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Mrs Paula Needham
The Headteacher
Kingsway Primary School
Valley Gardens
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Dear Mrs Needham

Ofsted monitoring of Grade 3 schools: monitoring inspection of Kingsway Primary School

Thank you for the help which you and your staff gave when I inspected your school on 23 March 2011, for the time you gave to our telephone discussions and for the information which you provided before and during the inspection. Please give my thanks also to the governors and parents for the time they gave, and to those pupils who spoke to me.

Since the last Ofsted inspection, the school has increased its roll by almost 50%, and now has a significant population of pupils from service families (18%). A restructuring of leadership roles has taken place. The new Chair of the Governing Body took up her post in September 2010.

As a result of the inspection on 9 March 2010, the school was asked to address the most important areas for improvement which are set out in the annex to this letter.

Having considered all the evidence I am of the opinion that at this time the school has made satisfactory progress in making improvements and satisfactory progress in demonstrating a better capacity for sustained improvement.

Pupils' attainment is below average and their progress is satisfactory overall, but improving more rapidly than at the time of the last inspection. Large numbers of pupils have joined the school from army bases in other parts of the United Kingdom and abroad. Many of these pupils have attended several schools and have attainment that is below average. The school's tracking data show that more pupils are attaining national expectations in each year group now than they were at the start of the academic year, with particularly better progress in Year 2 and Year 6.



This is because teaching is improving across the school. Planning clearly differentiates for the full range of needs in each class and often identifies specific provision for individuals. As a result of pupils' increased engagement in learning, behaviour has improved and is now good. Pupils are more actively involved in lessons, taking part in a wide range of interesting and practical activities. Pupils commented upon how much they enjoyed this change. For example, during the inspection, Year 2 pupils were observed independently researching nocturnal animals using computers and various texts. They also hunted for nocturnal animals in a 'dark tent'. Pupils were actively engaged in these tasks and enjoyed making their own choices about the direction of their learning. Teachers build on this by giving pupils opportunities to influence the focus of topic work. For example, while studying 'Hollywood to Bollywood', pupils expressed a desire to devise a Bollywood set piece dance such as that featured in a recent award-winning film set in Bombay. However, progress slows in lessons when opportunities are missed to develop pupils' learning in depth through open-ended questioning, and when teachers delay in tackling pupils' misconceptions.

The leadership structure of the school has been reviewed and responsibilities have been devolved more widely, with the creation of two phase leaders and the appointment of an assistant headteacher. The emphasis for subject coordinators has shifted to leading learning rather than managing resources. All these positions are new this year, with one of the phase leaders in post only a few weeks, so it is too early to see the full impact of the changes. However, staff have risen to the challenge of their new roles and are embracing the school's drive for improvement. Monitoring is happening regularly, and has been effective in ensuring the school's marking policy is consistently applied. Pupils are given helpful feedback about how to improve. Aspects of monitoring are still not rigorous enough, for example in clearly identifying points for improvement in lesson observations, and in promptly following up training to see its impact in the classroom. The school's partnership with parents and carers has improved, with more clarity in communication and teaching staff available at the start and end of the school day. Parents report that they are kept well informed, and welcome the opportunity to support their children's learning through attending courses and workshops.

In developing pupils' appreciation of cultures different from their own, the school has established ties with other Gloucester schools that serve different communities, and engaged in joint projects, such as Shakespeare for Reception children and gifted and talented science challenges. These opportunities have benefited a relatively small proportion of the school's pupils. Pupils from service families have shared their experiences of living abroad. The school has been awarded the International Schools Award for its work in promoting other cultures through the curriculum.

Additional support from the School Improvement Partner in analysing data has helped teachers develop their planning. A consultant headteacher has worked effectively with senior leaders to assist in restructuring leadership roles.



I hope that you have found the inspection helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Nick Butt
Additional Inspector



Annex

The areas for improvement identified during the inspection which took place in March 2010

- Move satisfactory teaching to good by:
 - ensuring that teachers consistently plan work that is pitched at the right level for all pupils
 - ensuring that teachers give pupils more responsibility in lessons so that they are less passive in their learning.
- Improve the effectiveness of leadership and management by:
 - reviewing staffing structures so that responsibilities are shared amongst more staff
 - monitoring provision more rigorously so that leaders can be sure that it is improving quickly enough
 - working with parents and carers to strengthen the home-school partnership.
- Give pupils more opportunities to learn about cultures other than their own.