

# Kingswood School

St James Place, Shirley, Solihull, West Midlands B90 2BA

## Inspection dates

20–22 March 2018

<b>Overall effectiveness</b>	<b>Outstanding</b>
Effectiveness of leadership and management	<b>Outstanding</b>
Quality of teaching, learning and assessment	<b>Outstanding</b>
Personal development, behaviour and welfare	<b>Outstanding</b>
Outcomes for pupils	<b>Outstanding</b>
Early years provision	<b>Outstanding</b>
Overall effectiveness at previous inspection	Outstanding

## Summary of key findings for parents and pupils

### This is an outstanding school

- Every member of staff at Kingswood school is committed to providing pupils with an exceptionally well-rounded education of the highest quality. Pupils become confident, considerate and mature young people, and achieve highly academically.
- The headteacher is inspirational. He has created a climate where the whole school community feels valued and respected. Consequently, all staff commit to professional development and strive to improve their practice.
- Middle leaders are effective and develop their leadership skills rapidly. They continue to receive support to develop these skills further.
- Teaching and learning are exceptionally strong in every year group, and every subject. Teachers know the needs of every pupil in great detail and plan carefully to meet those needs. Pupils make excellent progress in all subjects.
- Support for pupils who have special educational needs (SEN) and/or disabilities is a notable strength of the school. These pupils make rapid progress, often catching up with their peers.
- Behaviour is exemplary. Pupils are respectful of one another and all adults. Pupils have positive attitudes to learning and strive to achieve their very best. They rarely miss a day of school.
- Pupils' spiritual, moral, social and cultural development and understanding of fundamental British values are particularly well supported. The curriculum is broad and balanced. As a result, pupils are prepared superbly for the next stage of their education.
- Children get a great start to school life. The early years provision is of a very high quality. Children excel academically, and socially and emotionally.
- All staff are vigilant to any potential dangers, which may affect pupils. There is a strong culture of safeguarding across the school.
- Leaders understand the requirements of the independent school standards and ensure that these are met in full.
- The proprietor knows precisely how well the school is performing, and holds the headteacher to account for this performance.

### Compliance with regulatory requirements

- The school meets the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements.

## **Full report**

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

- Further develop the skills and expertise of the recently appointed middle leaders.

## Inspection judgements

### Effectiveness of leadership and management

### Outstanding

- Leaders are effective in ensuring that all the requirements for the independent school standards and the early years foundation stage are met.
- The headteacher provides inspirational leadership of the school. His commitment to providing a truly inclusive and positive learning experience for every pupil is to be admired. He has an unrelenting determination to provide an education which is centred on the pupils and enables them to achieve not only academic excellence, but also helps them to become well-rounded and thoughtful young people.
- The headteacher has a very detailed understanding of the school's strengths and areas for development. His evaluation of the school's performance is precise and school development actions are focused carefully to ensure that the school improvement journey continues. Consequently, the school has built on its successes since the last inspection.
- The headteacher has created a culture and ethos where staff feel valued and trusted. Without exception, all staff show an exceptionally strong commitment to providing pupils with the best possible education and seek every opportunity to improve their teaching skills and practice. The sense of teamwork across the school is remarkable. For example, teachers welcome the opportunities they have to learn from one another through peer observations. Almost every member of staff responded to the staff survey. Of those who did, all strongly agree that they are proud to be a member of staff and that they feel trusted to take risks and innovate in ways that are right for the pupils. As a result, the quality of teaching and learning is of a consistently very high standard.
- The curriculum is both broad and balanced. Curriculum planning is flexible so that it can be adapted quickly to meet differing pupils' needs. This careful curriculum planning ensures that pupils' knowledge and skills across all subjects are developed and built upon over time. The personal, social, health and economic (PSHE) education curriculum is particularly strong. In addition to this, pupils' spiritual, moral, social and cultural development and understanding of fundamental British values are exceptionally well developed. Leaders have gone to great lengths to develop a culture and ethos of teaching which develops the whole child. As the ethos and vision on the website says, 'We do our best to ensure they leave us as accomplished and caring persons who value themselves and others and are happy to take on the many academic, personal and social challenges they undoubtedly will encounter as they get older.' This is achieved very successfully.
- Staff instil a high moral code in pupils, which is promoted consistently across the school. Pupils have a well-developed sense of rights and responsibilities. For example, in an assembly, pupils were asked to reflect on whether it is more important to look after younger pupils to gain a reward, or whether it is the right thing to do. All agreed that they would care for others whether they received a reward or not. In an English lesson, pupils wrote about the difficulties faced by homeless people. Pupils' writing showed a very high level of compassion and they expressed their views in a very thoughtful way.
- A wide range of extra-curricular activities, visits and trips supports the curriculum. For example, pupils attend football, chess and Bhangra clubs. Older pupils enjoy a residential visit to an outdoor activity centre, which develops their confidence when staying away from home without their families. In addition to this, visits to different places of worship,

such as synagogues and mosques, help pupils to appreciate and consider different religions. Pupils receive rich and varied learning experiences, which prepare them superbly for the next stage of their education.

- Middle leaders are relatively new to their roles. They have a clear understanding of their roles and responsibilities. Leaders have opportunities to monitor the quality of teaching and learning, and track pupils' progress carefully. The skills and expertise of these middle leaders has developed quickly. Nevertheless, the headteacher recognises that more training and support is required to enhance their effectiveness even further.

## **Governance**

- The proprietor, through his delegated agent, has a good understanding of the school's strengths and areas for improvement. He and his agent meet regularly with the headteacher to ensure that all the independent school standards are met. Policies are regularly reviewed to make sure they adhere to statutory guidance. The headteacher is held to account for the school's performance stringently.

## **Safeguarding**

- The arrangements for safeguarding are effective. A comprehensive policy is available on the school's website and clearly sets out the safeguarding arrangements. The policy takes appropriate account of current government requirements.
- Pupils' safety and well-being are of paramount importance to every member of staff. A very strong culture of safeguarding is evident across the school. Leaders welcome any support and guidance to make sure that pupils are kept as safe as possible. For example, leaders carry out an annual safeguarding audit and work with the local authority to check that safeguarding procedures are of a high quality.
- Staff know, and adhere to, the school's policies and procedures and regularly refresh their understanding of safeguarding through online and whole-school training. Staff record any concerns they may have about a pupil, and weekly staff meetings ensure that all are vigilant to any potential safeguarding issues which may arise.
- Pupils are encouraged to work out how to keep themselves safe in a range of situations. For example, during the recent snow, pupils developed rules to play safely while still having fun in the snow, including how to throw snowballs safely. The curriculum is well planned to help pupils understand how to keep themselves safe, especially when using computers and the internet.

## **Quality of teaching, learning and assessment**

## **Outstanding**

- Teachers have excellent subject knowledge and show a true passion for teaching. They have the highest expectations of what every pupil can achieve, regardless of their ability. The relationships between all staff and pupils are delightful. Staff care deeply for every pupil. Pupils value this and, in return, try as hard as they can in their lessons. This supports the excellent progress pupils make in all aspects of their education.
- Teachers ensure that all learning is built upon very solid foundations. They carefully assess what pupils can do, and then plan precisely to take pupils' learning forward at pace. This structured planning builds carefully on prior knowledge, with teachers spotting

quickly where pupils have gaps in their learning. This is especially important for pupils who join the school in later year groups. The consistently high quality of teaching not only helps pupils to make rapid progress in reading, writing and mathematics, but also across the rest of the curriculum.

- Teachers use high-quality questioning to challenge and deepen pupils' learning. Their probing questions encourage pupils to explain their thinking. Teachers ensure that pupils understand that making mistakes will help them to make even more progress. Consequently, pupils confidently and actively participate in all lessons, and do not worry if they get things wrong.
- Teaching groups are carefully organised so that pupils who need additional challenge and support are provided with learning experiences well matched to their needs. Leaders and teachers ensure that every pupil receives teaching which is bespoke to their needs. This further supports the substantial progress which pupils make in all aspects of their learning.
- Pupils who have SEN and/or disabilities receive particularly effective support. A specialist dyslexic teacher provides one-to-one support to help pupils' specific areas of need. Learning programmes are individually tailored for each pupil. In addition to this, teachers in class plan very carefully to meet these pupils' needs. Support assistants provide pupils with guidance and help of the highest quality. They expertly and sensitively engage pupils in their learning, not doing the work for them, but encouraging them to be confident to tackle the work they are given. Detailed feedback about the progress of pupils who have SEN and/or disabilities helps to inform parents and carers of their child's progress and achievements. As a result, pupils who have SEN and/or disabilities make exceptional progress in all areas of the curriculum, including in their personal development and confidence.
- Teachers give pupils instant feedback during lessons to help them understand how to improve their work. Teachers address any misconceptions as they arise so pupils do not repeat mistakes. Pupils respond extremely well to this feedback and show a desire to learn and improve in every aspect of their education. Pupils say that teachers explain things 'so well', and say that the feedback they receive helps them to learn more.
- Teachers ensure that basic mathematical skills and concepts are securely understood and practised. Pupils then have regular opportunities to apply these skills in problem-solving and reasoning tasks. This further supports the rapid progress pupils make in mathematics.
- In English, grammar, punctuation and spelling skills are developed extremely well, with pupils given many opportunities to apply this learning in extended pieces of writing. Pupils are able to develop their writing skills in a range of different styles, including poetry, story writing and non-fiction writing. The variety of opportunities pupils have to write in different styles from one year to the next further supports the excellent progress they make in this area.
- Phonics is taught very well. All staff model the letter sounds accurately. Pupils confidently use their knowledge of letter sounds to tackle new and unfamiliar words when reading, and apply their phonics skills in their writing. Pupils read regularly and often. Older pupils understand well that reading will help to improve their writing. Because of the high-quality teaching of phonics and reading, pupils make excellent progress in English.

- Pupils show consistent pride and presentation in their work. Teachers model cursive writing from the very early stages of learning. The quality of pupils' handwriting is very high from the early years through to Year 6.
- Teachers work closely with parents to ensure that they are fully informed of all aspects of their child's learning. Detailed annual reports to parents review pupils' learning, along with their efforts and achievements. In addition to this, regular homework is set which supports pupils' learning in class, which means that parents know what is being taught from one week to the next.

## **Personal development, behaviour and welfare**

## **Outstanding**

### **Personal development and welfare**

- The school's work to promote pupils' personal development and welfare is outstanding.
- The culture of the school provides a climate which enables all pupils to flourish, especially pupils who have SEN and/or disabilities. This is because all pupils are seen as individuals. Staff help pupils to excel in many ways, not just academically, but also in their social and emotional development. Consequently, pupils become highly confident and self-assured learners.
- Pupils have opportunities to speak, perform, interact and celebrate one another's achievements. For example, during the Easter service, pupils supported and celebrated the performances of their peers. They celebrated the Easter story in ways which developed their musical, drama and speaking talents. The overwhelming majority of parents speak very highly of the school, and particularly of how every member of staff knows their child's needs in great detail. As one parent said, 'They know my child as well as I do.' Parents appreciate the wide range of opportunities their children have to help them develop into confident, respectful and mature young people.
- Staff follow up any concerns pupils may have, especially relating to friendship issues. Pupils understand the difference between falling out with their friends and bullying. They say bullying rarely happens, but staff sort it out if it does. Pupils also have many opportunities to manage and reflect on their feelings through the use of 'worry boxes' and the 'calm down' boxes. This means that any worries or concerns are dealt with swiftly, helping pupils to be happy and relaxed in school.
- The school provides a before- and after-school club. The before-school club is where pupils have a relaxed and calm start to the day. The after-school club also provides pupils with an opportunity to complete their homework if they choose to.
- Pupils have the opportunity to take on a range of responsibilities. For example, when standing for the school council, pupils deliver a presentation to their peers, who then elect their chosen councillors. Pupils can also take on the roles of house captains and peer mentors. Peer mediators work with other pupils to solve issues and problems which may occasionally arise between their friends.
- As a result of the superb care and support staff provide, pupils are exceptionally well prepared for the next stage of their education.

## Behaviour

- The behaviour of pupils is outstanding.
- Pupils demonstrate exemplary behaviour, which is built on an ethos of 'respect for all'. Pupils move around school in a calm and orderly way. Lunchtimes are a particularly positive experience. Pupils show impeccable manners, independence when collecting their lunch and patience when waiting for others to finish eating. High standards of behaviour are modelled by staff, who socialise with pupils during lunchtimes, taking the time to sit and eat lunch with them.
- Pupils actively engage in developing the school's 'golden rules', which set out the acceptable standards of behaviour. Good manners are deeply embedded and are the foundation on which the golden rules are built. Pupils are eager to earn rewards, such as the 'golden ticket' for good behaviour on the playground and around the school. In addition to rewarding pupils' academic achievements, staff place a high priority on rewarding pupils' efforts. 'Rainbow awards' celebrate efforts and behaviours 'above the expected'. This further encourages pupils to try hard and have pride in everything they do.
- Pupils have extremely positive attitudes to learning. They show a true desire to achieve their very best. This commitment to learning means that no lessons are disrupted by inappropriate behaviour. Pupils manage their own behaviours very well.
- Attendance is consistently above the national average of maintained schools. All absences are dealt with appropriately, with parents contacted when the school is not notified of a pupil's absence. Leaders have very positive relationships with families and if any attendance issues arise, they are dealt with swiftly. High attendance rates reflect pupils' enjoyment of school and how much they value their education.

## Outcomes for pupils

## Outstanding

- Leaders track pupils' progress and attainment across all areas of the curriculum. It is a highly bespoke system, which pinpoints pupils' achievements precisely.
- Termly assessments in reading, writing and mathematics are plotted carefully to make sure that no pupil is falling behind in their learning. In addition to this, teachers check how well pupils are doing in every lesson. Where any gaps in learning are identified, additional support is provided almost immediately to help pupils catch up. Where further support is needed, a structured programme is put in place to ensure that pupils achieve their full potential.
- The assessment systems show that all pupils of all abilities and in all year groups make substantial and sustained progress in reading, writing and mathematics. This rapid progress occurs throughout the academic year, but also continues from one year to the next. As a result, pupils achieve very high levels of attainment in reading, writing and mathematics by the end of Year 6. In many cases, pupils are working at levels well above those expected for their age.
- The support for pupils who have SEN and/or disabilities is exceptional. This support is of a very high quality and enables them to make rapid progress, and, in many cases, achieve in line with age-appropriate expectations by the end of Year 6.

- Most-able pupils thrive in this school. They relish the challenges teachers provide them with and make excellent progress in all subjects.
- Work in pupils' books also shows that pupils make outstanding progress across the curriculum. It is particularly notable how teachers build on pupils' prior learning, making sure that there are no gaps in knowledge, which supports their great progress in all subjects.

## Early years provision

## Outstanding

- The early years leader is determined that every child in the Nursery and Reception classes is happy, safe and receives a high-quality start to school life in a nurturing environment. This is achieved very successfully. The leader knows precisely what the strengths of the early years are, but also continually seeks out ways to improve the provision even further. For example, the introduction of 'Welly Wednesdays' has improved children's learning opportunities in understanding the world and their physical development. Where an area for development is identified, the leader addresses and improves it instantly. As a result, the early years provision continues to go from strength to strength.
- Teaching in the early years is outstanding. All staff have an excellent understanding of the early years curriculum. They plan highly engaging learning activities which meet not only the needs of every child, but also their interests. For example, when one child shared their excitement about a visit to the Tate Modern art gallery, staff planned a topic on 'amazing artists', which helped children to develop their artistic skills in a range of different ways. Staff have high expectations of what all children can achieve and use every opportunity to take their learning forward. Consequently, children make exceptional progress throughout the early years.
- The majority of children start school with skills and abilities above those typically expected for their age. Staff assess carefully where children are in their learning to ensure that teaching provides them with a suitable level of challenge. Staff are also astutely aware of any child who may have any SEN and/or disabilities. Exceptional support is provided for these children to ensure that they also make progress in their learning.
- The early years leader tracks children's progress in detail, spotting and addressing quickly where any gaps in learning remain. The school's assessment system shows that children leave the Reception Year with a level of development well above that expected for their age. Children who have SEN and/or disabilities also make rapid progress and, in many cases, catch up to achieve a good level of development by the end of the Reception Year.
- Relationships between children and staff are remarkably strong. As a result of the excellent care, guidance and support staff provide, children grow quickly into confident individuals who are keen to tackle any challenge they may face. Children show a high level of respect to all staff and follow routines from a very early age. For example, they line up sensibly, sit patiently when waiting for their lunches and show excellent manners at the dining tables.
- Staff work with other schools to ensure that they can learn from best practice. Training is shared with all staff so that everyone continues to provide high-quality teaching and learning across the early years.

- Communication with parents is especially strong. Parents are well informed about how their children are progressing. They are able to contribute to their child's learning through communication in reading diaries and discussions with staff.
- Children are able to attend 'taster days' prior to starting school, which helps them to settle quickly. This also enables staff to get to know children's needs and interests before they start school. Children have opportunities to work alongside older pupils in activities such as the Christmas Nativity. They pair up with an older pupil and perform together. This helps to develop their confidence. Children in the early years are exceptionally well prepared for the challenges of Year 1.
- All independent school standards are met, along with the early years safeguarding and welfare requirements. Appropriate paediatric first aid is in place, and all staff know, understand and apply the safeguarding policies and procedures.

## School details

Unique reference number	104128
DfE registration number	334/6009
Inspection number	10033541

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

Type of school	Other independent school
School category	Independent school
Age range of pupils	2 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	86
Number of part-time pupils	0
Proprietor	Dr S Yousuf
Chair	Not applicable
Headteacher	Robert Luckham
Annual fees (day pupils)	£9,237
Telephone number	0121 744 7883
Website	<a href="http://www.kingswoodschool.co.uk">www.kingswoodschool.co.uk</a>
Email address	<a href="mailto:info@kingswoodschool.co.uk">info@kingswoodschool.co.uk</a>
Date of previous inspection	2–4 July 2014

## Information about this school

- Kingswood School is an independent school that caters for pupils between the ages of 2 and 16. The current age range of pupils is 3 to 11.
- The school's ethos and vision is based on respect and the recognition of the unique worth and importance of every individual.
- The school is registered for 100 pupils and currently has 86 pupils on roll.
- Pupils are from a variety of ethnic backgrounds, with the majority of pupils from white British, Indian and Pakistani backgrounds.

- There are 19 pupils who speak English as an additional language.
- Sixteen pupils have SEN and/or disabilities. Five pupils have an education, health and care plan.
- No pupils are known to be disadvantaged.
- No pupils are in the care of the local authority.
- The school does not use any alternative provision.
- The last full inspection was carried out in July 2014, when the school was judged outstanding.

## Information about this inspection

- Inspectors toured the school to examine the premises.
- Inspectors observed pupils' learning by visiting lessons, talking to pupils as they worked and looking at the work in their books. Inspectors also listened to some pupils read.
- Inspectors met with: the headteacher and assistant headteachers; the leader of SEN; other school staff; the proprietor's agent and groups of pupils in Years 2, 3, 4, 5 and 6. Inspectors spoke informally with other staff and pupils as they moved around school.
- Inspectors took account of the 21 staff survey submissions, the free-text comments from parents and the 36 responses to the Parent View online survey. An inspector spoke with several parents before school and at the Easter service.
- A range of documents was examined, including: the school's checks on how well it is performing and its plans for improvement; curriculum plans; policies relating to health and safety and pupils' welfare; and information about safeguarding and pupils' attendance and behaviour.

## Inspection team

Ann Pritchard, lead inspector

Her Majesty's Inspector

Michael Onyon

Ofsted Inspector

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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

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