

Inspection of an outstanding school: Kings Hill Primary School

Old Park Road, Wednesbury, West Midlands WS10 9JG

Inspection dates:

12 and 13 March 2024

Outcome

There has been no change to this school's overall judgement of outstanding as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

What is it like to attend this school?

Kings Hill is an inclusive and caring school. Staff know pupils well and use this knowledge to support pupils' well-being. Pupils feel safe. They have trusted adults they can talk to. They know adults will deal with any incidents of unkind behaviour.

The school prioritises a strong sense of community. Pupils are excited to learn, and most pupils achieve well. They remember their learning. The school sets high expectations for every pupil to achieve. Pupils with special educational needs and/or disabilities (SEND) are supported extremely well and fully included in school life. Every pupil is treated as an individual.

Wider opportunities, such as trips and visits, are carefully planned to enhance pupils' learning. Pupils appreciate the opportunities the school provides to take on responsibilities. They take on leadership roles in school, such as house captains and members of the school council. Staff actively seek pupils' opinions. Pupils raise money for their chosen charities, and undertake litter picking and tree planting. These experiences help to show pupils what it means to be a responsible and positive member of a community. Pupils have access to a wide range of enrichment clubs and activities, including various sports, gardening and cooking.

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

The curriculum is ambitious for every pupil. It is carefully planned and sequenced from the early years onwards. The school has created an extensive programme of training for all staff. As a result, most staff have strong subject knowledge and are confident in teaching the curriculum. The school uses technology effectively to enhance the curriculum.

Staff adapt learning successfully for all learners. Pupils with SEND are supported expertly. They have their needs accurately identified. This means that teachers are well informed about pupils' needs and how they can best be supported. They are able to access the curriculum fully. As a result, pupils with SEND achieve very well, learning alongside their peers, as well as receiving personalised learning in the school's 'rainbows' provision.

The school ensures that the teaching of phonics and reading is prioritised as soon as children join the school. Pupils demonstrate a genuine love of reading. Overall, the phonics curriculum is taught well. Most teachers present new learning clearly. However, sometimes staff do not model new learning clearly enough. This means that some pupils are less secure on the sounds they are learning because teachers have moved on too quickly before learning is secure. Pupils who are at risk of falling behind have extra practice to help them keep up with their peers. Over time, most pupils make good progress in learning to read, including pupils with SEND.

Where learning is most effective, teachers use assessment effectively to check carefully what pupils have remembered. However, in some lessons, checks on learning are not used as well as they could be. This means that, sometimes, pupils make repeated mistakes that are not picked up quickly enough by staff. On occasion, learning activities are not as well matched to pupils' learning needs as they should be. Some pupils are held back when they are ready to move on with their learning. This hampers their progress.

The school has high expectations for pupils' behaviour from the moment children join the school in the nursery. Pupils know what is expected of them and routines are quickly established. Where there is any off-task behaviour, most staff are quick to address this. Pupils are usually attentive in class and motivated to do their best. Pupils' behaviour at breaktime reflects the school's happy and inclusive culture. Despite the school's efforts, some pupils, including those who are disadvantaged, do not attend school often enough.

The school promotes pupils' personal development very well. The school celebrates the cultural diversity of the community through assemblies and religious celebrations. Pupils' personal development is woven throughout the curriculum. Pupils treat each other with respect and live out the school's values of 'achieve, inspire and motivate' throughout all aspects of school life. Pupils discuss topical issues in their lessons and learn how to keep themselves safe. Pupils have a very strong understanding of how to stay safe online.

The school carefully considers staff's well-being and workload. Staff access appropriate ongoing training to progress in their careers. Staff welcome the support provided. The school engages with parents and carers through a series of carefully planned workshops to keep parents informed about their children's learning. Governors have the skills and expertise to fulfil their responsibilities and hold leaders to account.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- There is variability in how well phonics is delivered. As a result, some pupils do not learn to read as quickly as they should. The school should ensure that the phonics curriculum is delivered effectively by all staff to enable all pupils to become fluent readers quickly.
- In a small number of lessons, staff do not use assessment consistently well during lessons to check what pupils know and remember. As a result, some pupils make repeated mistakes that are not addressed swiftly. Others are not always moved on to new learning quickly enough. The school should ensure that teachers use assessment strategies effectively in all subjects to support pupils' next steps in learning.
- A small number of pupils are absent from school too often, including disadvantaged pupils. This means that they miss important learning. Leaders need to explore further strategies to improve attendance so that all pupils attend school regularly and do not miss valuable learning opportunities.

Background

When we have judged a school to be outstanding, we will then normally go into the school about once every four years to confirm that the school remains outstanding. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be outstanding in January 2018.

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 information from Ofsted Parent View 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.

Further information

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

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	104179
Local authority	Walsall
Inspection number	10322725
Type of school	Primary
School category	Maintained
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	474
Appropriate authority	The governing body
Chair of governing body	Michael Fox
Headteacher	Nin Matharu (Executive Headteacher)
Website	www.kings-hill.walsall.sch.uk
Dates of previous inspection	10 and 11 January 2018, under section 5 of the Education Act 2005

Information about this school

- The school federated with Salisbury Primary School to become part of the King's Federation in January 2023. The schools share the same executive headteacher.
- The school does not use alternative provision.

Information about this inspection

The inspector carried out this graded inspection under section 8 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector met with the headteacher and senior leaders.
- The inspector met with representatives from the governing body.

- The inspector carried out deep dives in these subjects: early reading, mathematics and computing. For each deep dive, the inspector held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at a sample of pupils' work.
- The inspector listened to pupils read to a familiar adult.
- The inspector considered a range of documents, including the school's self-evaluation and improvement plans. Minutes of governing body meetings were also scrutinised.
- The inspector looked at records of pupils' attendance and behaviour. They observed pupils' behaviour in lessons and around school and talked to them about behaviour, bullying and welfare.
- To evaluate the effectiveness of safeguarding, the inspector reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector talked to parents at the start of the school day and considered the Ofsted Parent View survey and free-text comments. Inspectors also reviewed the responses to the staff survey and gathered the views of staff and pupils through discussion.

Inspection team

Cathy Young, lead inspector

His Majesty's Inspector

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