

Kings Hill Primary School

Old Park Road, Wednesbury, West Midlands WS10 9JG

Inspection dates

10–11 January 2018

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

Summary of key findings for parents and pupils

This is an outstanding school

- The headteacher provides exceptional leadership. She is uncompromising in ensuring that all pupils have a broad and rich learning experience that promotes very high achievement.
- Leaders monitor the quality of teaching carefully. They maintain a drive for excellence in teaching while providing effective support where necessary.
- Disadvantaged pupils are supported extremely well through a very good team that works in a variety of ways to help them overcome barriers to learning. They make very good progress and differences with other pupils are diminishing.
- Teaching, learning and assessment are consistently good and frequently outstanding. Teachers have very good subject knowledge and use this well to challenge pupils and ensure that they achieve well.
- Pupils receive a broad and rich curriculum that encourages a deep understanding of the subjects and the topics that they learn.
- Provision for pupils' spiritual, moral, social and cultural development is outstanding. Pupils value each other's contribution in discussions and learn to ask questions and share their views. Pupils have a good understanding of fundamental British values.
- Provision for pupils who have special educational needs and/or disabilities (SEN) are outstanding. Plans are implemented effectively and additional adults provide strong support and guidance to make sure that these pupils make sustained progress.
- Behaviour around the school is outstanding. Pupils are very well prepared for lessons and show highly positive attitudes to learning. Pupils fully understand the expectations set for them and respond extremely well.
- Achievement is very strong, with all pupils making significant progress. Attainment by the end of Year 6 is high and pupils are extremely well prepared for the next stage of education.
- A priority for all staff is that of keeping children safe, from supervising pupils at play through to discussing with pupils how to keep safe when using the internet. Teachers have pupils' safety and welfare at the centre of their work.
- Provision for the early years is outstanding. From low starting points, children make very good progress through the Nursery and Reception classes. Although indoor provision is excellent in Reception, outdoor equipment and provision is poorer, sometimes preventing children from making the progress of which they are capable.

Full report

What does the school need to do to improve further?

- Improve outdoor equipment and provision in early years, allowing children to have even more opportunity to make progress.

Inspection judgements

Effectiveness of leadership and management

Outstanding

- The headteacher and senior leaders provide very effective leadership. Over time, senior leaders have embedded a culture of high expectations and excellence in teaching. This has ensured that the needs of pupils are well known and that they are supported effectively. As a result, pupils do extremely well.
- The headteacher motivates and guides staff and has ensured that the school is a very inclusive place where all pupils are valued and treated equally. She has led staff well in promoting values of respect, tolerance and fairness across the school. Leaders pinpoint priorities for the school based on an accurate self-evaluation. Leaders form effective action plans, which support key areas for development. They monitor these plans rigorously.
- Pupil premium funding is used effectively to provide interventions and activities that improve the progress of disadvantaged pupils. Additional teaching assistants in English and mathematics, for example, provide targeted support to help pupils improve their basic skills. The funding is also used well to help pupils with their personal, social and emotional development. Leaders review and monitor the funding to ensure that it is having a positive impact.
- Leaders sharply evaluate the spending of funding for pupils who have SEN and/or disabilities, and ensure that it is spent effectively. This enables teachers to focus on pupils' individual needs. Staff are very experienced and knowledgeable about all aspects of SEN and/or disabilities provision. Pupils who have SEN and/or disabilities make good progress because of effective teaching and support.
- The stimulating curriculum is well planned and allows pupils to develop their skills and knowledge very well in a broad range of subjects. The evolving bespoke 'connected curriculum' is enriched further by a wide variety of activities that link in to pupils' learning, such as visits to Leicester Space Centre to learn more about use of science in space. Pupils enjoy the extra-curricular activities on offer, such as football and gymnastics. These opportunities contribute to the pupils' well-rounded education at the school.
- Provision for pupils' spiritual, moral, social and cultural development is excellent. The school's strong 'working together to achieve excellence' values are integral to teachers' relationships with pupils. Reflection and sharing thoughts and ideas with each other is a natural part of pupils' experience in lessons. Pupils are encouraged to ask questions and talk about their views and the meaning of actions they take, valuing each other's contribution. Pupils learn about different cultures and religions. They are taught about key values such as democracy, honesty and the difference between right and wrong. This actively promotes a secure understanding of fundamental British values and a positive view of diversity.
- Leaders use sports premium funding effectively to provide additional specialist sports coaching and to enrich provision for physical education and sport for all pupils.
- The school has developed a thorough system to assess pupils' abilities when they join the school. Staff track pupils' progress regularly and identify pupils at risk of

underachievement. They share this information with subject leaders and teachers to plan work that tackles gaps in pupils' learning.

- Parents and carers appreciate the work of the school. They value the dedication of the headteacher and all staff in providing a community where their children achieve very well and feel safe and happy.

Governance of the school

- Governors have a range of expertise and are exceptionally well informed. They do not shy away from challenging leaders about all aspects of the school's performance but are also extremely supportive. They are confident that school leaders have the capacity to improve the school further.
- Governors are not complacent and constantly seek new ways of improving. They undertake regular training to develop their knowledge and skills so that they can provide a high level of challenge to leaders. They work effectively with school staff throughout the year, continually reviewing the school development plan and listening to the views of teachers, pupils and parents.
- Appropriate checks are made to ensure that statutory duties are met regarding safeguarding and the employment of staff. Governors have a strong commitment to making sure that pupils are safe. They work closely with leaders to ensure that risks to the safety of pupils are carefully reviewed and managed well.

Safeguarding

- The arrangements for safeguarding are effective. A culture of safeguarding and keeping children safe is at the heart of the school and all decision-making. Leaders ensure that all staff are well trained and are kept up to date on safeguarding issues, including extremism, radicalisation and female genital mutilation. Staff have a thorough understanding of the school's safeguarding policy and act swiftly when concerns arise that put the safety of pupils at risk.
- Leaders consistently follow-up any concerns on safeguarding. They are persistent in following up referrals to make sure that timely action is taken. Pupils say that the school is a safe place and know to whom they can speak if they have concerns. They know how to keep themselves safe and have a good understanding of how to use computers and the internet without putting themselves in danger.

Quality of teaching, learning and assessment

Outstanding

- Teaching, learning and assessment are at least good and frequently outstanding. The provision of high-quality teaching and learning is central to the school's aim of ensuring high achievement for all pupils. Teachers work very well together as a team to achieve this. They support each other, share ideas and ensure that people new to the team are well briefed and guided to maintain consistency.
- Teachers have excellent subject knowledge and use this well to explain and to question pupils. They create a broad range of interesting activities that motivate and capture

pupils' imagination. Teachers plan challenging work that encourages pupils to reason and express themselves and their ideas. Work is very carefully prepared and set at the right level for those pupils who have SEN and/or disabilities. A good range of resources, displays and prompts are provided. These help pupils develop independence and allow them to complete tasks successfully without waiting to be directed.

- Teachers use assessment very well to check on pupils' progress. For example, they ask focused questions of those who are uncertain and need the opportunity to talk through their answers.
- Support staff are well trained and use their skills effectively. Teachers and support staff share responsibilities and work together to ensure that all pupils gain the skills and knowledge they need. The teaching of phonics is very good. All staff have a clear understanding of the resources and strategies for teaching phonics knowledge. Careful grouping of pupils, and very effective teaching from both teachers and support staff, ensure that pupils develop great confidence in applying phonics in their reading and writing.
- The teaching of reading is very effective, with teachers providing many opportunities for pupils to read and explore different strategies to read with meaning and understanding.
- Checks on pupils' progress are regular and thorough. Pupils work hard to apply what they have been told in their work. The quality of handwriting is particularly effective across the school. From early on, pupils develop a good and legible handwriting style and this is applied very well across all subjects. Homework is regular and appropriate. It takes many forms, including reading and online additional mathematics.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils are looked after and cared for extremely well at the school. Relationships between teachers and pupils provide a culture of trust and mutual respect. Pupils do not want to let their teachers down. On the playground, pupils naturally look after each other and respond immediately when playtime comes to an end. The playground is a busy place and stairwells and corridors are busy at times. However, pupils know how to keep themselves safe and act sensibly to keep each other safe as they move around school.
- All pupils in the school are extremely positive about each other and value the contributions of others in discussions and debates. They have very good attitudes to learning. Pupils talk positively about their learning and have a very good understanding of fundamental British values and see how these apply to their own lives and at school. Democracy is understood well. Pupils respond enthusiastically to the democratic process involved in applying and being interviewed for positions of responsibility as representatives on the school council. They learn the seriousness of taking responsibility, and have a good understanding of equality.
- Pupils have a good knowledge of right and wrong. They learn about diversity and value the opportunities to study different cultures and religions.

- The school is a safe place. Pupils report that they feel safe in school and are confident that they can go to any member of staff if they have concerns. They talk of 'looking after each other' and have confidence that, if they felt unhappy or alone, someone would come along and look after them. Pupils do not consider bullying to be an issue at the school but, if it ever did happen, they say that adults would deal with it immediately. Pupils have huge respect and confidence in the staff. Parents confirm that the view that the school is a safe place and that the care of pupils is paramount.

Behaviour

- The behaviour of pupils is outstanding.
- Pupils are polite and courteous at all times. They are highly respectful to staff, visitors and each other.
- Pupils have very positive relationships with their teachers. There is a bond and a culture of trust and understanding between pupils and their teachers. Pupils know that their teachers care for them and want to make sure that they are safe and well supported. Pupils respond well to this and value the guidance that they are given. Around the school, pupils listen to each other and make sure that all views are heard and included. This is seen in the playground, in lessons and generally around the school. It is the result of a whole-school approach that values everyone as equal. All this ensures that individuals are confident in themselves.
- Incidences of low-level disruption are very rare. Pupils want to get on with their learning and are very motivated.
- Pupils are proud to attend this school and speak very positively about their work and what they learn. Attendance is in line with the national average, but is improving. Strategies to support families and to tackle absence are effective. They are also helping reduce the number of pupils who persistently miss school.

Outcomes for pupils

Outstanding

- Leaders' sustained and focused improvement work has secured a strong upward trend in outcomes across the school in recent years. Pupils' progress and achievement across the school, and in a range of subjects, are outstanding as a result. Pupils are exceptionally well prepared for the next stage of education.
- In 2017, the progress that pupils, including disadvantaged pupils, made by the end of Year 6 in reading, writing and mathematics was outstanding. Many pupils start school achieving standards that are below those expected of pupils of a similar age. By the end of Year 6, however, the proportion of pupils achieving the expected standard is above the national average. A significantly high proportion of pupils achieve beyond the expected standard in reading and mathematics. This reflects a consistent rate of progress made by most pupils throughout the school. Many disadvantaged pupils make outstanding progress in reducing the achievement gap that exists between themselves and other pupils.
- Pupils who have SEN and/or disabilities progress very well against their starting points. Some pupils in the school have particular needs but, due to outstanding teaching and

the carefully planned support of additional adults, they make very good progress and develop personal resilience alongside the skills they need to achieve well.

- The proportion of pupils achieving the expected standard in reading, writing and mathematics by the end of Year 2 in 2017 was above the national average. The most able pupils achieved well. This group achieved very well in writing.
- Pupils make strong and sustained progress in writing. They show a very good knowledge of different purposes of writing and use this well to adapt their style and vocabulary accordingly. Pupils develop a good handwriting style and meet the school's high expectations in applying this consistently across their work.
- Pupils respond very well to the high challenge set for them in mathematics. They show a very good knowledge of number and apply this very well in solving mathematical problems and explaining their reasoning. For example, in a Year 6 mathematics lesson pupils, working in groups, explained confidently and accurately how to use decimal calculations to solve mathematical problems.
- Pupils in all year groups make outstanding progress in reading. Effective teaching of phonics and comprehension, and access to an increasingly rich variety of literature, ensure that pupils not only read well, but enthusiastically.
- Pupils' outcomes across other subjects are very good. The progress that pupils make in science has been variable, but recent accurate assessment shows improved progress; pupils have a good understanding of how to structure scientific investigations. Pupils speak in depth about work they have studied in subjects including history and geography. Strong links across subjects ensure that pupils apply their learning well and make connections between their learning. They also use opportunities to practise and reinforce their skills in reading, writing and mathematics very well.

Early years provision

Outstanding

- Leadership of the early years is outstanding. Very effective leadership has ensured that the team is consistent in setting high expectations and effective in providing a high-quality curriculum for children. This ensures that their learning needs are met and that they are prepared very well for their move into Year 1. Effective assessment of children's progress is undertaken and provides teachers with a good and accurate view of how well children achieve and what they need to do next to improve. Very good relationships are maintained with parents and carers. This helps to reinforce learning at home, and ensures that parents have an accurate view of how well their children are progressing.
- A stimulating indoor learning environment provides a range of enriching learning experiences to capture children's interest. However, outdoor space is less well developed and equipment is not of the same quality. Leaders have already identified this as a concern and have plans in place to improve outdoor facilities and provision.
- Children in the early years are safe and happy. Safeguarding is effective and children behave excellently. Very positive relationships between children and staff make sure that children feel valued and included. It helps build a trust and respect between adults and children. It also helps promote confidence and self-esteem.
- Teaching and learning in the early years is excellent. Teachers plan a broad range of

interesting activities that encourage children to be independent and work with increasing concentration. Some young children who are learning English as an additional language are successfully encouraged to develop fluency and confidence in both speaking and writing. Teaching assistants work very well as part of the early years team, supporting children, and encouraging them to explore their ideas.

- Children who have SEN and/or disabilities are identified early. A good range of strategies are implemented very effectively to break down learning into manageable steps, and to make sure that children make progress against their targets. Very good teaching and support ensure that disadvantaged pupils make very good progress, particularly in their literacy and mathematics skills.

School details

Unique reference number	104179
Local authority	Walsall
Inspection number	10042856

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	374
Appropriate authority	The governing body
Chair	Michael Fox
Headteacher	Nin Matharu
Telephone number	0121 568 6301
Website	www.kings-hill.walsall.sch.uk
Email address	postbox@kings-hill.walsall.sch.uk
Date of previous inspection	26–27 January 2016

Information about this school

- The school is larger than the average-sized primary school.
- 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.
- The schools runs a breakfast club for pupils.
- The school meets the government’s current floor standards, which set the minimum expectations for pupils’ attainment and progress by the end of Year 6.
- The local authority has successfully supported the school by brokering the services of a headteacher from another local primary school, to work with King’s Hill as their school improvement partner.

Information about this inspection

- Inspectors observed pupils learning in a combination of learning walks and 20 lessons or parts of lessons. Several lessons were observed jointly with senior leaders.
- Inspectors looked at work in pupils' books and listened to pupils read. They met pupils to gain their views of the school. Inspectors observed pupils' behaviour at break, lunchtime and at the end of the school day, as well as in lessons.
- Inspectors looked at a range of documentation, including: assessments and records of pupils' progress; the school's checks and records relating to safeguarding; child protection and attendance; records of how teaching is managed; and the school improvement plans.
- Meetings were held with the headteacher, assistant headteachers, the special educational needs coordinator and early years leader. The lead inspector met with three governors, including the chair of governors. He also met the school's improvement partner.
- Inspectors took account of the 12 parents who completed the online free-text survey, Parent View. They also looked at the 13 responses to the online staff questionnaire.

Inspection team

Steven Cartlidge, lead inspector	Ofsted Inspector
Linda Brown	Ofsted Inspector
Ian Beardmore	Ofsted Inspector

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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. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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