

Kings Hill Primary School

Address: Old Park Road, Wednesbury, West Midlands, WS10 9JG

Unique reference number (URN): 104179

Inspection report: 16 June 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Achievement

Strong standard ●

Pupils achieve well across the school. From their individual starting points, all pupils are supported to build knowledge and skills over time. Leaders use assessment carefully to identify gaps and ensure that pupils receive timely support in lesson when needed. This enables pupils to keep up with their learning and reduces the need for additional intervention.

Reading is a priority. Pupils develop secure phonics knowledge and apply this confidently in their reading. Younger pupils who need extra help receive this quickly. This ensures that they have the reading skills they need to access the wider curriculum. Across all subjects, pupils remember their past learning and apply it with increasing confidence to new learning.

Leaders ensure that all groups of pupils achieve well. Pupils who are disadvantaged and those with special educational needs and/or disabilities (SEND) are supported effectively to be successful learners. Over time, all pupils are well prepared for the next stage of their education.

Attendance and behaviour

Strong standard ●

Attendance has been a key priority at this school. In the past, attendance for some pupils has not been good enough. Leaders have successfully implemented a clear and structured approach that has secured improvement. Attendance is now in line with national expectations. Rewards and incentives motivate pupils and raise the profile of attendance across the school. Leaders work closely with parents to explain the impact of absence on their children's learning and social development. As a result, the number of pupils who are persistently absent has reduced significantly. All staff hold the responsibility to follow up absence promptly. They maintain regular communication with families. This consistent approach helps pupils return to school quickly and sustain improved attendance over time.

Pupils' behaviour is exemplary. They behave exceptionally well in lessons and around the school. Pupils show respect, courtesy and care towards each other and towards adults. Classrooms are calm and highly conducive to learning. Pupils follow routines automatically, which maximises learning time. Staff set clear expectations and apply them consistently. Where needed, they support pupils to reflect on their behaviour and make positive choices. Pupils demonstrate highly positive attitudes to learning. They engage fully in lessons, contribute thoughtfully and take pride in their work.

Curriculum and teaching

Strong standard ●

This school provides a well-planned and ambitious curriculum that successfully enables pupils to build knowledge over time. The curriculum identifies precisely what pupils should learn and is sequenced so that learning builds logically across all subjects. The focus on reading, communication and vocabulary development provide pupils with the skills to understand increasingly complex ideas.

Teaching is highly effective. Staff present new learning clearly and use explanation and modelling well to support pupils' understanding. They check learning carefully and address misconceptions quickly. As a result, pupils remain engaged and develop secure understanding. Teachers adapt learning thoughtfully. They scaffold learning by breaking down learning tasks and use high-quality resources so that all pupils can take part in all lessons. Additional interventions are used only when necessary. This means that pupils do not miss important learning and participate fully in the wider curriculum.

Assessment is used effectively to inform teaching. Short, precise interventions are used where needed and enable pupils to catch up quickly while continuing to access the full curriculum. Pupil can explain their thinking clearly and use subject-specific language accurately. They are able to apply what they know to new concepts, making logical links. All pupils are well prepared for the next stage of their education and future learning.

Inclusion

Strong standard ●

This is a highly inclusive school where pupils are understood as individuals. Leaders ensure that pupils who need additional support, including those who are disadvantaged, have their needs identified accurately and receive effective support. Teaching is adapted carefully so that pupils can access learning alongside their peers.

Pastoral support is a clear strength. Staff know pupils and their families exceptionally well. They identify barriers early and respond quickly with tailored support. This includes offering flexible starts to the school day to support improved attendance and pupils' well-being. The kindness pupils experience supports them to feel safe, understood and ready to learn.

Leaders work effectively with school support agencies. Provision for pupils with more complex needs is carefully planned and reviewed. Specialist services help to create learning plans. Highly effective learning reviews, assess how well pupil are progressing against such plans. Over time, barriers to learning reduce.

Funding, including for pupils known to social care, is used appropriately to improve both academic and social development. These pupils participate fully in all aspects of school life and make positive, sustained progress across the curriculum. All pupils access the wider enrichment offer at the school. Those that require financial help to do so, are supported by the school.

Leadership and governance

Strong standard ●

Leaders have secured sustained improvement and high standards over time. They understand the school's context and take deliberate decisions that place pupils' best interests at the centre. Their work is focused, reflective and continually evolving, ensuring that new ideas help to drive improvement. Leadership capacity is growing. New leaders are developed through high-quality professional learning and coaching. This has created a skilled and confident staff team who focus sharply on improving outcomes for pupils. Staff feel supported and value the opportunities to develop their practice. This results in consistently effective teaching and promotes high achievement for pupils.

Leaders create an open and reflective culture. They actively seek external advice and use it as an opportunity to learn and improve. This willingness to receive challenge ensures that no aspect of the school's work is overlooked. Leaders consider a wide range of perspectives and act decisively to refine provision further. The development of the school environment is a notable strength. Improvements to the building and intelligent use of space has enhanced pupils' experiences and learning. The outdoor provision in early years is particularly impressive, promoting purposeful play and independence.

Governors provide effective support and challenge. They understand the school well and ask appropriate questions about what could improve. Leaders work closely with parents and partner agencies, building strong relationships that benefit pupils. Parent and carers are important partners. They are invited into school in their children's first days at school. This helps families play an active role in their children's education.

Personal development and wellbeing

Strong standard ●

Leaders provide a rich and carefully structured programme for pupils' personal development and well-being. This programme is clearly designed and implemented consistently. It reflects the needs of the school community and ensures that pupils develop confidence, resilience and a strong sense of self.

The relationships, sex and health education curriculum is well planned and delivered sensitively. Pupils develop a secure understanding of relationships, personal safety and well-being. They speak confidently about how to stay safe, including online, and demonstrate maturity when discussing issues such as respect and equality. Pupils develop a strong understanding of values such as democracy, fairness and tolerance. These are embedded across school life. Opportunities such as the school council provide meaningful ways for pupils to contribute to decision-making. Pupils explain clearly how their views are listened to and acted upon, showing that they play an active role in shaping their school community.

The wider personal development offer is impressive. Pupils benefit from a wide range of clubs, visits and enrichment opportunities that are carefully designed and inclusive. Leaders adapt these based on pupils' interests and participation. Residential experiences are particularly valuable. For many pupils, staying away from home is a significant step that builds independence, resilience and confidence in unfamiliar situations. Pupils value these opportunities highly and talk about them as important personal milestones that help them grow. Participation in such events is growing.

Pastoral support is highly effective. Staff know pupils well and respond sensitively to their needs. Mental health support is part of the curriculum and for those that require it, they also receive more personalised support. This ensures that pupils share concerns, reducing anxiety. Leaders are now focusing on strengthening how pupils connect these experiences to future ambitions. They are also seeking ways to help pupils to feel ready for their transition to secondary education.

Expected standard

Early years

Expected standard

Children in the early years get off to a positive start. They enter a calm and welcoming environment where adults greet them with a smile and kindness. Established routines help children settle quickly and be ready to learn. Over time children demonstrate a readiness for formal learning.

The curriculum focuses appropriately on communication and language development. Children gain confidence as they speak, listen and interact with others. They learn to play cooperatively, share resources and take turns. Staff support children to become increasingly independent through a range of work stations linked to classroom learning. Children begin to make choices about their learning and manage everyday routines with growing confidence. However, at times, activities that staff set up do not support children to develop their concentration or deepen their understanding and social skills. Children love their time outdoors. Here they develop their fine and gross motor skills. Some learn to ride a bike and balance for the first time. All pupils enjoy climbing and role play.

Adults mostly model language clearly and encourage children to join in and express their ideas at activity stations. However, on occasion, staff provide too much support, rather than encouraging children to think and express their understanding independently.

What it's like to be a pupil at this school

Pupils at this kind and caring school are supported to be the best that they can be. At the start of each day, staff provide a calm and purposeful environment to help pupils settle and be ready to learn. Positive relationships are central to the school's approach. Pupils are listened to and know that adults respond quickly when they need support. This helps pupils to feel secure and cared for.

Pupils' love of learning is clear. They speak confidently about their work and engage well in lessons. Classrooms are calm and focused, enabling pupils to learn without disruption. Teaching is adapted to meet pupils' needs. Where required, staff provide additional resources and support so that pupils understand what they are learning. Leaders ensure that pupils who need help with speech, language and communication receive this effectively. As a result, pupils achieve well across the curriculum, developing impressive knowledge and vocabulary. Pupils leave the school as confident reader, writers and mathematicians.

Pupils play an active role in shaping their school. Leaders listen carefully to their views and act on them. For example, pupils have contributed to redesigning the dining hall and improving lunchtime experiences. This demonstrates to pupil that their ideas have a meaningful impact on school life. The enrichment of the curriculum is a strength. Pupils benefit from a wide range of well-planned clubs, trips and activities. These are carefully chosen and inclusive. Pupils are enthusiastic about activities such as origami and photography, which develop their interests and talents.

Pupils understand and meet the school's high expectations for behaviour. They behave exceptionally well throughout the day. Pupils feel safe and know that bullying is rare and dealt with quickly. Pupils attend school regularly which reflects pupils' positive attitudes to school. Pupils respect each other and value differences. Older pupils demonstrate a clear understanding of the school's values. They understand how these will support them to be positive members of their society.

Next steps

- Leaders should ensure that, in the early years, adults consistently use high-quality interactions and well-designed continuous provision so children sustain engagement, develop independence and deepen their learning.
 - Leaders could strengthen how well pupils understand the link between their experiences and future aspirations, including ensuring they feel confident and well prepared for transition to secondary education.
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About this inspection

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMI.

The chair of the governor body is John Baugh.

The school is part of a federation called The King's Federation. This means that the school shares the same governing body as the partner school Salisbury Primary School.

Inspectors spoke with the executive headteacher, interim deputy headteachers, assistant headteachers, the pastoral lead, two SENCOs, the school business manager, four other members of the governing body, including the chair and vice chair of governors.

Inspectors also considered the views parents and pupils during the inspection, both in person, and through anonymous survey response.

The lead inspector also spoke with the local authority school improvement advisor and the head of the virtual school for Walsall.

The school currently uses no alternative provision.

A small number of pupils currently attend a specialist resource provision (SRP) based at the partner federation school. These pupils are currently dual registered.

The school also, under the same registration, runs a nursery for 2-year-olds.

There is a breakfast club for pupils that operates from 08:00 each day.

Headteacher: Nin Matharu

Lead inspector:

Antony Bradshaw, His Majesty's Inspector

Team inspectors:

Amarjit Cheema, Ofsted Inspector

Tracey Porter, Ofsted Inspector

David Coache, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 16 June 2026

School and pupil context

Total pupils

463

Well above average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

472

Well above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

41.40%

Above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

3.02%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

12.96%

Close to average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Well above average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	77%	61%	Above
2024/25 (final)	74%	62%	Above
2023/24 (final)	81%	61%	Above
2022/23 (final)	76%	60%	Above

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	83%	74%	Above
2024/25 (final)	86%	75%	Above
2023/24 (final)	84%	74%	Above
2022/23 (final)	78%	73%	Close to average

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	82%	72%	Above
2024/25 (final)	83%	72%	Above
2023/24 (final)	81%	72%	Above
2022/23 (final)	81%	71%	Above

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	83%	73%	Above
2024/25 (final)	86%	74%	Above
2023/24 (final)	82%	73%	Above
2022/23 (final)	80%	73%	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	70%	46%	Above
2024/25 (final)	69%	47%	Above

Year	This school	National average	Compared with national average
2023/24 (final)	71%	46%	Above
2022/23 (final)	69%	44%	Above

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	79%	62%	Above
2024/25 (final)	86%	63%	Above
2023/24 (final)	79%	62%	Above
2022/23 (final)	72%	60%	Above

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	75%	59%	Above
2024/25 (final)	81%	59%	Above
2023/24 (final)	71%	58%	Above
2022/23 (final)	72%	58%	Above

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	75%	60%	Above
2024/25 (final)	81%	61%	Above
2023/24 (final)	75%	59%	Above
2022/23 (final)	69%	59%	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	70%	68%	2 pp
2024/25 (final)	69%	69%	0 pp
2023/24 (final)	71%	67%	4 pp
2022/23 (final)	69%	66%	3 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	79%	80%	-1 pp
2024/25 (final)	86%	81%	5 pp
2023/24 (final)	79%	80%	-1 pp
2022/23 (final)	72%	78%	-6 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	75%	78%	-3 pp
2024/25 (final)	81%	78%	2 pp
2023/24 (final)	71%	78%	-6 pp
2022/23 (final)	72%	77%	-5 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	75%	80%	-5 pp
2024/25 (final)	81%	81%	0 pp
2023/24 (final)	75%	79%	-4 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	69%	79%	-10 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	7.8%	5.2%	Above
2023/24 (3 term)	7.7%	5.5%	Above
2022/23 (3 term)	9.5%	5.9%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	22.3%	13.0%	Above
2023/24 (3 term)	21.2%	14.6%	Above
2022/23 (3 term)	33.8%	16.2%	Above

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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