

# Inspection of Kingsbury School - A Specialist Science and Mathematics Academy

Tamworth Road, Kingsbury, Tamworth, Staffordshire B78 2LF

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Inspection dates: 3 and 4 October 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Previous inspection grade	Good
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The headteacher of the school is Martin Clarke. This school is part of the Castle Phoenix Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Michele Marr, and overseen by a board of trustees, chaired by Peter Freeth.

## **What is it like to attend this school?**

Kingsbury School staff and the majority of pupils share the same high ambitions which have been raised rapidly. Pupils understand and follow the school's aims to 'enthuse, aspire and achieve'. Pupils speak positively about the support they receive. Warm and respectful relationships characterise life at this school. Pupils are happy and safe.

Pupils' behaviour and attitudes to their learning during structured lesson times are respectful and positive. During unstructured times, such as breaks and lunch, some pupils do not behave sensibly. Staff speak with these pupils to ensure they understand the school's high expectations around behaviour. Staff act quickly and efficiently to address any behaviour issues.

The school places a strong emphasis on pupils' personal development. Senior pupils on the leadership team are proud to support others. Pupil librarians and anti-bullying ambassadors actively promote a positive environment. These roles help pupils understand how to be responsible. The extra-curricular programme is rich and diverse. Pupils take part in a range of clubs such as sports, cheerleading and music. Pupils value being able to participate in the Duke of Edinburgh's Award scheme and school productions.

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

There has been significant change to some post-holders at the school since the last inspection. The school has worked rapidly to review and design a highly ambitious curriculum for all pupils, including those with special educational needs and/or disabilities (SEND). New policies have brought a rapid improvement in how pupils learn. These improvements have not yet led to consistently improving outcomes by the end of key stage 4. However, current pupils demonstrate significant progress.

The school has precisely identified the important things that pupils need to know to succeed. Teachers present new subject matter clearly and focus carefully on the knowledge that pupils need to gain. The school has secured relevant training to help staff in their roles. As a result, teachers' pedagogy and subject knowledge is a strength.

Teachers use assessments precisely. This helps pupils know and remember more. Teachers use 'five-minute flashback' tasks at the start of lessons. These assess what pupils know and help them to learn and remember key knowledge. For example, pupils in Year 11 drama can recall and use accurately the key techniques, from Years 7 to 9, in their performance and written work. They can explain how this knowledge has developed over time.

The school quickly identifies pupils with SEND. Teachers use pupil information effectively to adapt their teaching. Leaders ensure that all pupils access the same, ambitious curriculum. They adapt the curriculum to meet all pupils' needs

appropriately. Pupils with SEND successfully access learning and achieve in line with all pupils.

The school has developed strategies effectively to support pupils who are not confident readers. Specialist teachers rapidly address weaknesses in pupils' phonics, grammar and comprehension. Teachers model reading and encourage pupils to read during tutor sessions. Leaders continue to promote pupils' reading widely and often. This is helping to improve pupils' reading across the school.

Absence from school is preventing a significant number of pupils from achieving their potential. There are too many pupils who miss school unnecessarily. This means that they miss out on too much learning. The school is aware of the need to engage with pupils and parents further.

The school prioritises pupils' personal development. The personal, social, health and economic (PSHE) curriculum is well planned and sequenced. Pupils learn about topics such as healthy relationships, fundamental British values and online safety. A comprehensive careers programme is in place for all pupils. Pupils engage enthusiastically with this programme.

Governors and trustees know their school well. They support and challenge the school in meetings and in visits to the school, and review and question aspects of the curriculum appropriately. They hold the school to account for safeguarding and the quality of the SEND provision. The school carefully considers staff workload, which staff are appreciative of.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- Some pupils do not behave well enough during unstructured times. This disrupts the social times of others. The school should continue to raise expectations for behaviour throughout the school community to ensure that all pupils have a positive experience of social times.
- Some pupils miss too much school. This holds back their progress and achievement. The school should work closely with parents and external agencies to communicate effectively and secure more regular attendance for all pupils.

## 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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	145019
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	10309610
<b>Type of school</b>	Secondary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	11 to 16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	691
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Peter Freeth
<b>CEO of the trust</b>	Michele Marr
<b>Headteacher</b>	Martin Clarke
<b>Website</b>	<a href="http://www.kingsburyschool.co.uk">www.kingsburyschool.co.uk</a>
<b>Dates of previous inspection</b>	9 and 10 April 2019, under section 5 of the Education Act 2005

## Information about this school

- The school is part of the Castle Phoenix Trust which contains six schools.
- There have been a number of appointments to senior positions within the school since the last inspection.
- The school uses two registered alternative providers.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 7 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

## Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors focused on the following deep dives: English, mathematics, science, history and drama. Inspectors looked at leaders' curriculum planning, visited lessons, heard pupils read to a familiar adult, looked at pupils' work and talked with pupils about their learning. Inspectors also looked at the curriculum in other subjects.
- Inspectors reviewed a range of school documents. These included information about pupils' behaviour, attendance, the school's curriculum and improvement planning. The school's website was also checked.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first. Inspectors observed informal times of the day to evaluate safeguarding and pupils' behaviour.
- Inspectors held meetings with representatives of the trustees, including the chair and chief executive officer (CEO) of the trust, governors, including the chair of the local governing board, headteacher, teachers, teaching assistants, support staff and pupils. Inspectors also talked informally to pupils, staff and parents to gather information about school life.
- Inspectors considered responses to Ofsted Parent View, and the free-text comments. Inspectors also considered the responses to Ofsted's staff survey and pupil questionnaires.

## Inspection team

Stuart Clarkson, lead inspector	His Majesty's Inspector
Huw Bishop	Ofsted Inspector
Clare Considine	Ofsted Inspector
Steve Byatt	Ofsted Inspector

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