

# King's Hill Primary School

Old Park Road, Wednesbury, West Midlands WS10 9JG

## Inspection dates

26–27 January 2016

## Overall effectiveness

**Requires improvement**

Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Good
Overall effectiveness at previous inspection	Inadequate

## Summary of key findings for parents and pupils

### This is a school that requires improvement

- Teaching is not consistently good in all classes. As a result, rates of progress vary across the school.
- Recent improvements in teaching and in pupils' progress have not been enough to make up for previous underachievement. As a result, the attainment of pupils leaving Year 6 in 2015 was below that of pupils nationally.
- In some classes, teaching does not help less-able pupils and those with special educational needs to make good progress.
- Not all teachers make sure that pupils use correct spelling, punctuation and grammar in their writing.
- The school's assessment system is very new and is not yet fully embedded.
- Pupils do not make good progress in all the subjects within the wider curriculum.
- Although attendance is improving, it remains below average and too many pupils are persistently absent.

### The school has the following strengths

- The headteacher and senior leaders are determined in their efforts to improve the school. As a result of their work, teaching is improving and standards are rising.
- Governors provide a good level of challenge to school leaders.
- The headteacher and assistant headteachers make regular checks on teaching. Their advice, and access to good-quality training, are leading to continuing improvements in teaching.
- Children make a good start to school life in the early years classes because of good teaching.
- Pupils behave well in school. Relationships are positive and pupils are confident that adults will keep them safe and help them with any worries.

## Full report

In accordance with section 13(4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

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

- Raise pupils' achievement by improving teaching so that it is consistently good or better in all classes by:
  - continuing to share the good practice that exists within the school
  - ensuring that all teachers use accurate assessment information to match activities to the learning needs of pupils, including less-able pupils and those with special educational needs
  - making sure that all teachers insist that pupils use correct spelling, grammar and punctuation in their writing.
- Continue to embed the new assessment system so that it allows teachers, leaders and governors to efficiently check on the progress and attainment of different groups of pupils and address any issues that arise.
- Raise expectations across the wider curriculum so that pupils' progress is good across a broad range of subjects.
- Work with families to further improve attendance so that it is at least in line with the attendance of pupils nationally and reduce the number of pupils who are persistently absent.

## Inspection judgements

### Effectiveness of leadership and management is good

- Since the headteacher joined the school in January 2015, the pace of improvement has accelerated strongly. The headteacher and governors are ambitious for the school's future. They have taken effective action to build a new leadership team with the capacity to drive continuing improvement.
- Staff recognise and support leaders' continuing and relentless focus on improving teaching in order to raise standards.
- The headteacher and assistant headteachers have a clear and accurate understanding of strengths and weaknesses in teaching. This is because leaders make regular checks on the quality of teaching by visiting lessons, looking at the work in pupils' books and meeting regularly with staff to measure and discuss pupils' progress. When weaknesses in teaching are identified, leaders make sure that teachers know how they must improve and then check to see that the required improvements are being made. If they are not, then robust action is taken to manage underperformance.
- Leaders have ensured that staff have good support and training to help them improve. The English and mathematics leaders have provided suitable training and guidance to help teachers develop their subject knowledge and their skills. Consequently, there is a more consistent and effective approach, for example in the teaching of calculation strategies and phonics (letters and the sounds that they make).
- All staff have had training to help them manage incidents of poor behaviour consistently and effectively. This is leading to a reduction in the number of incidents. Adults effectively help pupils to develop a secure understanding of right and wrong by asking them to consider the possible consequences of their actions and encouraging them to make good decisions.
- The leader responsible for provision for pupils with special educational needs has a precise understanding of strengths and weaknesses in teaching for these pupils and for less-able pupils. She has ensured that additional small-group support is carefully planned and skilfully taught and this is helping pupils to make better progress. However, she is also aware that in some class lessons the work provided for these pupils is too difficult. In response, leaders are using the good practice that exists within the school to improve teaching and ensure that all teachers provide the right level of challenge and support for pupils who may find learning difficult.
- Leaders introduced a new assessment system in October 2015. The system is helping teachers to carefully assess the standard of pupils' work in reading, writing and mathematics. Leaders are rightly ensuring that teachers have frequent opportunities to work together to check that their judgements are accurate. Leaders are now in the process of finding the most efficient ways of organising and presenting pupils' assessment information so that they, and governors, can effectively evaluate the attainment and progress of different groups of pupils.
- Leaders and governors check that the use of additional funding, such as pupil premium and sports funding, is leading to improved outcomes for pupils. For example, they know that small group support and one-to-one help with reading, funded through pupil premium, are helping eligible pupils to make better progress in their reading. They also know that additional sports clubs, financed by the primary sports funding, are resulting in more pupils engaging in regular physical activity.
- The curriculum provides good opportunities for pupils to learn about different faiths and cultures. Pupils spoke respectfully with inspectors about different religious festivals and places of worship. Older pupils have a well-developed understanding of democratic decision making. They were able to explain how members of the school council were elected and how they now gather and represent the views of pupils in regular meetings with school leaders.
- The curriculum includes a broad range of subjects and is enhanced by a range of lunchtime and after-school clubs which broaden pupils' experience. However, leaders recognise that further work is needed to ensure that pupils make good progress across the curriculum.
- Leaders and governors ensure that safeguarding policies and procedures reflect current statutory requirements. Staff have a secure and thorough understanding of the action they need to take if they are concerned about a child. They are knowledgeable about a range of potential risks facing pupils, including those associated with online exploitation, and with extremism and radicalisation.
- The large majority of parents who responded to the school's own survey and who spoke with inspectors are confident that their children are safe and well looked after in school and that the school is well led and managed. Parents found the recent workshops on reading, writing and mathematics very useful.

Several parents commented that, as a result of these workshops, they felt more able to help their child learn at home.

- The local authority has provided effective support to help the school establish good-quality provision for two-year-olds. The local authority has also supported leaders in securing support from a local secondary school. This support has helped leaders to ensure that teaching now provides a good level of challenge, particularly for the oldest pupils in the school and the most-able pupils.
- **The governance of the school**
  - Governors have been successful in recruiting a dynamic and effective headteacher and establishing a strong leadership team. They have ensured that leaders have focused strongly on improving teaching in order to raise standards.
  - Governors have worked with the headteacher to make considerable improvements to the school building and to learning resources. This means that the school is now a much more pleasant place to learn and work.
  - Governors provide effective challenge to school leaders by asking questions and requesting additional information and reports, for example about the impact of pupil premium funding.
  - They have a good understanding of how the school makes decisions about teachers' salary progression. They check that only effective teaching is rewarded through pay increases and ensure that underperformance is addressed by school leaders.
- The arrangements for safeguarding are effective.

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

- Teaching is improving strongly but is not yet consistently good or better across the school. This means that there are variations in rates of progress for pupils in different classes.
- Where learning is less effective, teachers' subject knowledge is sometimes insecure and their explanations are not clear. Teachers do not consistently identify and follow up misconceptions and errors. In some classes, teachers do not insist that spelling, grammar and punctuation are used correctly by pupils.
- Teaching does not always allow less-able pupils, including some with special educational needs, to make good progress. The work set is sometimes too difficult and pupils are not given enough guidance or practical resources to allow them to be successful. For example, in some writing lessons, less-able pupils are asked to write using the features of a particular type of writing, when they are not able to correctly write and punctuate a simple sentence.
- In most classes, teaching is effective. Teaching is particularly strong in the early years and in Years 2, 5 and 6. In these classes, teachers have high expectations and ensure that teaching and learning is well matched to pupils' different starting points. These teachers use questioning well to check pupils' understanding and to help them clarify their thinking and deepen their learning. Misconceptions are picked up quickly and addressed. This leads to good progress.
- The teaching of reading is better than in the past. Pupils have frequent opportunities to read in school and are strongly encouraged to read often at home. Reading lessons are usually well planned and are focused on helping pupils to develop their reading skills. The teaching of phonics is effective. As a result of high-quality training and support, teachers and teaching assistants have good subject knowledge. Adults ensure that pupils have regular opportunities to apply their phonics skills in reading and spelling.
- There is now a more consistent approach to the teaching of mathematics. Teachers make sure that pupils regularly practise the rapid recall of important number facts and develop their skills so that they can calculate efficiently. The work in pupils' books shows that, in most classes, pupils have frequent opportunities to use their knowledge of number and their calculation skills to solve challenging problems.
- Teachers are getting to grips with the school's new system for assessing pupils' attainment and measuring pupils' progress without the use of 'levels'. Inspectors found that most teachers' assessments of the standard of pupils' work are accurate and are based on secure evidence. The majority of teachers are using this information well to plan lessons and additional support for pupils who need help to catch up.
- Teaching assistants are generally well deployed by teachers and are clear about their purpose in lessons and when working with individuals and small groups.

## Personal development, behaviour and welfare is good

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Pupils want to do well and try hard in lessons.
- During the inspection, pupils were happy to talk to inspectors and were proud of the improvements that have been made to their school. For example, they appreciate the extensive refurbishment that is underway and say that it makes the school a much nicer place to learn.
- Pupils say that they feel safe in school. Older pupils explained that at King's Hill, all pupils and staff are expected to treat each other with respect and that racist or homophobic language is not tolerated. They say that there are now far fewer incidents of bullying and, although it still happens from time to time, pupils are confident that adults will help and will sort it out. School records confirm that the number of incidents of bullying continues to reduce.
- The parents who spoke to inspectors or who completed the school's survey agreed that their children are safe in school.
- Pupils have been taught how to stay safe in different circumstances, for example when crossing the road or when using the internet. Pupils confidently explained to inspectors why it is important to never share personal information online. They know that they should tell a trusted adult if anyone tries to get them involved in something which is wrong or dangerous.

### Behaviour

- The behaviour of pupils is good.
- Pupils are polite and friendly and show good manners. Adults have high expectations for behaviour. Well established routines, good levels of supervision and the consistent promotion of the school rules help pupils to behave well.
- Pupils are effectively encouraged to think about the consequences of their actions for themselves and others, and are praised for making wise choices about their behaviour.
- Leaders ensure that careful records are kept of any incidents of poor behaviour. The number of incidents has reduced considerably. The large majority of pupils and parents who spoke with inspectors agree that pupils behave well.
- At lunchtime and breaktimes, pupils play cooperatively. Pupils say that the improved choice of activities and playground resources helps to keep pupils busy and active. Pupil play leaders enthusiastically organise games which are enjoyed by younger pupils. The 'Owls Room' provides a calm retreat and good support for any pupils who are struggling with friendships or want to talk to an adult.
- Attendance is improving but remains below the average for all schools nationally. The number of pupils who are persistently absent is reducing. The attendance of several pupils, who have previously had exceptionally high rates of absence, is showing marked improvement. Leaders know that there is more to do to ensure that all pupils attend regularly.
- Occasionally, when work is too difficult or tasks are not well explained, a small number of pupils lose focus in lessons and begin to chat and this can distract others.

## Outcomes for pupils

## require improvement

- As a result of weak teaching in the past, the attainment of pupils leaving Year 6 in 2015 in reading, writing and mathematics was low in comparison to all schools nationally. These pupils made accelerated progress when they were in Year 6 but this was not enough to make up for slow progress in the past.
- School information about the progress of pupils currently in the school and the work in in pupils' books show that the large majority of pupils are now making at least expected progress and an increasing proportion are making rapid progress. However, because of variations in the quality of teaching, progress is not consistently good across all classes.
- Pupils are not making consistently strong progress across the full range of subjects in the curriculum. Some subjects are not covered in sufficient depth to secure good progress. For example, in some classes pupils do not have sufficient opportunities to complete science investigations. Although pupils have good opportunities to write for different purposes in a range of subjects, including history and geography, teachers' expectations are not as high as in English lessons and so the standard of pupils' written work is variable.

- The work in pupils' books, the school's information about achievement and inspectors' observations of learning in lessons show that less-able pupils and some pupils with special educational needs do not make as much progress in some classes as their classmates. This is because of weaknesses in the way that teaching builds on their lower starting points.
- Teaching provides a good level of challenge for the most-able pupils. As a result, these pupils are now making good progress.
- Pupils eligible for additional support through pupil premium funding are now making better progress than in the recent past and gaps between them and their peers are narrowing across the school.
- In 2015, the proportion of pupils reaching the required standard in the Year 1 phonics check was much closer to the national average and the proportion reaching the standard by the end of Year 2 was above average.
- In 2015, outcomes for pupils at the end of Key Stage 1 in reading, writing and mathematics were much closer to the average for all pupils nationally.
- Standards in reading are improving as a result of the effective teaching of phonics and a strong focus on the teaching of reading skills. The proportion of pupils whose reading age is close to or above their chronological age is increasing steadily.

## Early years provision

**is good**

- The proportion of children reaching a good level of development by the time they leave Reception has risen considerably and as a result children are well prepared for Year 1.
- New provision for two-year-olds gives the youngest children a good start at school. Leaders and other adults have ensured that the environment is welcoming and engaging. Relationships between adults and children are warm and nurturing. Children enjoy a good range of experiences which are carefully planned by adults so that activities and resources are very well matched to the children's stage of development.
- Across the early years classes, adults rightly place a high priority on the development of children's communication skills. Adults are good role models for speaking and listening. They ask questions effectively to extend language and deepen thinking. For example, when a group of children were making models of superheroes, the teacher developed their language skills well by talking to them about the materials and methods they were using and by asking questions such as: 'Why did you choose that material?' or 'How did you make that?'
- The quality of teaching in early years is good. Adults check children's progress carefully. Records of children's achievement, or 'learning journeys' provide a good range of evidence about children's development across the different areas of learning. Assessments are regular and precise and this helps adults to carefully plan next steps in learning which build on children's different needs and provide a good level of challenge.
- The early years is well led and managed. The early years leader is aware of variations in the progress made by groups of pupils in the areas of learning. Appropriate action is taken to reduce these gaps. For example, when the leader recognised that boys' writing was not as good as girls', she and other staff adapted their planning and provided opportunities for writing that enthused both boys and girls. As a result, boys are now making better progress in their writing.
- Pupil premium funding is being used effectively in the early years to quickly target support for eligible children who have not grasped new learning. For example, if children need extra practice with counting or with recognising or writing letters, then teachers ensure that this help is provided straight away.
- Pupil premium funding is also being used to support improvements in attendance. Staff are working with families to ensure that the importance of good attendance at school is established from the outset.
- Children usually behave very well. They listen well to adults and follow instructions carefully. Occasional upsets are quickly and effectively diffused and resolved by adults.
- Safeguarding is effective. Play equipment is well maintained and regularly checked. All staff know how to respond to any concerns about children's well-being.
- Parents are welcome to come into school at the start of every session. They are invited to review and contribute to the evidence of progress in children's learning journeys. This is helping parents to understand how their children are learning in school and how they can help them learn at home.

## School details

<b>Unique reference number</b>	104179
<b>Local authority</b>	Walsall
<b>Inspection number</b>	10004227

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	2–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	330
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Michael Fox
<b>Headteacher</b>	Nin Matharu
<b>Telephone number</b>	0121 5686301
<b>Website</b>	<a href="http://www.kings-hill.walsall.sch.uk">www.kings-hill.walsall.sch.uk</a>
<b>Email address</b>	<a href="mailto:postbox@kings-hill.walsall.sch.uk">postbox@kings-hill.walsall.sch.uk</a>
<b>Date of previous inspection</b>	13–14 November 2013

## Information about this school

- The headteacher became interim headteacher in January 2015. She was appointed as permanent headteacher in January 2016.
- The school is larger than the average-sized primary school.
- Almost half of pupils are eligible for support through the pupil premium because they are known to be eligible for free school meals or are in care. This proportion is above average.
- Around three quarters of pupils are from minority ethnic groups. The largest groups are of Pakistani, Bangladeshi and Indian heritage.
- Around half of pupils speak English as an additional language. Few are in the early stages of learning English.
- The school runs a breakfast club for pupils.
- The school does not meet the government's current floor standards, which set the minimum expectations for pupils' attainment and progress by the end of Year 6.



## Information about this inspection

- Inspectors observed learning in 27 lessons or part lessons.
- Inspectors reviewed the work in pupils' books across a range of subjects and listened to pupils read.
- Inspectors met with the headteacher, assistant headteachers and early years leader.
- Inspectors met with three governors including the Chair of the Governing Body.
- The lead inspector had a telephone conversation with a representative of the local authority.
- Inspectors met the school council. They observed playtime and lunchtime and talked informally with pupils.
- Inspectors spoke informally with parents at the start and end of the school day. They took account of responses to the school's own parents' survey. There were insufficient responses to the Ofsted online questionnaire, Parent View, for these to be made available to inspectors.
- A range of documents was considered. This included information about pupils' achievement, minutes of meetings of the governing body, records of leaders' checks on the quality of teaching and records relating to safeguarding and behaviour.

## Inspection team

Morag Kophamel, lead inspector	Her Majesty's Inspector
Stephen Cox	Ofsted Inspector
Rachel Davis	Ofsted Inspector



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