

Inspection of King William Street Church of England Primary School

King William Street, Swindon, Wiltshire SN1 3LB

Inspection dates: 15–16 October 2019

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| Overall effectiveness | Good |
| The quality of education | Good |
| Behaviour and attitudes | Good |
| Personal development | Good |
| Leadership and management | Good |
| Early years provision | Good |
| Overall effectiveness at previous inspection | Requires improvement |

What is it like to attend this school?

King William Street is a school where pupils feel welcome and included. They told us that they feel safe and that staff care about them. Relationships are positive because pupils are respectful of their classmates and the adults they work with. Pupils told us that although bullying does happen occasionally, it is dealt with swiftly by the adults in school. All staff expect pupils to behave well. Therefore, incidents of poor behaviour are rare. Pupils told us that if they have any worries there is always someone to help them.

Pupils play well together at social times. Pupils enjoy the additional responsibilities given to them, including peer mediation which develops their moral and social skills well. They are taught how to make a positive difference within their local community and wider society by living, and putting into action, their Christian values.

Leaders and staff want the very best for the pupils and have high expectations of what pupils can achieve in English, mathematics and science. Pupils enjoy their learning because teachers make it interesting for them. They like the educational visits that the school provides and the opportunities they get to debate issues relating to current affairs.

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

The headteacher and the staff work on the right aspects of improvement to ensure that the school continually improves. Good-quality training has improved staff's subject knowledge and skills. As a result, the quality of education that pupils receive is good. Staff morale is high because they get the right support and feel valued.

Leaders in the early years make sure that the curriculum develops children's language effectively. As a result, children are confident, independent and achieve well. They make a good start in Reception.

Pupils read well. Effective phonics teaching in Reception and key stage 1 means that pupils practise their sounds and use their knowledge to read words and sentences accurately. Pupils who fall behind with their reading are quickly identified and extra support helps them to keep up with their peers. Pupils in key stage 2 enjoy reading books from their class library and they like talking about them. This enables pupils to gain a love of books and understand what they read.

All teachers and leaders are ambitious for pupils with special educational needs and/or disabilities. Teachers meet their needs well and use a range of ways to support pupils' learning. Teachers ensure that pupils' support plans meet their academic and social needs. As a result, these pupils have appropriate access to the full curriculum and learn well.

Leaders have improved the school's science plans which identify what pupils will be

taught and when. The order of learning builds pupils' knowledge and skills successfully so that, over time, pupils know more and remember more. For example, pupils in Year 2 can demonstrate their understanding of their previous learning about carnivores, herbivores and omnivores. In Year 4 pupils are able to share their detailed knowledge about the function of different parts of plants. In other subjects, the order of the work planned to build on pupils' knowledge is less well developed, for example in geography.

Pupils learn well in mathematics. Teachers use their knowledge of what pupils can do to revisit what they have learned previously. As pupils develop their fluency in mathematics: they are able to apply this to more demanding work, solve problems and explain their answers confidently.

However, teachers do not use all the information they have about what pupils can do in each subject. Therefore, teachers do not plan work in some foundation subjects that is consistently demanding enough over time.

Pupils know how to keep themselves healthy. They understand and can explain the importance of eating well, exercising, and how to look after their own mental health and well-being. They enjoy the wide range of clubs, including tag rugby and art club.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have clear systems in school for staff to report and record any concerns. All staff understand these systems and use them diligently. Staff use and apply their safeguarding training to keep pupils safe. The designated safeguarding leader is quick to follow up any concerns and seek advice and the support of other professionals when they need to.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school's curriculum is not yet coherently planned and ordered in some subjects. Subject plans in foundation subjects including art, geography and physical education are not as well developed as they should be. Leaders need to ensure that the school's curriculum is ambitious in all subjects. Teachers need to ensure that the right depth of knowledge is planned for.
- Teachers do not consistently use assessment effectively to plan future work for pupils. As a result, work given to pupils is not as demanding as it needs to be. Leaders need to ensure that teachers use their assessments of what pupils can do to deepen pupils' knowledge and understanding.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

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.

School details

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| Unique reference number | 138479 |
| Local authority | Swindon |
| Inspection number | 10111478 |
| Type of school | Primary |
| School category | Academy converter |
| Age range of pupils | 4 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 209 |
| Appropriate authority | Board of trustees |
| Chair of governing body | Helen Redhead |
| Headteacher | Margaret Clarke |
| Website | http://www.kingwilliam.swindon.sch.uk |
| Date of previous inspection | 6–7 June 2017 |

Information about this school

- This is a Church of England school and is part of the Diocese of Bristol. A Statutory Inspection of Anglican and Methodist Schools took place in June 2015.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- A monitoring visit was carried out by one of Her Majesty's Inspectors on 5 October 2018.
- Inspectors held meetings with the headteacher, senior and middle leaders, including the special educational needs coordinator, the school improvement partner and members of the governing board.
- Inspectors focused deeply on early reading, mathematics, science and geography. Inspectors held discussions with senior leaders and subject leaders with responsibility for those subjects, undertook lesson visits, looked at pupils' work and held discussions with pupils and teachers.
- Inspectors also looked at a range of policies and documentation related to school improvement planning, at the quality of provision in early years and planning in

the wider curriculum across the whole school.

- Inspectors looked at safeguarding procedures and records of safeguarding and behaviour. Inspectors spoke to staff about and pupils to evaluate their understanding of safeguarding procedures and checked pupils' attendance.
- Inspectors observed pupils' behaviour in classrooms and around school. Inspectors also spoke to pupils about their school life and their views on personal development and behaviour.
- Inspectors spoke to parents and took account of 50 responses to Parent View, Ofsted's online questionnaire.
- Fifteen responses to Ofsted's staff survey and discussions with staff were also considered.

Inspection team

Wendy D'Arcy, lead inspector Ofsted Inspector

Faye Heming Ofsted Inspector

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