

Inspection of The King's Church of England Primary Academy

Holden Crescent, Newark, Nottinghamshire NG24 4HU

Inspection dates: 3 and 4 October 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Early years provision	Good
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Previous inspection grade	Requires improvement
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The headteacher of this school is Sarah Clarke. This school is part of the Diocese of Southwell and Nottingham Multi-Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Chris Moodie, and overseen by a board of trustees, chaired by Phil Blinston.

What is it like to attend this school?

This is an inclusive school where all communities are welcomed and nurtured. Pupils are polite, supportive and caring of each other. Their social, emotional and mental health needs are well supported. The school ensures that every pupil is ready to learn and succeed by addressing any barriers to learning they may face.

Parents and carers praise the school. They feel their views and opinions matter and are listened to. They appreciate the kindness that is shown to them by the school. As one parent commented, typical of many: 'It's a wonder school.'

The school has created a list of 100 experiences they want every pupil to receive before they leave. From visits to the Houses of Parliament, staying overnight at a farm, performing in a rock band or simply playing with conkers, pupils are given a wealth of wider opportunities that link seamlessly to the school's curriculum.

Pupils' behaviour is carefully considered and managed. The school's approach enables pupils to consider, reflect and modify their behaviour. Those who need additional support to regulate their emotions and conduct may spend time in the 'Falcon room', the school's nurture provision.

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

Since the last inspection, the school has improved the delivery of the curriculum, the management of pupils' behaviour and the support that pupils with special educational needs and/or disabilities (SEND) receive. The school's vision is clearly understood by all. This has raised expectations of what pupils can achieve. Pupils have high aspirations. They have confidence in their own abilities.

The school's curriculum is logical and ordered coherently. It sets out what pupils must remember and when. The school has considered what pupils need to know about their local community and heritage. For example, pupils learn about nearby landmarks, study local artists and understand different cultures and customs that make up the local community.

Every lesson starts with the 'Two R's'. This 'revisit and review' part of the lesson helps teachers to check what pupils can remember and what they need to repeat. The school's arrangements for checking what pupils know and remember in the wider curriculum are new. They have not yet been fully embedded.

Pupils with SEND receive support that helps them to be increasingly independent and fluent in their learning. Pupils in the school's 'Peacocks' provision are provided with bespoke small steps that enable them to learn. For example, adults expertly develop these pupils' understanding of their senses through verbal and non-verbal activities in the forest school.

The early reading programme is taught with consistency. The school provides staff

with regular training to develop their knowledge and expertise of how to teach the programme. Pupils who need additional help with their reading receive daily support. Pupils enjoy sharing books alongside learning to read. Staff use these opportunities to develop pupils' understanding of new vocabulary.

The school provides support for children in the early years to develop their early communication and language skills well. Many of these children speak English as an additional language. Adults skilfully develop children's understanding of mathematical language and social communication. Children enjoy sharing stories in their own play, for example by choosing to create a story about spiders while looking at a non-fiction book about bugs.

Significant work from the school has improved pupils' attendance. It remains a high priority. Leaders use positive methods to help parents and pupils to understand the importance of coming to school regularly. For example, 'Snappy the Crocodile' presents certificates during attendance assemblies.

The school provides pupils with a wide range of opportunities that they may not otherwise receive. All pupils, including those with SEND, benefit from the educational visits and after-school clubs the school provides.

Pupils demonstrate maturity in their attitudes towards different protected groups in society. They learn to relate current affairs to their own experiences. This helps to develop pupils' understanding of respect, tolerance and diversity within the school community and beyond. As one pupil commented, typical of many: 'We don't judge, because everyone has different opinions.'

Since the last inspection, the school and trust have worked together to develop an agreed, shared ambition for the school. Those responsible for governance provide effective support and challenge for the school.

All staff are proud to work at this school. They appreciate the systems and procedures put in place to support their workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In the wider curriculum, the school's approach to summative assessment has not been fully implemented. In these subjects, the school is not yet making all the checks it would like on how well pupils are recalling knowledge in the long term. The school must fully implement the new assessment system so that teachers and leaders can check how well pupils are remembering the school's curriculum.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

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

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

School details

Unique reference number	143825
Local authority	Nottinghamshire County Council
Inspection number	10267980
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	272
Appropriate authority	Board of trustees
Chair of trust	Phil Blinston
CEO of the trust	Chris Moodie
Headteacher	Sarah Clarke
Website	www.kings.snmat.org.uk
Dates of previous inspection	5 and 6 November 2019, under section 5 of the Education Act 2005

Information about this school

- The school has changed its name since the last inspection. The school was previously known as The William Gladstone Church of England Primary Academy.
- The deputy headteacher was appointed in September 2021.
- The school does not use any alternative provision.
- Some pupils with an education, health and care plan receive their education in 'Peacocks' which is an internal SEND provision.
- The last section 48 inspection of Anglican and Methodist schools took place in June 2023. This is an inspection of the school's religious character.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgment about the quality of a school's

educational provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors held meetings with the headteacher, the deputy headteacher and other senior leaders, including leaders for attendance, behaviour and the early years.
- The lead inspector met with representatives of the trust, including the chief executive officer and the academy improvement director.
- Inspectors carried out deep dives into these subjects: early reading, mathematics, history and computing. For each deep dive, inspectors met with the curriculum leaders to consider planning documents. They visited lessons and spoke with pupils and teachers. Inspectors also sampled curriculum plans for geography and art and design. They also considered the school's provision for writing.
- Inspectors met with the school's special educational needs and disabilities coordinator and visited the school's SEND provision.
- Inspectors observed pupils' behaviour in lessons and around the school, including playtime and lunchtime. They met with multiple groups of pupils to discuss behaviour in school.
- Inspectors met with the designated safeguarding lead and considered documentation relating to how the school keeps pupils safe. They sampled information for pupils' attendance and behaviour.
- Inspectors spoke with parents and pupils. They considered the responses to the online staff surveys and the responses to Ofsted Parent View.

Inspection team

Shaheen Hussain, lead inspector	His Majesty's Inspector
Ian Toon	Ofsted Inspector
Mark Westmoreland	Ofsted Inspector

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