

# King Charles Primary School

Wilkes Avenue, Walsall WS2 0JN

<b>Inspection dates</b>	13–14 July 2016
<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school

- The principal and head of school provide highly effective leadership. They give a clear lead on school improvement and are well supported by middle leaders and governors.
- Leaders have worked effectively to improve teaching and learning, which are now good. A calm and purposeful atmosphere permeates the school, allowing learning to flourish.
- Pupils' progress has improved since the previous inspection so that pupils achieve well during their time in this school.
- Leaders make good use of additional pupil premium and physical education funding to raise pupils' achievements.
- Pupils behave well and show a keen interest in their learning and work well in lessons. Pupils are courteous, respectful and friendly and their conduct around school is good.
- The curriculum is stimulating and well planned. The use of specialist teachers in music, information and communications technology and sport contributes well to pupils' spiritual, moral, social and cultural development.
- The school is successful in creating a safe and secure environment where pupils recognise that everyone has their welfare at heart. Pupils are happy at school.
- Children in the early years are taught and supported well and make good progress from their starting points.

### It is not yet an outstanding school because

- Teachers are not yet providing pupils with enough opportunities to develop their vocabulary to help them speak clearly or fully understand what they read. The skill of understanding what is read is not taught in enough depth. The handwriting skills of some pupils are not developed well enough.
- Recently introduced school systems to track the progress of pupils are not yet fully understood and used reliably by all staff.
- Not all groups of pupils attend well enough and so the school's attendance figures are below the national average.

## Full report

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

- Leaders and managers should support staff further in securing the highest quality teaching and further strengthen outcomes, by:
  - developing pupils' ability to understand more complex books and texts
  - ensuring that staff encourage and develop pupils' use and understanding of a wider range of vocabulary
  - ensuring that staff are confident in making assessments and in tracking pupils' progress so that work provides a good level of challenge for all groups of pupils
  - improving the handwriting of those pupils who have not developed a fluent style.
  
- Improve attendance levels to consistently at or above national average. Do this by working even more closely with parents and carers to ensure that they understand the importance of good attendance and the impact of this on their children's education.

## Inspection judgements

### Effectiveness of leadership and management is good

- Leaders, including governors, have effectively addressed the key areas for improvement since the last inspection. They know the school well and are aware of its strengths and what needs to be done to improve it further.
- Through drive and determination, the principal and head of school have built an effective leadership team. Leaders support the principal in sustaining a culture where good teaching and behaviour flourish and this is quickening the pace of improvement.
- The leaders' success in restoring good teaching and pupils' good achievement demonstrates their capacity to bring about further improvement. This is evident, for example, in the improved teaching of writing, phonics (letters and the sounds they make) and in the early years. Building on these improvements, leaders recognise that there is still more to be done to improve pupils' handwriting.
- Leaders' own evaluation of the school's effectiveness is accurate and supported with appropriate evidence. Plans for improving the school are drawn from this and provide a detailed document against which success can be measured.
- Systems for checking the quality of teaching are rigorous. Leaders regularly collect information from lesson observations and scrutinise pupils' work in books. Staff have to account for the progress of their pupils at regular meetings with senior leaders. Despite teachers knowing their pupils well, the recently initiated tracking system to assess pupils' progress is not yet fully understood and used with equal reliability by staff. Consequently, teachers can be cautious when recording progress. This can, at times, mask the actual progress pupils make so that staff are not aware of how well pupils are learning. This slows pupils' progress.
- The performance of teachers is checked effectively. Action has led to improvement across the school since the previous inspection. A significant factor in successful teacher development is the training provided across the Bentley Federation.
- The curriculum, including the early years, is interesting and well planned and contributes well to pupils' spiritual, moral, social and cultural development. The curriculum is supported very effectively by a range of sporting and other after-school clubs, which pupils appreciate. The school takes every opportunity to enrich the curriculum, giving pupils life experiences beyond the local community.
- Leaders ensure that pupils are well-prepared for life in modern Britain through assemblies, trips and 'Inspire' events involving all classes, to which parents are invited. Pupils develop a good knowledge of British values, such as tolerance and democracy when, for example, electing pupils to the school council. The school is a warm and welcoming environment and is committed to promoting equality and diversity.
- The proportion of disadvantaged pupils within each year group varies, as do their needs and the time they have spent in the school as some join part-way through their primary education. Where attainment is lower than that of other pupils in the school, it rises and gaps between the achievement of disadvantaged pupils and others reduce by the time they leave the school. The school uses the pupil premium funding effectively to support disadvantaged pupils. School records show that these pupils do well in relation to their starting points and particular needs.
- Physical education and sports funding is used effectively to raise pupils' awareness of health and exercise. A specialist coach works alongside staff and the school has provided a range of additional opportunities to enhance pupils' sporting skills. Pupils take part in a range of sporting competitions and enjoy the successes which they are having when they participate.
- There was a very low response from parents to the online questionnaire, Parent View. Inspectors spoke to parents at various times during the inspection. Nearly all parents were positive about the school. They praised the leaders and staff who are committed to ensuring that their children progress well. One parent said, 'My daughter is always excited about the range of learning opportunities she is given and her homework supports the learning in class.'
- The local authority has confidence in the leadership of the school and has reduced the intensity of its support as the school's capacity to improve has increased.
- **The governance of the school**
  - Governance is effective and governors have responded well to the recommendations of the previous inspection. Governors have developed their expertise and understanding of the school. They are fully aware of the actions taken to improve teaching and the impact this has had. They have acted upon advice from the local authority and from outside consultants to strengthen the way they check the work of the school and plan its future development.

- Governors have an accurate view of the school’s performance. They hold leaders to account through regular scrutiny of information linked to pupils’ performance. Governors use the information they have obtained from school leaders and from their own visits to the school to secure a clear overview of the school’s work.
- Governors evaluate the impact of support for disadvantaged pupils. They check that pupil premium and sports funding is used effectively.
- Astute management of the school’s finances has enabled the continued improvement of the quality of teaching, learning and outcomes for pupils. The school is currently undergoing an extensive building expansion programme to accommodate the increasing number of pupils entering the school.
- Safeguarding is effective and fit for purpose. The arrangements for safeguarding are given a high priority. Policies are thorough and procedures strictly adhered to by all staff. Any concerns are dealt with in a timely and appropriate manner. Staff receive training to ensure that they are informed on the awareness of the dangers posed by extremism and radicalisation. As a result, children are kept safe.

## Quality of teaching, learning and assessment is good

- Leaders have been successful in improving the quality of teaching and learning since the last inspection. The appointment of a lead teacher has also supported the improvements to teaching. Staff are committed to helping all pupils achieve as well as they can.
- Teachers often use questioning skilfully to develop pupils’ thinking. This was seen, for example, during mathematics in Year 6, when pupils confidently and accurately explained how they found the area of a triangle.
- Leaders have implemented a clear marking policy since the last inspection. Teachers mark work consistently well across the school in a range of subjects. This is helpful in enabling pupils to improve their work.
- Throughout the school, staff are aware of the low level of language skills of some pupils. Staff promote the development of speaking skills at every opportunity. However, leaders and teachers recognise that there is still work to be done in lessons to provide more opportunities for pupils to speak and articulate what they mean using a wider range of vocabulary. A good initiative provides pupils with the opportunity to take on the role of a visitor coordinator. These pupils welcome visitors to the classroom and articulate their learning with confidence. However, some pupils still find difficulty in using a wider range of words both in their writing and when they speak.
- The teaching of phonics is good. There are flexible groupings across the early years and key stage 1, which allow pupils to move between ability groups as they grow in confidence and develop their skills. In 2016, the test results in the national Year 1 phonics screening check increased notably on previous years and are currently above the national expectation.
- Books and stories play a major part in learning across a range of subjects and topics to ignite pupils’ interests. In a Year 2 class, for example, pupils were discussing the story of ‘Jack and the beanstalk’. They were inspired by looking for clues that the giant had been in school and then used this to produce good quality pieces of writing.
- Since the last inspection, there has been a complete refurbishment of the school library and it has been stocked with a wide range of reading materials. This is now a vibrant and stimulating learning area which pupils access on a regular basis. Pupils show an enthusiasm for reading. Careful selection of reading material ensures that pupils feel successful and enjoy reading. However, pupils’ deeper level comprehension skills are variable so they do not always read with understanding. This is an area of learning that is not yet developed consistently across the school.
- The teaching of mathematics has strengthened since the school was last inspected and is now good. Teachers’ subject knowledge is good and they plan effectively for pupils’ abilities. Pupils are being given opportunities to develop their mathematical reasoning and to apply their understanding to problem-solving.
- The teaching of writing has improved as a result of effective training. Teachers have a good knowledge of the technical aspects of writing and find engaging ways to encourage pupils to write in a range of subjects. Consequently, progress in writing is good across the school. However, some pupils do not have a fluent handwriting style and this impedes their progress.
- Teachers include within their planning a focus on the most able pupils and lessons include a ‘cheeky challenge’. They give pupils increasing responsibility to choose activities from options that become more challenging. Teachers encourage pupils to choose the correct level of learning. As a result, the most able pupils are making faster progress than at the time of the last inspection.
- Pupils are given good opportunities to develop their English and mathematical skills through other subjects

and stimulating activities. For example, in key stage 2, in a topic on natural disasters, pupils were working out the area of destruction of a tornado.

- Teaching assistants make an effective contribution to pupils' learning. They have a good understanding of how to meet pupils' needs, especially those who have special educational needs and/or disabilities, or those who are disadvantaged. This enables these pupils to make good progress.
- Leaders and staff are working productively to embed new systems for assessing pupils' progress without levels. However, because some staff are not yet confident in using this system, they are not always sure of how well pupils are learning and whether they need to provide work that is more challenging.

## **Personal development, behaviour and welfare is good**

### **Personal development and welfare**

- The school's work to promote pupils' personal development and welfare is good. Pupils overwhelmingly say that they feel safe and happy in school.
- There is a strong emphasis of collaborative working in the school. This is successful because of the positive relationships between adults and pupils. Pupils' support for each other's learning is effective. They readily discuss ideas and work effectively in groups.
- Pupils have a good understanding of bullying and its forms. All pupils spoken to said that bullying was rare. They know how important it is to tell someone if they have a concern and feel confident that any problems would be addressed effectively.
- The school's work to keep pupils safe is given a high priority. Pupils have a good understanding of how to keep safe, including how to keep safe online. Pupils talk with understanding about cyber bullying and know how to use computers safely.
- Pupils undertake their roles of responsibility seriously. The school council enables pupils to be involved in the life of the school and in making charitable donations. Pupils are proud to take the role of a visitor coordinator. They greet visitors to the classroom with confidence and explain their learning with maturity.
- When asked, many children knew the importance of exercise and healthy eating. They are delighted by the opportunities they have to access after-school sports clubs.

### **Behaviour**

- The behaviour of pupils is good.
- Pupils behave well when learning and this is shown by their willingness to work and listen to their teachers. Pupils move around the school sensibly and are very courteous and polite to visitors. During the inspection, inspectors had doors held open by pupils and were escorted by pupils to classrooms and other areas of the school.
- The supportive way that pupils and adults relate to each other and the high expectations of learning and behaviour was clearly evident in the community atmosphere observed during the whole-school end-of-year celebration assembly.
- Pupils are well motivated and keen to learn in lessons. The school environment is tidy and pupils show a sense of pride in wearing their uniform and through the neat presentation of their work.
- Attendance is improving but is just below the national average, despite leaders' best efforts to improve it. Systems to monitor the absence of pupils are strengthening and a detailed review of attendance of groups is supporting this improvement. There are a few parents who do not send their children to school on a regular basis.

## **Outcomes for pupils are good**

- The progress made by pupils has risen since the time of the last inspection and is now good. Pupils get a good start to their education in the early years and they build on this successfully in key stage 1.
- In 2015, the proportion of pupils achieving the national expectation in the phonics check in Year 1 was just below the national average. This has improved this year and an above average number of pupils have met the national expectation.
- In 2015, pupils in Year 2 reached standards well below the national expectation. School records clearly show that many of the pupils who sat the test at the end of key stage 1 last year had complex additional learning needs and some joined the school late in the key stage. Leaders swiftly addressed the dip and in Year 2 this year, assessment results show that pupils have made good progress from their starting points on entry to Year 2 and are well prepared for key stage 2.

- The pupils' broadly average attainment in national assessments at the end of Year 6 last year represented a positive improvement since previous years. Those levels of attainment also reflected pupils' improved and increasingly good progress from their varying starting points and skills on entry. Progress in mathematics was particularly strong, including for the most able, as results show that standards were well above the national average.
- The school's current assessment information and work in pupils' books confirm the view that pupils are making good progress across the school in reading, writing and mathematics. Attainment in writing at the end of key stage 2, which was an area for improvement identified at the last inspection, is slightly above the national average this year. Pupils' work shows that they develop stamina to write extended pieces in a range of styles. This positive picture means that pupils are well prepared for their next stage in learning by the time they leave Year 6.
- Pupils' work shows that they are making good progress across a wide range of subjects, such as music, computing and humanities. They are making good progress in physical education because the school makes excellent use of primary sports funding. Pupils show enthusiasm for sports, with an increase in numbers attending sporting activities and after-school clubs.
- Pupils who have special educational needs and/or disabilities make good progress from their individual starting points because adults provide close and effective support that is precisely delivered to meet their additional learning needs.
- The proportion of disadvantaged pupils within each year group varies greatly, as do their needs, and the number who join the school outside normal times. Disadvantaged pupils make good progress from their starting points. Where attainment is lower than that of other pupils in the school, it is because of significant and complex individual learning needs. The staff are quick to identify any pupils who are in danger of falling behind. Staff make effective provision for these pupils by providing targeted extra support.

### The early years provision

is good

- Children in the early years make good progress from their starting points in Nursery, where their skills and understanding are often much less well developed than is typical for their age. Language, number and social development is particularly low on entry to the school. The proportion of children who achieved a good level of development by the time they left Reception in 2015 improved on the previous year but was below the national average. This figure is increasing year on year and in 2016 it is a little above the national expectation. Overall, increasing proportions of children are well prepared for transition to Year 1.
- The improving outcomes are the result of hard work and determination of the early years leaders and staff and the work undertaken across the federation of schools.
- Accurate assessment information enables adults to identify where support is needed. Adults record what children have said and done as supporting evidence for their progress and as a means to identify next steps in their learning. Evidence to support children's progress is presented well in the 'learning journeys' (records of children's work and progress).
- Teaching in the early years is good. Interaction between adults and children is effective. Adults are skilful in knowing just when to intervene and when to stand back. Praise is used well to build children's self-confidence and resilience.
- The indoor and outdoor environments are conducive to all areas of development. Children are kept safe and enjoy their learning.
- Highly positive relationships exist between staff, children and parents. This helps children to settle quickly, become confident learners and build a positive attitude to school. During the inspection, children worked happily and cooperatively together. For example, in the role play area which was set up as an ice cream shop, children interacted well, shared equipment and were respectful and tolerant of each other.
- The increased focus and direct teaching of key skills in reading, writing and mathematics is effective. Staff engage children's attention with a continual focus on the development of language skills, especially speaking and early phonics skills. As a result, children are making good progress.
- There are good systems in place to forge positive links between home and school, as well as providing a record of progress of each child.

## School details

<b>Unique reference number</b>	104175
<b>Local authority</b>	Walsall
<b>Inspection number</b>	10012391

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	397
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mike Lee
<b>Principal/ Head of School</b>	Rod Dickson/Kate Magner
<b>Telephone number</b>	01922 721368
<b>Website</b>	<a href="http://www.king-charles.org.uk">www.king-charles.org.uk</a>
<b>Email address</b>	<a href="mailto:kingcharles.postbox@bentleyfederation.org.uk">kingcharles.postbox@bentleyfederation.org.uk</a>
<b>Date of previous inspection</b>	20–21 May 2014

## Information about this school

- The school is larger than the average-sized primary school.
- It is part of the Bentley Federation, consisting of two primary schools and a children’s centre.
- Nearly three quarters of the pupils are of a White British heritage, the remainder coming from a range of other minority ethnic backgrounds with small numbers in each group. The proportion of pupils who speak English as an additional language is below average.
- An above average proportion of pupils join and leave the school other than at normal times.
- The proportion of pupils supported by the pupil premium (additional government funding for pupils known to be eligible for free school meals and children who are looked after by the local authority) is well above the national average.
- The proportion of pupils who have special educational needs and/or disabilities is above average. The proportion with a statement of special educational needs or an education, health and care plan is below average.
- The school meets the government’s current floor standards, which are the minimum expectations for pupils’ attainment and progress in reading, writing and mathematics by the end of Year 6.
- The school meets requirements on the publication of specified information on its website.

## Information about this inspection

- Inspectors visited lessons to observe pupils learning in all classes across the school. Several of these observations were conducted jointly with senior leaders.
- Parents' comments on, and responses to, Ofsted's online questionnaire, Parent View, were considered. Inspectors also talked with parents during the inspection.
- Pupils' work on display and in books was looked at. Inspectors and senior leaders also evaluated pupils' books together in lessons.
- Inspectors held meetings with the principal, head of school and other senior leaders.
- In addition, meetings were held with governors, subject and middle leaders, the pupil premium manager and the special educational needs and disabilities coordinator.
- A range of school information and documentation was examined that related to behaviour, the curriculum, attendance, school governance, pupils' progress, safeguarding, school improvement planning and evaluation, staff performance management and the monitoring of teaching.
- The lead inspector met with a representative of the local authority and took account of responses to the staff questionnaires.
- Inspectors met with pupils formally and informally at break times and in meetings.

## Inspection team

Sarah Somers, lead inspector	Ofsted Inspector
Sarah Ashley	Ofsted Inspector
Sian Williams	Ofsted Inspector

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