

# King William Street Church of England Primary School

King William Street, Swindon, SN1 3LB

**Inspection dates** 10–11 March 2015

<b>Overall effectiveness</b>	Previous inspection:	Not previously inspected as an academy	
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Leadership and management		Requires improvement	3
Behaviour and safety of pupils		Good	2
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Not enough pupils make good progress in reading, writing and mathematics.
- There are inconsistencies in the quality of teaching, so that not all pupils make the very best progress in their learning.
- The work that teachers set is not always at the right level. It is often too easy, especially for the most able pupils in English and mathematics.
- Disadvantaged pupils do not achieve well enough by the end of Year 2 or Year 6 in reading, writing or mathematics.
- Boys do not achieve as well as girls in reading, writing or mathematics.
- Teachers do not create enough opportunities for pupils to develop and apply problem-solving skills in mathematics.
- Not enough is expected of pupils when they are given writing tasks across different subjects, particularly the most able pupils.
- Subject leaders' plans do not clearly demonstrate how their actions will improve pupils' progress.
- Leaders and governors do not monitor school development plans closely enough to ensure that they bring about improvement.

### The school has the following strengths

- Leaders demonstrate the capacity to secure improvement in the school. There is a shared determination for the school to become the best that it can be.
- Children in the Early Years get off to a good start. They are taught well in a caring and nurturing environment. Consequently, they settle quickly into school life and make good progress.
- Teaching assistants provide good support, especially for disabled pupils and those with special educational needs.
- Recent improvements in marking are providing pupils with good guidance on how they can improve their work.
- The curriculum provides a wide range of interesting experiences for pupils and helps develop their understanding of the wider world.
- Pupils' good spiritual, moral, social and cultural development is firmly rooted in the school's strong Christian values.
- Pupils are well behaved. They enjoy learning, play together well, and treat one another with respect. The school ensures all pupils are kept safe and are well cared for.

## Information about this inspection

- Inspectors observed 11 lessons, of which seven were joint observations with the headteacher and deputy headteacher. In addition, one assembly was observed.
- Inspectors scrutinised the quality of work in pupils’ books, along with the headteacher.
- Inspectors talked with groups of pupils to seek their views about the school and listened to the views of many other pupils during lessons, playtimes and lunchtimes.
- Meetings were held with the headteacher, deputy headteacher, staff, governors and school’s improvement partner. Inspectors took into consideration the responses of 30 questionnaires completed by staff.
- Inspectors scrutinised a wide range of documentation, including: the school development plan; the school’s view of its own performance; data relating to pupils’ attainment and progress; governors’ minutes; records about behaviour and safeguarding; and school policies.
- Inspectors took account of the 38 responses to the online Parent View survey and spoke with parents at the start and end of the school day.

## Inspection team

Jen Southall, Lead inspector

Her Majesty’s Inspector

Nigel Duncan

Additional inspector

## Full report

### Information about this school

- King William Street C of E Primary School converted to become an academy school on 1 August 2012. When its predecessor school, King William Street C of E Primary School, was last inspected by Ofsted it was judged to be good overall.
- King William Street C of E Primary School is smaller than the average-sized primary school.
- Nearly all pupils are White British. A very small minority of pupils use English as an additional language.
- The proportion of pupils known to be eligible for the pupil premium is below the national average. This is additional government funding for pupils known to be eligible to receive free school meals and those in local authority care.
- The proportion of disabled pupils and those who have special educational needs is below the national average.
- Children in the Early Years provision are taught in one class on a full-time basis.
- The school runs a breakfast club which is managed by the governing body and was evaluated as part of this inspection.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- A section 48 inspection of religious education is scheduled for the summer term 2015.

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

- Improve teaching and raise pupils' achievement by ensuring that teachers:
  - use information about what pupils can and cannot do to set work at the right level to meet the needs of all pupils
  - set more demanding work in all lessons for those pupils who are most able to ensure they make good progress
  - plan activities in English and mathematics that fully motivate boys in their learning and meet the needs of disadvantaged pupils
  - support and enable pupils, especially the most able, to write accurately and in depth across a range of subjects
  - increase opportunities for pupils to develop and apply problem-solving skills in mathematics.
- Improve whole school improvement planning so that it makes clear how and when leaders and governors will check to make sure that actions taken have improved the achievement and progress of pupils.
- An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

## Inspection judgements

### The leadership and management

### require improvement

- Leaders and governors share a determination for the school to become the best that it can be. As a result, staff are strongly committed, as shown by the overwhelmingly positive responses to the staff questionnaire. However, school improvement plans are not sharply enough focused on improvement, in particular they do not make clear how school leaders will secure good progress for different groups of pupils.
- School leaders make checks on teachers to improve their performance. This has led to some improvements in teaching, marking and pupils' achievement. However, the quality of teaching, and therefore achievement, is uneven across the school and for different groups of pupils.
- Subject leaders show enthusiasm and have a good understanding of their subject, but their plans are not sufficiently robust in identifying what actions will have the greatest impact on pupils' achievement. As a result, not all pupils are making the best progress in English and mathematics.
- The curriculum is well planned and balanced. It is enhanced by a wide range of well-attended enrichment opportunities. It provides regular opportunities for pupils to work together and respect one another's differences. Pupils spoke with joy about the weekly lunch provided by the school for elderly residents in the community who, in turn, commented, 'The children are lovely and are so much fun.' Pupils welcome the opportunity to talk to these residents about their life experiences.
- Spiritual, moral, social and cultural development is a strength of the school. Pupils are able to talk confidently about faiths and cultures other than their own. They celebrate the diverse cultures and faiths in their school and show respect for different religious observances. The links the school has developed with schools in the Gambia and Bangladesh further strengthen pupils' understanding of faith and culture.
- Learning opportunities support the active promotion of fundamental British values and pupils are well prepared for life in modern Britain. For example, pupils have a developing understanding of democracy through the process of voting for school council representatives which they compare to Parliament in London. Pupils welcome their involvement in the recruitment of new staff to the school and are confident that their views are listened to.
- The promotion of equal opportunities is an integral part of the school's Christian ethos. Discrimination in any form is not tolerated; equality of opportunity and good relationships are fostered very effectively. Pupils' books show that whilst there is still a difference in the rates of progress between boys and girls, the gap is now closing.
- Disadvantaged pupils with complex needs make good progress. However, disadvantaged pupils who are also more able do not make the rapid progress to achieve the highest levels they are capable of making.
- Sports funding to develop pupils' ability in physical education is having a good impact. For example, a programme of training to support teachers has resulted in greater confidence in the teaching of sport, especially dance and gymnastics. A wide range of sports clubs, including tag-rugby, dance and football, is well attended by pupils.
- The school meets its statutory requirements for keeping pupils safe. Staff receive appropriate training and are highly attentive to ensure that pupils are safe at all times.
- The school has appointed an independent consultant to help evaluate the quality of teaching and learning. However, this support is not making enough difference. The consultant's reports have been over generous and have not helped the school to identify and reverse underachievement by specific groups, such as those eligible for free school meals.
- **The governance of the school:**
  - Governors have a clear and accurate understanding of how well the school is performing in relation to other schools nationally. Through visits to classrooms, talking to pupils and meeting with leaders, they are aware of the quality of teaching and its impact on learning. However, they do not check improvement plans with sufficient rigour to ensure that actions are rapidly improving the achievement and progress of all pupils. Governors oversee the performance management of leaders. They support the headteacher in ensuring that good teaching is rewarded and also support the withholding of pay rewards where performance does not meet the expected standard. Governors know how additional funding is being spent. They are aware of the impact of pupil premium and sport funding on pupils' achievements. Governors do not currently evaluate the impact of working with external partners sufficiently well in order to secure the very best outcomes for pupils.

**The behaviour and safety of pupils are good****Behaviour**

- The behaviour of pupils is good. In lessons, pupils are polite and cooperate well with each other and with adults. This good behaviour supports pupils with their learning, which is rarely interrupted.
- Pupils in Year 6 are trained as anti-bullying ambassadors who act as peer mediators, a position of responsibility they rise to extremely well. These mediators work successfully with other pupils, providing them with peer-to-peer support in finding ways of sorting out playground squabbles. Behaviour logs show a reduction in the number of incidences occurring and pupils confirm this is the case.
- The improving attendance, which is similar to other schools nationally, reflects pupils' enjoyment of school. Pupils speak enthusiastically about all aspects of the school and welcome opportunities that broaden their experiences and learning. Pupils are proud of their school, telling inspectors, 'This school is one of a kind.'
- The school's mission statement, 'Every child matters to God, every child matters to us and every child shines', is embedded throughout the school. Consequently, pupils know that name calling, inappropriate language or any form of discrimination are not tolerated. Pupils have a good understanding of different types of bullying. They told inspectors that on the few occasions bullying occurs, it is quickly dealt with by staff. The majority of parents and pupils talk positively about behaviour in the school.

**Safety**

- The school's work to keep pupils safe and secure is good. The policies and procedures for safeguarding are fully embedded in all aspects of the school's work. Staff take good care of pupils by keeping vigilant and ensuring their safety is never compromised. For example, the procedures in place for pupils walking the short distance to the school playing field ensure they are kept safe.
- Pupils of all ages know how to keep safe. They speak confidently about personal safety, including keeping safe on the internet and dealing with strangers. They receive guidance through lessons and assemblies to develop skills that will keep them safe in and out of school. For example, pupils in Year 6 are receiving cycling proficiency training. They know the importance of road safety and of keeping their bikes in good working order.

**The quality of teaching requires improvement**

- The headteacher has taken effective action to tackle the underperformance of some teachers. This is having a positive impact on improving teaching and there is evidence of some good and better teaching. Nevertheless, pupils throughout the school do not make securely good progress because teaching is not consistently good in some year groups.
- Where teaching is most successful, teachers use their secure subject knowledge and good understanding of what pupils are able to do to plan what they need to do next. They plan work to enable all pupils to learn effectively, including disadvantaged pupils and those with special educational needs. Where teaching is less successful, the work that teachers set is not always at the right level for pupils and so their progress stalls.
- Pupils make the best progress when they enjoy learning and teachers challenge and inspire them to achieve. For example, in a Year 6 English lesson, pupils had to think carefully about how to include the use of subordinate clauses in their writing to make it more exciting. Pupils were successful as a result of the good subject knowledge and probing questioning of the teacher.
- Work in books shows that pupils are not making consistently good progress in English or mathematics. There are, however, some examples of high quality work. For example, in Year 3, pupils' story writing clearly demonstrated good progress, particularly with their vocabulary choices, but this quality of learning is not yet consistent in all subjects.
- Improvements in the teaching of phonics and the impact of carefully directed additional help for those pupils at risk of underachievement have improved pupils' skills in reading.
- In mathematics, pupils are not always provided with enough problem-solving activities to help them apply their knowledge and understanding of mathematical concepts. Consequently, not enough pupils are achieving the higher levels in national tests.
- Teachers do not always provide enough challenge for the most able pupils, especially in mathematics and writing. This means these pupils do not make the rapid progress of which they are capable. The school has begun to tackle this and is increasingly ensuring that work set suitably challenges this group of pupils.
- Teachers regularly mark pupils' books. Feedback, particularly in pupils' writing, is well developed in all year groups, with regular opportunities for pupils to improve their work as a result of teachers' comments. This

is helping pupils to make better progress.

- However, too many books show work that is untidy and does not demonstrate a high level of pride by pupils, this is especially so in their topic books.
- Pupils with special educational needs are well supported. The special educational needs leader ensures that one-to-one sessions and other support are well matched to the needs of individual pupils, giving them the confidence to tackle activities in other areas of learning.
- Teaching assistants provide good support, especially for disabled pupils or those with special educational needs. They know the pupils well and deal sensitively with their different needs. Parents appreciate this level of care and agree that their children are well supported. In a typical comment, one parent said, 'The school is brilliant; my child has been given really good support for his needs and is making good progress.'

### The achievement of pupils

### requires improvement

- Children in the Early Years get off to a good start in their education and make good progress, so that they are well prepared for Year 1.
- However, the proportion of pupils achieving the nationally expected standard in the Year 1 phonic check, whilst improving, remains below the national average.
- The achievement of pupils in Years 1 to 6 requires improvement. Whilst pupils overall are achieving in line with national expectations in reading, writing and mathematics, this masks uneven progress for different groups.
- For example, at the end of Year 2, pupils overall achieve nationally expected levels in reading, writing and mathematics. However, in the 2014 national tests, boys did not achieve as well as girls in reading, writing or mathematics, nor did they achieve as well as boys nationally.
- The most able pupils in Year 2 and in Year 6 did better than their peers nationally in achieving the higher levels in reading and writing, but not in mathematics. The books of the current most able pupils show that they are making progress in line with national averages, but few exceed this general expectation.
- In 2014, pupils in Year 6 achieved similar results to pupils nationally in reading and writing; they were just below in mathematics. As in Year 2, boys did not achieve as well as girls, nor as well as boys nationally.
- Pupils with disabilities or who have special educational needs learn and develop good skills in reading, writing and mathematics. They are well supported in their learning through the effective deployment of teaching assistants who are suitably trained to work with pupils who have complex needs. As a result, most pupils make good progress irrespective of their starting points.
- In the 2014 national tests, disadvantaged pupils did not achieve as well as their peers in school in Year 2 or Year 6. When compared to other pupils nationally, disadvantaged pupils in Year 6 were six months behind in their writing and 12 months behind in their mathematics and reading. Similarly, these pupils were 8–12 months behind their peers in school in reading, writing and mathematics. The gaps widened for these pupils from 2013, significantly for those who started out as higher-achieving pupils. These pupils did not make good progress. Currently, disadvantaged pupils are making better progress in their learning but not yet doing well enough to catch up with other pupils.

### The early years provision

### is good

- Children start school with skills below those typical for their age, especially in reading, numbers and their understanding of the world. As a result of good and sometimes better teaching, most children make good progress and are well prepared for Year 1.
- The early years provision is well led and managed. Teachers plan a wide variety of exciting activities for children to experience. For example, children were re-telling the story about a grumpy farmer, adding their own actions and reasons why he was grumpy. This demonstrated children's increasing confidence and skill in developing their own narratives and explanations.
- Staff keep detailed records of children's progress in profiles and online interactive learning journals. This ensures that staff have a good understanding of what children can and cannot do, so that they can plan and provide activities which match their needs.
- Relationships between staff and children are strong and, as a result, children settle quickly into school life, grow in confidence and develop a love of learning.
- Parents are overwhelmingly positive about their children's education. They told inspectors that their experience of the school is 'fabulous' and praise the staff who they describe as 'welcoming' and 'approachable'. This reflects the ethos of the school. Parents feel involved in their children's learning. They

particularly appreciate the interactive learning journals as these provide a clear communication channel between home and school about what their children can and cannot do.

- Teaching assistants support children’s learning by taking every opportunity to extend the vocabulary and learning of all groups. As a result, children with special educational needs are settled and happy in school and are making good progress in their learning.
- The learning environment inside and out is well planned and exciting. Children access a good range of activities in a safe and secure environment. They choose activities with interest and quickly develop their ability to be independent and cooperate with each other. For example, a small group of children worked together to label the parts of a flower. They demonstrated high levels of social skills when they took turns in describing the flower, listening carefully to each other. They made good progress, clearly demonstrating their understanding of how flowers grow.
- Behaviour in the Early Years provision is good. Staff have high expectations of behaviour and there are well established routines which are consistently applied. The high quality care and nurturing by staff allow children to thrive.

## What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>



## School details

<b>Unique reference number</b>	138479
<b>Local authority</b>	Swindon
<b>Inspection number</b>	444052

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

<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	198
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Greg Evans
<b>Headteacher</b>	Margaret Clarke
<b>Date of previous school inspection</b>	Not previously inspected
<b>Telephone number</b>	01793522346
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