

# King William Street Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	126363
<b>Local Authority</b>	Swindon
<b>Inspection number</b>	340966
<b>Inspection dates</b>	24–25 May 2010
<b>Reporting inspector</b>	Derek Watts

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	158
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jennifer Thompson
<b>Headteacher</b>	Simon Burrell
<b>Date of previous school inspection</b>	14 March 2007
<b>School address</b>	King William Street Swindon SN1 3LB
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## Introduction

This inspection was carried out by three additional inspectors. Eighteen lessons or part lessons were observed and six teachers were seen. The inspection team observed the school's work and examined its policies, assessments, pupils' work, teachers' plans and school improvement planning. Discussions were held with the headteacher, staff, governors and pupils. There were informal conversations with parents and carers. The inspectors analysed 45 questionnaires completed by parents and carers, and others by staff and pupils.

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

- improvements to the Early Years Foundation Stage since the last inspection
- action to improve provision and pupils' performance in writing, particularly for the more able
- community cohesion and its impact on pupils' contribution to the community and to their cultural development.

## Information about the school

King William Street Church of England Primary is smaller than most primary schools. It is situated in the old town area of Swindon. The vast majority of pupils are from a White British background. Very few pupils speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is just above average. The nature of these difficulties includes specific learning and speech, language and communication difficulties. There is Early Years Foundation Stage provision for children in Reception. The previous headteacher was appointed just before the last inspection. The current headteacher was appointed in April this year. The deputy headteacher joined in an acting capacity in January and was appointed permanently in April. Leaders of English, mathematics and science are new to their posts. A breakfast club is run by the school and governing body.

**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?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Effective leadership and management have brought about considerable improvements since the last inspection. King William Street Church of England Primary is now a good school. Pupils achieve well because of good teaching and an interesting curriculum. Good care, guidance and support and the school's positive atmosphere make a valuable contribution to pupils' personal development. Pupils are courteous, friendly and respectful to others. They relate well to adults and to their peers. Behaviour is good and exemplary in a number of lessons. Pupils feel safe and show a good understanding of how to lead a healthy lifestyle. They thoroughly enjoy school and attendance levels are high. Community cohesion is promoted well and pupils make good contributions to the school and the wider community. They participate well in local events and partnerships with schools in Devon and Malawi make a good contribution to their cultural and social development.

Most year groups enter Reception with knowledge and skills broadly expected for their age. Provision for the Early Years Foundation Stage is much improved since the last inspection and is now good. Children make good progress in all areas of learning. Pupils continue to make good progress and attainment by the end of Year 6 is above average. A successful range of strategies have been successfully implemented to improve pupils' performance in writing. Discussion, drama and visual stimuli generate good ideas for writing. Pupils have a good knowledge and understanding of science but do not always have sufficient opportunities to plan and carry out practical investigations. Teachers are enthusiastic, and they establish good relationships with their pupils. Explanations and demonstrations promote learning well. In the main, assessment is used well to plan teaching and match tasks to pupils' different abilities. Occasionally, tasks are not sufficiently challenging to extend the more able and learning does not proceed at a brisk pace. The curriculum is enriched by a good range of clubs and visits.

Leaders and managers promote successfully good provision and positive outcomes for pupils. The school demonstrates a good capacity to improve. Self-evaluation is accurate and the findings used well to inform improvement planning. Effective action is taken to bring about improvements where needed. Since the last inspection, pupils' progress, teaching, care, guidance and support and leadership and management have all improved from satisfactory to good. Parents and carers are pleased with the care and education provided and recognise the improvements made. The headteacher, deputy headteacher and key subject leaders are all new. Collectively, they have the experience, enthusiasm and expertise to build on the school's effectiveness.

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

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- Improve elements of teaching by ensuring that in all lessons:
  - assessment is used consistently well to plan tasks which extend the more able - learning and the lesson proceed at a brisk pace.
- Increase opportunities for pupils to acquire and apply scientific skills through practical investigations.

## Outcomes for individuals and groups of pupils

**2**

Pupils thoroughly enjoy their learning. They show positive attitudes and make good progress. School assessments, national test results, pupils' work and the lessons seen indicate that attainment is above average in reading, writing, mathematics and science by the end of Year 6. Most groups of pupils make good progress, including those with special educational needs and/or disabilities. Above average proportions of pupils attain the higher than expected Level 3 by Year 2 and Level 5 by Year 6 but, occasionally, more able pupils are not fully extended in lessons.

Pupils make good progress in speaking and listening because of the well-planned opportunities they have to discuss their learning in pairs and small groups. In a high quality Year 6 lesson, pupils prepared and presented persuasive arguments for and against banning the selling of 'junk food'. Useful information was extracted from text. They were articulate and confident in their presentation and used facts, strong evidence and punchy phrases to make their argument convincing.

The school's focus on talking has a positive impact on pupils' writing. More pupils attain the higher levels in writing because of action taken by the school. In Years 3 and 4, pupils applied their writing skills well as they produced detailed and imaginative diaries of a recent Tudor experience on their residential visit to Hooke Court, Dorset. Inspired by discussion, drama and a video clip, pupils in Year 2 used persuasive writing well in creating a leaflet to promote an African Safari holiday.

In mathematics, pupils make good progress because of good teaching and the interesting tasks provided. In Year 6, pupils successfully solved problems and puzzles involving algebra. They used different methods and explained their strategies clearly.

Pupils' good spiritual, moral, social and cultural development is reflected in their consideration and support for others. While satisfactory, their knowledge and understanding of different faiths is less strong. Collaborative working is well developed and pupils solve problems in pairs or groups. Pupils feel safe and well cared for at school and are confident that there is always a trusted adult they can turn to if they are worried or upset. Pupils' behaviour in lessons is often exemplary but this can sometimes be less positive in the playground for older pupils. Pupils take on additional responsibilities, such as serving on the school council. They support those less well off by raising funds for national and overseas charities and participate in local community events. Pupils are well prepared for the future and their economic well-being. Their personal and social skills are well developed. They have good literacy and numeracy skills and apply these well to new situations.

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

*These are the grades for pupils' outcomes*

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

**How effective is the provision?**

Teaching promotes learning well. There are examples of outstanding practice in Years 3 to 6. Teachers create attractive classrooms and a positive atmosphere for pupils to learn in. Pupils told inspectors, 'Our classrooms are colourful and lessons are fun.' The purpose of lessons is effectively shared with the class so pupils know what they are expected to learn. Interactive whiteboards are used well to illustrate key teaching points. A range of techniques, such as instruction, demonstration and explanations, are used effectively. There are good opportunities for pupils to discuss their work. Questioning is used well to check pupils' knowledge and understanding. Activities and tasks are usually well suited to pupils' abilities and needs. Those who need additional support receive good guidance from teaching assistants. Pupils are set clear individual learning targets in writing and mathematics so they know what to do to improve.

The curriculum promotes good progress for pupils and contributes well to their personal development. Provision for English and mathematics is good. Strategies to further develop pupils' writing have a positive impact on pupils' attainment and progress. The new science leader has plans to increase the investigative work in the subject.

<sup>1</sup> 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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Interesting themes, such as 'Africa', 'animals' and 'Van Gogh' provide good links between subjects which add meaning and relevance to learning. Popular clubs such as art, athletics, dance, football, netball, writing and rugby are enjoyed by pupils. There are good opportunities for pupils to learn to play a musical instrument. Provision for swimming in Years 3 to 6 is inconsistent and the new leadership team is reviewing this. Strengths in care, guidance and support underpin the school's positive ethos. As a parent wrote, 'KWS has a great atmosphere.' The safe and secure environment provided is recognised by pupils, parents and carers. However, school leaders recognise the need to provide more activities and support in the confined playground for pupils in Years 3 to 6. Pupils who have special educational needs and/or disabilities are carefully assessed and their support programmes help them to make good progress. As one parent commented, 'Fantastic SEN support has helped my son's progress with his literacy problems.' In partnership with other agencies, the school is successful in supporting pupils and their families needing extra help. Working parents appreciate the well-run breakfast club.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

The new headteacher and other new key leaders have the vision and drive to build on the school's improvements. Senior staff have a good understanding of the school's strengths and areas for improvement. They are well focused on raising achievement and improving provision. The deputy headteacher and those with key subject responsibilities lead by example in the classroom and there are plans for the very good practice to be shared widely across the school.

Governance has improved since the last inspection. The governing body is now more involved in the work, particularly the monitoring of performance. It is supportive and provides constructive challenge in order to hold the school to account. All statutory requirements are met. Good emphasis is placed on safeguarding. Policies and practice to protect and safeguard children are effective. Staff are well trained in this area and safe practices are promoted through the school's curriculum. Equality of opportunity is promoted successfully and the staff strive to ensure that all groups do as well as they can.

Through effective auditing, the school has a good understanding of the community it serves. Community cohesion is promoted well. A partnership with a small primary school

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in Devon increases pupils' knowledge of a rural community and contributes successfully to their social development. Pupils extend their knowledge and understanding of wider global communities through a developing partnership with a school in Malawi. A positive partnership has been formed with parents and carers and the role of parent coordinator has contributed well to this. Parents and carers participate in the school's activities, such as Saturday workshops on kite making or robots. Parents and carers provide good support to the school.

*These are the grades for leadership and management*

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

## Early Years Foundation Stage

Effective leadership and good planning has brought about good improvements to the Early Years Foundation Stage. Successful induction arrangements and the effective partnership with parents and carers and preschool settings help children to settle quickly. They make good progress in their personal, social and emotional development because of the positive relationships between adults and children and the good attention to care and welfare. Children feel safe and secure and grow in confidence. Behaviour and relationships are very positive.

Assessment information is used well to plan teaching and learning. An interesting range of learning activities is provided in and out of the classroom. Children thoroughly enjoy learning and make good progress. Individual 'learning journeys' provide a clear record of children's experiences and progress. Children are well taught and there is an effective blend of adult-led activities and those chosen by the children. They have good opportunities to explore, be creative and to work independently. Adults successfully integrate language development into activities so children make good progress in this



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area. The teaching of letters and sounds is effective and children make good gains in acquiring early writing skills. The outdoor learning areas are spacious with good quality apparatus and facilities. A new purpose-built classroom will provide improved indoor accommodation in June. The school has rightly identified the need to improve children's transition from Reception to Year 1 and work has begun on this.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

**Views of parents and carers**

The inspection team received a reasonable response to the survey with nearly a third of parents and carers returning the questionnaire. Almost all parents and carers who returned them are happy with their children's experience at the school. They are particularly pleased with safety in school, the sense of enjoyment and the promotion of healthy lifestyles. The inspection team agrees with these positive views. A very small minority of parents and carers who responded to the questionnaire do not believe the school meets the needs of individual pupils or deals effectively with unacceptable behaviour. Inspectors found that the school strives to meet pupils' different needs and most pupils make good progress. Occasionally, the more able are not sufficiently challenged. Most pupils are very well behaved. The few pupils with challenging behaviour are effectively managed and supported well by staff. A similar number of parents and carers would welcome a little more guidance on how to help their children's learning and the school is keen to respond to this.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at King William Street Church of England 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 45 completed questionnaires by the end of the on-site inspection. In total, there are 158 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	32	71	13	29	0	0	0	0
The school keeps my child safe	32	71	13	29	0	0	0	0
The school informs me about my child's progress	16	36	26	58	3	7	0	0
My child is making enough progress at this school	15	33	29	64	1	2	0	0
The teaching is good at this school	19	42	24	53	1	2	0	0
The school helps me to support my child's learning	13	29	27	60	5	11	0	0
The school helps my child to have a healthy lifestyle	23	51	19	42	3	7	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)	20	44	22	49	0	0	0	0
The school meets my child's particular needs	16	36	24	53	5	11	0	0
The school deals effectively with unacceptable behaviour	19	42	17	38	5	11	0	0
The school takes account of my suggestions and concerns	20	44	22	49	2	4	0	0
The school is led and managed effectively	22	49	15	33	3	7	0	0
Overall, I am happy with my child's experience at this school	27	60	17	38	1	2	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

	Overall effectiveness judgement (percentage of schools)			
Type of school	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](http://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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



26 May 2010

Dear Pupils

Inspection of King William Street Church of England Primary School, Swindon SN1 3LB

Thank you so much for welcoming us into your school and showing us your work. We thoroughly enjoyed our visit and would like to tell you what we found. Yours is a good school. It has made good improvements since the last inspection.

These are the school's main strengths:

- You really enjoy school and your attendance is very good.
- The school is a pleasant place in which to learn.
- Children in Reception get off to a good start.
- You make good progress because of the good teaching.
- A good range of learning activities is provided
- You get on well with each other and behaviour is good.
- You have a good understanding of how to keep healthy and fit.
- You feel safe at school because the teachers and other adults take care of you and provide good support and guidance.
- You make positive contributions to the school and to the wider community.
- The school has been well led and managed and your new headteacher and deputy headteacher are keen to continue with the school's improvements.

We have asked the headteacher and teachers to do a few things to improve areas of the school:

- On occasions, some of you in Years 1 to 6 could make even more progress in lessons. We have asked the teachers to make sure to match the work more carefully to your abilities, especially those of you who find learning easy, and to ensure that the lesson moves on at a quick pace.
- Teachers should provide more opportunities for you to plan and carry out practical investigations in science.

You can help by continuing to work hard. We wish you all the very best for the future.

Yours sincerely

Derek Watts

Lead inspector

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