

King William Street Church of England Primary School

Inspection report

| | |
|--------------------------------|------------------------|
| Unique Reference Number | 126363 |
| Local Authority | Swindon |
| Inspection number | 293536 |
| Inspection dates | 14–15 March 2007 |
| Reporting inspector | Margaret Dickinson HMI |

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

| | |
|---|---|
| Type of school | Primary |
| School category | Voluntary controlled |
| Age range of pupils | 4–10 |
| Gender of pupils | Mixed |
| Number on roll | |
| School | 142 |
| Appropriate authority | The governing body |
| Chair | Phil Davies |
| Headteacher | Simon Burrell |
| Date of previous school inspection | 1 October 2001 |
| School address | King William Street Swindon SN1 3LB |
| Telephone number | 01793 522346 |
| Fax number | 01793 435916 |

| | |
|--------------------------|------------------|
| Age group | 4–10 |
| Inspection dates | 14–15 March 2007 |
| Inspection number | 293536 |

© Crown copyright 2007

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by one of Her Majesty's Inspectors.

Description of the school

This small primary school is located in the old town area of Swindon. Most pupils come from a relatively affluent area of the town. Few pupils are from minority ethnic groups and the proportion of pupils with learning difficulties and disabilities is below average. The school has recently achieved Healthy School status. The leadership team is new from this year. The headteacher started in September 2006 and a new chair of governors started at the same time. Two existing members of staff took on new responsibilities as key stage leaders.

Key for inspection grades

| | |
|---------|--------------|
| Grade 1 | Outstanding |
| Grade 2 | Good |
| Grade 3 | Satisfactory |
| Grade 4 | Inadequate |

Overall effectiveness of the school

Grade: 3

The school's effectiveness is satisfactory. There are some good features and few weaknesses. The headteacher leads by example, with energy, commitment and drive. A lot has changed since he took up his post but he has taken staff with him and has their full support. Many said they felt 'empowered' and 'inspired' by his leadership and how much they were appreciating the new approach to teaching and the curriculum. Parents' questionnaires also strongly endorse the leadership and the overall work of the school.

The headteacher has assessed the school's strengths and weaknesses accurately. He has focused successfully on important areas. He has revised the curriculum planning and the way pupils' progress is monitored and supported. He has also improved teaching to bring about better learning and achievement. A significant amount of work has been done to pull together the information from pupils' assessments. Each pupil's progress is now rigorously tracked between Years 3 and 6, in reading, writing and mathematics. The headteacher knows which pupils are not yet achieving their potential and has put support programmes into place to help them catch up. These are proving successful and achievement is improving. A weaker aspect is that pupils' progress is not monitored in the same way between Reception and Year 2.

Pupils benefit from good guidance and support and this helps to create a happy atmosphere. Pupils enjoy coming and there is a distinct 'family' feel to the school. Pupils get on very well together and are very sociable and friendly. One summed it up by saying 'Everyone matters. No one's left out.'

Children make satisfactory progress in the Reception Year, because of the satisfactory provision. Standards are above average by Year 6. Given the above average standards when children start school, this represents satisfactory achievement. However, this overall picture masks some underachievement that has occurred in the past. In the 2006 national tests for Year 6, pupils did not do as well as they should have done given their standards at Year 2. Results in writing, in particular, were not high enough. The school has been focusing on writing and there are some good strategies being used, such as the target cards. Writing is improving, along with reading and mathematics, but there is some way to go before standards in writing are as high as they should be.

Teaching is satisfactory and improving, with more good teaching and less that is inadequate. Some teaching is very effective, with imaginative methods being used to inspire and motivate pupils. In other cases, teaching does not move at a fast enough pace and teachers' expectations are not quite high enough to achieve clear learning for all groups of pupils. The curriculum is good. Teachers make helpful links between subjects to develop pupils' skills and knowledge, which help pupils to make sense of their learning. A strong feature is the excellent range of after-school clubs. Pupils enjoy these. Every child spoken to during the inspection attended at least one! At the moment, much rests on the leadership of the headteacher. Key stage coordinators and subject leaders are at an early stage in their leadership roles. They are increasing their understanding of what they need to do and are keen to take on leadership responsibilities. However, as yet, they have insufficient impact upon standards and achievement. Governors rely too heavily upon the headteacher's knowledge of the school's strengths and weaknesses rather than monitoring the school's effectiveness for themselves. They do not contribute sufficiently to the strategic direction of the school. Therefore, governance is inadequate. The school has satisfactory capacity to improve.

What the school should do to improve further

- Increase the proportion of good and better teaching by ensuring lessons have sufficient challenge and pace to cater for all attainment groups, particularly to raise standards in writing.
- Monitor pupils' progress between the beginning of Reception and Year 2.
- Develop the leadership and management of middle leaders so they have more influence on standards and achievement.
- Improve the effectiveness of the governing body.

Achievement and standards

Grade: 3

Inspection findings show standards are above average overall and pupils' achievement is satisfactory. In the Year 2 national tests in 2006, results were significantly above average in reading and mathematics and above average in writing. At Year 6, pupils' performance was above average but the progress the pupils made over time was significantly below average overall. There were marked differences within English, with writing being below average both for pupils attaining the national expectation and those reaching the higher Level 5. Pupils are beginning to make better progress in writing but there is still some way to go. Some average and higher attaining pupils in Years 4 and 5, for example, are slow to write and do not produce enough work to reach the levels they should be reaching. The weaknesses in pupils' standards in information and communication technology, identified at the last inspection, have been addressed successfully.

Personal development and well-being

Grade: 2

Pupils enjoy school. They have positive attitudes and their attendance is average. The pupils in the redecorated classrooms like the bright and colourful feel, which one pupil said made her feel 'excited about learning'. Spiritual, moral, social and cultural development is good overall. Pupils get on very well together and respect each other. They participate well in collective worship. On one occasion, a special calmness was apparent each time a lit candle was held up as a symbol of 'Jesus light of the world'. Pupils like fund raising and helping others less fortunate than themselves. They help to serve lunch to elderly people each week and regularly raise funds for charities. They act safely and show care when moving around the school and playground. They keep active, for example skipping at breaks and taking part in sporting activities. Many pupils bring fruit to school for a healthy snack and they enjoy the healthy, and mostly organic, school lunches. The school is giving pupils a satisfactory grounding for their future education and the world of work.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory with some good and occasionally outstanding features. Teachers and teaching assistants establish very good relationships with pupils. Teaching assistants are well deployed and give good support to pupils who need additional help. Lessons are planned according to a steady progression in skills. This often leads to interesting activities and well structured lessons which the pupils enjoy. Pupils like the target cards which are used

to help them improve their writing. One said, 'I like it because it tells you what you've achieved and what you need to keep doing'. Pupils make the most progress when teachers have consistently high expectations. This occurred in Years 5 and 6, for example, where teaching captured all pupils' interest and consolidated their knowledge of changes of state, whilst also teaching them how to write explanatory text. Other lessons proceed at a steadier pace than they need to and teaching does not expect enough of some pupils. Teachers do not always assess how well pupils are doing during the lesson, to find out who needs extra consolidation and who would benefit from additional challenge.

Curriculum and other activities

Grade: 2

The curriculum makes a strong contribution to pupils' enjoyment of school. The revised plans give teachers clear guidance on how to plan for higher or lower levels, according to pupils' needs. Pupils like the links between subjects. A greater focus on cultural provision is also giving them a better understanding of cultural diversity. The school has improved its provision for pupils with learning difficulties and disabilities, and is providing effective targeted support. It has also put some initiatives into place to support pupils who are gifted or talented. One pupil, for example, was very pleased he was able to do some Levels 6 and 7 mathematics work and was clearly enjoying the challenge. Another has access to the school piano for regular practice. The school works hard to arrange a wide selection of after-school clubs. A slightly weaker aspect of the curriculum is the planning for children in Reception. This does not always indicate carefully enough what children will learn, especially in areas other than language and mathematical development.

Care, guidance and support

Grade: 3

The quality of personal care, guidance and support is very good. Children are well cared for and this is one reason why so many enjoy coming to school. Arrangements for healthy and safety, including risk assessments, have been improved. These, together with procedures for safeguarding children, meet current requirements. Academic guidance is improving. Individual targets have been set for pupils and their progress towards these is monitored well. At the moment, progress is monitored between Years 3 and 6. The school has not yet implemented this good practice lower down the school so it cannot easily check that all pupils are doing well enough between Reception and Year 2.

Leadership and management

Grade: 3

The headteacher has made a significant impact on the school. There is a sharp focus on the individual child, in the spirit of Every Child Matters. The headteacher has achieved a lot in a short time. Alongside this, he has been sensitive and responsive to the needs of staff during this period of change. A strong feature is his careful monitoring of teaching as well as teachers' plans, especially between Years 1 and 6. He has strong credibility with all staff. His judgements are accurate and he backs up his monitoring with practical advice and suggestions. The subject and key stage leaders lack experience. They have not yet had the opportunity to attend training to help them monitor standards and contribute to the school's self-evaluation. Currently, the headteacher is the main driving force and he acknowledges that other layers of leadership need

to be stronger. The headteacher provides governors with very detailed and helpful reports. They are developing a greater awareness of their role but are not familiar with data and pupils' performance, and are not in a secure enough position to challenge the school and hold it to account.

Annex A

Inspection judgements

| | |
|---|-----------------------|
| Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate | School Overall |
|---|-----------------------|

Overall effectiveness

| | |
|--|-----|
| How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners? | 3 |
| How well does the school work in partnership with others to promote learners' well-being? | 2 |
| The quality and standards in the Foundation Stage | 3 |
| The effectiveness of the school's self-evaluation | 3 |
| The capacity to make any necessary improvements | 3 |
| Effective steps have been taken to promote improvement since the last inspection | Yes |

Achievement and standards

| | |
|--|---|
| How well do learners achieve? | 3 |
| The standards ¹ reached by learners | 2 |
| How well learners make progress, taking account of any significant variations between groups of learners | 3 |
| How well learners with learning difficulties and disabilities make progress | 3 |

Personal development and well-being

| | |
|---|---|
| How good is the overall personal development and well-being of the learners? | 2 |
| The extent of learners' spiritual, moral, social and cultural development | 2 |
| The behaviour of learners | 2 |
| The attendance of learners | 3 |
| How well learners enjoy their education | 2 |
| The extent to which learners adopt safe practices | 2 |
| The extent to which learners adopt healthy lifestyles | 2 |
| The extent to which learners make a positive contribution to the community | 2 |
| How well learners develop workplace and other skills that will contribute to their future economic well-being | 3 |

The quality of provision

| | |
|---|---|
| How effective are teaching and learning in meeting the full range of the learners' needs? | 3 |
| How well do the curriculum and other activities meet the range of needs and interests of learners? | 2 |
| How well are learners cared for, guided and supported? | 3 |

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A**Leadership and management**

| | |
|--|-----|
| How effective are leadership and management in raising achievement and supporting all learners? | 3 |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 3 |
| How effectively performance is monitored, evaluated and improved to meet challenging targets | 3 |
| How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can | 3 |
| How effectively and efficiently resources, including staff, are deployed to achieve value for money | 3 |
| The extent to which governors and other supervisory boards discharge their responsibilities | 4 |
| Do procedures for safeguarding learners meet current government requirements? | Yes |
| Does this school require special measures? | No |
| Does this school require a notice to improve? | No |

Annex B**Text from letter to pupils explaining the findings of the inspection**

Thank you very much for giving me such a warm welcome when I visited your school recently. I was sorry to leave! I was very pleased that so many of you were willing to talk to me about your school and all that you do. I thought you would like to know about some of the good things I found and some things I have asked Mr Burrell and your teachers to work on to make things even better for you.

You are very friendly and well behaved. You get on well together and enjoy school. The school cares for you all very well and gives you good support. The teachers plan interesting things for you and the school works hard to help you keep safe and healthy. You have an excellent choice of after-school clubs and I was really amazed how many of you attend them. I also thought your school lunches were delicious. You obviously enjoy them too!

I have asked the school to make sure all lessons help you to learn well and that you are given work that is at the right level for you. You are getting better at writing but some of you could be doing even better. You can help with this by always working hard in writing lessons and doing your very best. The school is checking that those of you in Years 3, 4, 5 and 6 are making enough progress and I would like it to do the same for the younger children. Finally, I have asked the governors of the school and the teachers who have particular responsibilities to keep a closer eye on how well you are all doing and to check that you are getting a really good education.

I hope that you all continue to enjoy your school and I would like to wish you the very best for the future.