

King Charles Primary School

Inspection report

Unique Reference Number	104175
Local Authority	Walsall
Inspection number	336248
Inspection dates	13–14 July 2010
Reporting inspector	Chris Kessell

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	219
Appropriate authority	The governing body
Chair	Mike Lee
Headteacher	Julie Chatwood
Date of previous school inspection	25 June 2008
School address	Wilkes Avenue Walsall WS2 0JN
Telephone number	01922 721368
Fax number	01922 646194
Email address	postbox@king-charles.walsall.sch.uk

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Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

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Introduction

This inspection was carried out by three additional inspectors. They visited 11 lessons and observed 8 teachers. Inspectors held meetings with governors, staff and pupils. They observed the school's work, and looked at a range of documentation, including school assessment data, internal and external monitoring information and school policies, including those for safeguarding and health and safety. □Twenty-two questionnaires from parents and carers were analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- how well pupils make progress relative to their starting points, particularly girls□
- whether higher attaining pupils are being challenged sufficiently, especially in writing
- the apparent decline in pupils' personal development since the school was last inspected
- the success of new senior leaders in securing school improvement.

Information about the school

The vast majority of pupils come from White British backgrounds. A number of minority ethnic groups are represented at the school, the largest being pupils of Caribbean heritage. Very few pupils are at the early stages of learning English. The proportion of pupils known to be eligible for free school meals is well above average. The number of pupils who enter or leave the school other than at the usual times is higher than normally found. The percentage of pupils with special educational needs and/or disabilities is above average. Their needs range from moderate learning difficulties to behavioural, emotional and social problems. The school also offers a nurture group for up to 10 pupils of Key Stage 1 age that come from other schools across the borough. The school is federated with Bentley West Primary School and Bentley West Children's Centre.

There has been significant disruption in staff over the current academic year. The school has an acting headteacher and an acting deputy headteacher.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

King Charles is a satisfactory and rapidly improving school. Good support and care are provided for pupils, especially those who are vulnerable or find school difficult. A number of parents commented on how much the school had improved under the acting headteacher. One parent, for example, noted that pupils' behaviour had undergone an 'amazing transformation'. The acting headteacher is a good leader. She is moving the school forward because she has high expectations and a clear vision for the future. She is supported effectively by a good governing body. Other leaders and managers are doing well in developing their roles and share the acting headteacher's passion and ambition for continued improvement. Pupils' progress is now tracked more rigorously and accurately.

Attainment is currently well below average in English and mathematics as a result of previous underachievement. Learning and progress are improving rapidly and in a number of year groups, such as Years 2 and 5, pupils are now making good progress. The school has been successful in improving the progress of girls which historically has lagged behind that of the boys.

Teaching is satisfactory and getting better. Teachers are held in high regard by the pupils, and classroom relationships are good. Lessons are planned to offer work that is matched to a wide range of pupils' needs. Although effective in a few classes, lesson planning is not always accurate enough to meet all pupils' needs. At times, this results in insufficient challenge for higher attaining pupils. Teachers are conscientious with their marking and pupils appreciate the supportive comments they are given. Marking does not consistently identify in simple terms the next steps in pupils' learning. Pupils are given targets in English and mathematics but they are not always linked rigorously to individual pupils' actual knowledge and understanding. Pupils' writing is still weaker than their reading and mathematics. A number of initiatives have been successfully introduced to improve pupils' writing but there are insufficient opportunities for pupils to develop their writing skills in other subjects. In the Early Years Foundation Stage, there have been significant improvements in elements of the children's language and literacy skills, which are very weak on entry to the Nursery. However, opportunities are missed to develop children's writing skills further in their day-to-day activities.

Pupils' good personal development has been maintained since the last inspection.

Although levels of attendance are improving, they are still well below average. Those pupils who attend regularly do better than those with poor attendance records.

Staff and governors have an accurate understanding of what needs to improve further. Self-evaluation is accurate. Improvements in pupils' learning and progress and their

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behaviour indicate that there is satisfactory capacity to get even better.

What does the school need to do to improve further?

- Improve pupils' attendance by:
 - working more closely with parents and carers so that they appreciate the negative impact that poor attendance has on their child's learning and progress
 - raising the profile of attendance with pupils by celebrating and rewarding good attendance.
- Raise attainment and increase pupils' learning and progress by:
 - ensuring that all pupils are given work that is always matched to their individual needs, especially the higher attaining pupils
 - providing pupils with targets in English and mathematics that reflect their levels of knowledge and understanding
 - ensuring that teachers' marking shows pupils, in simple terms, how to improve their work by linking these comments to their targets in English and mathematics.
- Improve pupils' skills in writing by:
 - providing more opportunities to develop writing skills in other subjects
 - improving writing resources for children in the Early Years Foundation Stage and providing more time for writing.

Outcomes for individuals and groups of pupils**3**

Pupils' achievement is satisfactory. They enjoy school and their positive attitudes help with their learning. Pupils in Year 5, for example, worked hard to suggest different ways to solve problems in numeracy, while Year 2 pupils had fun as they began to write non-chronological reports in English. Learning and progress is improving because teachers are now taking greater responsibility for the progress of the pupils in their classes. Expectations have been raised and challenging targets are now being set. Teachers have regular meetings with senior staff to look very closely at every child's progress. Attainment still remains low but recent improvements ensure that boys and girls are now achieving satisfactorily.

Pupils with special educational needs and/or disabilities make satisfactory progress overall. Those pupils with the most challenging needs often make good progress when they receive well-organised targeted support. The few children who are at the early stages of learning English are supported effectively in the Early Years Foundation Stage.

Pupils know how to keep healthy and active, help each other and behave well. They work well with each other in class and actively participate in school life. Pupils are involved in staff appointments and take this role extremely seriously. Pupils are very caring towards each other and respect each other's views. They feel well cared for and, as one pupil accurately stated, 'We are one hundred per cent safe.' Pupils are confident

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and happy to express their opinions. Spiritual, moral and social development is good. Although pupils are respectful of others' beliefs, they have a limited understanding of other cultures and religions.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	4
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Lessons are organised well. Expectations are clearly explained and pupils generally have a good understanding of what they are trying to achieve. Pupils are encouraged to self-assess their understanding of the work they are undertaking. Teachers make a point of interacting with different groups of pupils. Oral feedback is often good. Group activities work well when tasks are linked accurately to pupils' specific needs and understanding. There are times, however, when group activities are organised around the amount the work to be covered, which means that pupils are really undertaking the same work. When extension activities are provided, higher attaining pupils are able to undertake more challenging work. The use of 'talk partners' is an effective feature in many lessons. Pupils use these opportunities sensibly to discuss their work and ideas. Teaching assistants contribute satisfactorily to pupils' learning overall. There are times at

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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the beginning of lessons when they are too passive and not involved sufficiently in supporting pupils' learning.

The school is currently reviewing its provision so that subjects are linked more closely together and relevant to pupils' experiences. Pupils commented on how much they enjoyed their 'Around the World Week', and the school is planning to introduce more themed weeks. The extra-curricular programme supports the pupils' personal development effectively. Although pupils have sufficient opportunities to develop their knowledge and understanding of information and communication technology, the subject does not contribute significantly to learning in other subjects.

The care, guidance and support offered to pupils and their families are good. There are strong links with external agencies, and federation partnerships contribute significantly to pupils' well-being. The Bentley West Children's Centre offers good before and after-school care. Effective support and guidance is provided for vulnerable pupils and their parents through specific support and courses for parents. The school is able to provide a number of examples of how pupils have been helped to improve their attitudes, confidence, behaviour and achievement. The nurture group has a successful record for reintegrating pupils back into their mainstream schools.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The acting headteacher has had a significant impact on school improvement. She has raised staff aspirations and ambitions and morale is high. Good attention has been paid to devolving management and addressing training needs and teachers' professional development. The staff team works well together and everyone understands the school's vision and targets for improvement. Good attention has been paid to improving the school's tracking and assessment procedures. Pupils' individual needs are better understood. Monitoring and evaluation has been made more rigorous through effective observations of lessons, analysis of work and interviews with pupils. However, subject coordinators are relatively inexperienced and are still developing in their roles. The programme for pupils with special educational needs and/or disabilities is well managed. The school's approach to inclusion and equality is satisfactory. The improvement in girls' learning is an indication of progress in this area.

Governors are fully involved in evaluating the effectiveness of the school. They understand its strengths and weaknesses and have put in place a good strategic

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monitoring programme to challenge and hold the school to account. This has contributed well to improvements in pupils' learning and progress. The strategic vision for the school includes its role in promoting community cohesion. The school is very cohesive and opportunities have been developed for pupils to engage with others from different backgrounds within the local area. National and international links are being developed. At the time of the inspection, safeguarding procedures were good. There are clear policies and procedures that follow recognised good practice, and an effective training programme is in place to guide and support all staff. The school works hard to maintain strong relationships with parents and carers.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children enter the school with very low levels of attainment, especially regarding their language and literacy skills and mathematical development. Strong relationships have developed with the adults working in both the Nursery and Reception classes. As a result, children behave well and treat each other with respect and consideration. Adults know the children well and the provision for their welfare and safety is good. Specific activities are provided by the Bentley West Children's Centre, such as the cradle club and playgroup. These activities have improved parents' involvement with the school, as well as children's confidence and attitudes to learning on entry to the Nursery. One parent commented, 'I feel that I can talk to the staff about anything.'

Although activities are well organised, they are not always accurately matched to children's needs. Children are provided with a secure and interesting environment in which to learn but the resources for the outdoor area are old and unexciting. As a result,

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activities that operate both indoors and outdoors can become disjointed. □ By the end of Reception, children have made satisfactory progress in relation to their starting points. Children begin Year 1 with attainment that is well below average. Leadership and management are satisfactory. There is a positive and cohesive team spirit within the Early Years Foundation Stage. Initiatives to improve children's language and literacy skills have had some success. For example, speaking and listening skills are improving. Children are not always given enough opportunities to improve their writing skills as part of their day-to-day work.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

Only a small number of parents and carers completed a questionnaire about their views of the school. Those who responded indicated that they were generally pleased with the school and the education their children receive. A typical comment was, 'My child is happy at school, making progress and gaining confidence.' A number of parents disagreed with the statement that the school deals effectively with unacceptable behaviour. Inspectors judged pupils' behaviour as good, both in classrooms and around school. There has been a significant improvement in pupils' behaviour over the last term.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at King Charles Primary School to complete a questionnaire about their views of the school. In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 22 completed questionnaires by the end of the on-site inspection. In total, there are 208 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	13	59	9	41	0	0	0	0
The school keeps my child safe	15	68	7	32	0	0	0	0
The school informs me about my child's progress	12	55	10	45	0	0	0	0
My child is making enough progress at this school	10	45	10	45	1	5	0	0
The teaching is good at this school	13	59	9	41	0	0	0	0
The school helps me to support my child's learning	10	45	11	50	1	5	0	0
The school helps my child to have a healthy lifestyle	13	59	8	36	1	5	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	8	36	12	55	2	9	0	0
The school meets my child's particular needs	10	45	10	45	1	5	0	0
The school deals effectively with unacceptable behaviour	11	50	5	23	5	23	0	0
The school takes account of my suggestions and concerns	10	45	9	41	3	14	0	0
The school is led and managed effectively	10	45	10	45	2	9	0	0
Overall, I am happy with my child's experience at this school	13	59	9	41	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



15 July 2010

Dear Pupils

Inspection of King Charles Primary School, Walsall WS2 0JN

Thank you for the help you gave us when we visited your school. We enjoyed seeing you at work and play. We should like to thank those of you who came to talk to us about work and other school activities. Your school is giving you a satisfactory education.

Most of you are now making at least satisfactory progress in lessons. We have asked the staff and governors to improve your progress even further by always giving you work that is at the right level and ensuring that your targets in English and mathematics and teachers' marking help you to improve. Many of you told us that you enjoy school and your lessons. Despite this, too many of you do not come to school regularly enough and this slows your progress. We have also asked the staff and governors to work with you and your parents to improve attendance.

The school helps you to keep healthy and provides you with opportunities to take part in many activities. It is good at keeping you safe. Your behaviour is good. The acting headteacher, staff and governors are working hard to make the school even better. We have asked them to provide you with more opportunities to improve your writing, which is not as strong as reading and mathematics.

You can also help the school get better by continuing to behave well and working hard in class. Remember that it is important to come to school regularly so you can benefit from everything that the school has to offer.

Best wishes for the future.

Yours sincerely

Chris Kessell

Lead inspector

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