvement partner.
- The inspector talked informally with pupils and staff to gather general information about school life. In addition, he took account of the responses to Ofsted's surveys of staff, pupil and parent views.

### **Inspection team**

Martin Pye, lead inspector

Her Majesty's Inspector

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