

Inspection of Kingsland Primary School (NC)

Bandywood Crescent, Birmingham B44 9NA

Inspection dates: 18 and 19 January 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Outstanding**

Previous inspection grade **Good**

What is it like to attend this school?

Pupils feel safe and well cared for at this friendly school. They like their teachers and know their teachers like them. They feel confident to speak to adults about their hopes, dreams and any worries they might have. As a result, pupils enjoy attending. Pupils are polite and welcoming to visitors.

Most of the time, there is a calm, orderly feel to the school. Behaviour around school and in lessons is generally good, but not always. Some pupils find it hard to control their emotions and behaviour. A strong pastoral team provides excellent support, which helps pupils to become more mature, confident and able to cope.

Pupils know what bullying is. They say it happens sometimes. Staff deal with any incidents quickly. Pupils value this.

The school motto is: 'Dream, Believe and Succeed Together'. Leaders want all pupils to aspire highly and succeed. The school's curriculum, and the opportunities given to pupils to widen their horizons, help pupils achieve this. Pupils learn a lot in reading, writing and mathematics. Across the rest of the curriculum, some subjects are stronger than others.

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

Leaders have high expectations and are ambitious for all pupils. They enrich the curriculum through trips, visits, visitors and 'WOW' days. Pupils talk positively about trips to local museums and residential trips. Opportunities to join the school band, play a musical instrument, become pupil leaders and take on responsibilities around the school give pupils a sense of pride. Leaders ensure pupils with special educational needs and/or disabilities (SEND) take part in all aspects of school life.

Pupils learn about different faiths. They understand that children and adults can be different in many ways and think this is good. Pupils know it is important to treat everyone with respect.

The curriculum for reading, writing and mathematics is managed very well. Leaders provide clear, secure guidance in these subjects that identifies how pupils make progress. Teachers know what to teach and how to assess pupils' learning. In these subjects, they revisit learning in ways that help pupils build on what they have learned before and to achieve well. Lessons are engaging and pupils usually present their work with care.

Leaders have put guidance in place for all subjects. They organise most subjects in a coherent and logical way. Leaders provide staff with training opportunities. They provide time for all leaders to check on the quality of learning in different subjects. However, in a few subjects, for example history, geography and religious education, guidance about what teachers should teach is not always clear. Work given to pupils

is not as ambitious as leaders intend. This limits progress and opportunities for pupils to show and practise what they have learned and remembered.

Pupils with SEND receive good support. Leaders quickly identify the needs of pupils with SEND. They ensure that the curriculum is implemented in ways that meet their needs and interests. When appropriate, well-planned and managed additional support helps these pupils to enjoy learning and succeed.

Occasionally, some staff do not deal swiftly enough with low-level disruption in class. This means that learning is not always as strong as it could be. Pupils sometimes find it difficult to explain their own and other pupils' behaviour, which can cause anxiety for parents.

Children in Nursery and Reception settle exceptionally well from the day they join the school. An attractive, large nursery building gives children the space and environment to explore, create and be active. They benefit greatly from rich, highly considered and exciting activities. Through a well-planned curriculum, they develop their speaking and listening, physical movement and early mathematics knowledge. Well-established routines help children to feel safe and secure. Adults make learning fun. Stories, rhymes, role-play and early writing are key features of the high-quality early years curriculum. Children in Nursery and Reception enjoy lots of activities that result in excellent pencil grip and control.

The teaching of phonics and early reading is a strength of the school. Pupils quickly make progress and learn how to read well. Books are well matched to the sounds pupils know. Pupils, including those who find reading more difficult, become confident and enthusiastic readers. When necessary, leaders are quick to give pupils support to keep up with their peers.

Staff enjoy working at the school. Those at an early stage in their careers feel very well supported and enthusiastic about their role in school. Leaders are mindful of staff workload.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff know their pupils extremely well. They are very aware of issues in the local area. They offer strong support and assistance to families. Safeguarding is a key priority for governors, leaders and all staff.

Staff are very well trained and receive regular safeguarding updates. They know what signs to watch out for and how to record any concerns. They are very vigilant. Leaders ensure all staff go through the required checks before they start working in the school.

Pupils learn how to keep themselves and others safe, including when online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few foundation subjects, leaders have not planned and sequenced learning carefully enough so that pupils learn all the subject-specific knowledge they need. Classroom learning materials do not always support leaders' high ambitions and intentions for the curriculum. This means that some pupils do not have the opportunity to develop deep knowledge and achieve as well as they could. Leaders should review some aspects of curriculum design and the resources teachers use. They should do this so that all pupils can achieve as highly as possible.
- A few pupils who find self-control difficult do not always understand, or meet, leaders' high expectations of behaviour. Staff do not always act swiftly enough to stop low-level disruption in lessons. As a result, at times, some learning time is lost. Leaders should continue to support all members of the school community to realise their high expectations for the management of behaviour. They should do this so that all pupils receive appropriate support and learning can continue without disruption.

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.

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

Unique reference number	103221
Local authority	Birmingham
Inspection number	10240273
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	330
Appropriate authority	The governing body
Chair of governing body	David Clifton
Headteacher	Karen Sedgwick
Website	www.kingsland.bham.sch.uk
Date of previous inspection	23 and 24 November 2021, under section 8 of the Education Act 2005

Information about this school

- The school uses one registered alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the second routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, the deputy headteacher, other leaders in the school and members of staff. The lead inspector also met with six members of the governing body, including the chair.
- The lead inspector met with key staff responsible for leading safeguarding and checked the single central record and procedures for the recruitment of staff. She discussed procedures and policies relating to safeguarding and the welfare of pupils.

- Inspectors carried out deep dives in these subjects: reading, mathematics, geography and physical education. For each deep dive, the inspectors discussed the curriculum with subject leaders, visited samples of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also spoke to leaders about the curriculum and looked at books in some other subjects.
- Inspectors watched pupils' behaviour in class and at other times during the day. They spoke with parents, staff and pupils about behaviour.
- The lead inspector spoke with a representative of the local authority and the school's improvement adviser.
- One inspector spoke with parents at the end of the school day. The lead inspector considered responses, including free-text comments, to the Ofsted Parent View online questionnaire and the Ofsted staff questionnaire.
- The lead inspector studied the school's website and public information.

Inspection team

Tina Willmott, lead inspector	Ofsted Inspector
Ian Beardmore	Ofsted Inspector
Anna Smith	Ofsted Inspector

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