

Kingsway Primary School

Inspection report

Unique Reference Number	117936
Local authority	East Riding of Yorkshire
Inspection number	379503
Inspection dates	12–13 January 2012
Lead inspector	Christopher Keeler HMI

This inspection of the school was carried out under section 5 of the Education Act 2005. The registered childcare provision, managed by the governing body, was inspected under sections 49 and 50 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	381
Appropriate authority	The governing body
Chair	Trevor Langton
Headteacher	Liam Jackson
Date of previous school inspection	15 November 2010
School address	Fountayne Street Goole DN14 5HQ
Telephone number	01405 763716
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Email address	kingsway.primary@eastriding.gov.uk

Registered childcare provision	Kingsway Day Nursery
Number of children on roll in the registered childcare provision	60
Date of last inspection of registered childcare provision	31 October 2005



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Introduction

Inspection team

Christopher Keeler
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Anna Dawson

Her Majesty's Inspector
Additional inspector
Additional inspector

This inspection was carried out with two days' notice. Inspectors spent over nine hours observing lessons; 13 teachers were seen and inspectors carried out two extended 'learning walks' through classrooms. In addition, an inspector listened to pupils read and talked with them about their enjoyment of books. Meetings were held with a representative of the governing body, school staff and groups of pupils. Inspectors observed the school's work and looked at a range of documentation relating to school management and improvement planning, pupils' progress and achievement and safeguarding. The team considered questionnaires returned from pupils, staff and 128 from parents and carers. Inspectors also took into account responses to the on-line questionnaire (Parent View).

Information about the school

This school is larger in size compared with other primary schools. An above average proportion of pupils are known to be eligible for free school meals. While the proportion of pupils in the early stages of learning English as an additional language is low, it is rising. The proportion of pupils with special educational needs, including those with a statement of special educational needs, and those with disabilities is above the national average. The school meets the current floor standard, whereby the government sets the minimum expectations for attainment and progress. Kingsway Day Nursery, managed by the school's governing body, is open daily from 8am to 6pm. The Nursery offers childcare for children up to five-years-of-age. At the time of the previous inspection the school was given a Notice to Improve.

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	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	2
Leadership and management	3

Key Findings

- In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.
- Kingsway Primary is a satisfactory school. It is also an improving school. 'It has improved greatly since the previous inspection. Pupils make better progress and they want to come to school' sums up one parent's perception of the way in which the school has developed since November 2010. Many other parents and carers endorse this view.
- Pupils, including those with special educational needs and those with disabilities make satisfactory progress, and some make good progress. Children in the Early Years Foundation Stage make good progress given their starting points. Attainment by the end of Key Stage 2 is broadly average in English and mathematics and this represents significant improvement on past performance.
- The quality of teaching has improved significantly since the previous inspection. As a result pupils and groups of pupils make satisfactory progress that is broadly in line with that made by pupils nationally. Good teaching is characterised by high expectations, good subject knowledge, quality relationships and lessons where pupils are actively engaged in their learning. Teaching assistants are effectively deployed to support groups of pupils in their learning.
- The use of assessment to inform planning is effective in some classes but this is not always the case. On occasions, teachers do not always accurately identify pupils' prior knowledge and understanding when setting work and this can inhibit progress. The school places a strong emphasis on developing pupils' literacy and numeracy skills; however, there are insufficient opportunities for them to practise and apply them in other subjects.

- Pupils are well behaved and display positive attitudes to learning. They work together well and demonstrate a respectful attitude towards others. The school monitors behaviour closely and pupils are confident that any incidents are dealt with quickly and effectively.
- The school knows its strengths and weaknesses, and leadership and management are satisfactory. The headteacher provides effective leadership and is driving improvement and he is ably supported by senior staff. As a result pupils' attainment is rising and the gap between Kingsway and similar schools is narrowing. A strong sense of teamwork exists between leaders at all levels and staff. Subject leaders play an important part in improving outcomes but there are insufficient opportunities for them to monitor and evaluate the impact of initiatives in the classroom. Action plans designed to bring about improvement do not clearly highlight the impact strategies are intended to have on pupils' attainment.

Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Raise pupils' attainment and accelerate their progress in English and mathematics by:
 - providing increased opportunities for pupils to practise and apply basic literacy and numeracy skills in other subjects
 - ensuring that all teachers use assessment information so that lesson tasks are even more sharply matched to the precise needs of pupils of differing abilities.
- Improve the quality of leadership and management by:
 - providing opportunities for subject coordinators to monitor and evaluate, during lessons, the impact of initiatives designed to improve outcomes
 - ensuring that there is a closer link between school improvement planning and the impact actions are intended to have on pupils' attainment.

Main Report

Achievement of pupils

Pupils' achievement is satisfactory. Most children commence the Reception Year with knowledge and skills that are below those expected for their age. They make good progress during the Early Years Foundation Stage due to good provision. Attainment in reading is just below average by the end of Year 1, but broadly in line with national expectations by the time Year 6 pupils leave the school. Pupils enjoy reading and talk enthusiastically about their books. They are taught phonics (letters and their sounds) through a structured programme and are able to use a range of strategies, including contextual cues, in order to understand the text. However, the rate of pupils' progress through Key Stages 1 and 2 is inconsistent, due to a legacy of

inadequate teaching which has left pupils with gaps in their knowledge and understanding. Recent improvement in teaching and learning has meant that most pupils are currently making satisfactory and some, good progress, so that by the time they leave Year 6 attainment is broadly average in English and mathematics. This is supported by school held data relating to progress, a scrutiny of pupils' work and their performance during lessons observed during the inspection. There is strong evidence to indicate that the school is narrowing the gap in terms of previous attainment and that achieved by similar pupils nationally. This is particularly the case for pupils known to be eligible for free school meals and those whose who speak English as an additional language. Pupils with special educational needs also make satisfactory progress in relation to their starting points.

Quality of teaching

The quality of teaching has improved significantly since the previous inspection and this is why pupils are making the progress expected of them. Features of good teaching include high expectations, good subject knowledge, stimulating activities that capture pupils' imagination and interest, and opportunities for pupils to engage in their learning through discussion and questioning that enhance progress. Examples of effective practice during the inspection were seen in Year 6, where carefully crafted and targeted questioning by the teacher enabled the pupils to gain a good understanding of probability through discussion. Similarly, in Year 3/4, where a recent talk about dinosaurs from a visiting speaker provided a springboard for developing pupils' writing skills. Teaching assistants make a positive contribution to learning as they support and guide pupils during lessons. Marking is generally evaluative and informative, giving pupils clear direction as to how they may improve. Effective behaviour management, together with a focus on securing quality relationships between adults and pupils, help to develop pupils' social skills, confidence, self-esteem and a developing awareness of right and wrong.

Some teachers use assessment data well to inform planning. However, this practice is not embedded throughout the school. Assessment is not always accurately used to identify pupils' prior knowledge and understanding when setting work. As a result work is sometimes not matched closely enough to pupils' learning needs and this can inhibit progress. A great deal of effort has recently gone into providing a curriculum that both captures pupils' interests and links other areas of the knowledge through topic work. However, at present there are insufficient planned opportunities for pupils to practise and apply literacy and numeracy skills in other subjects, such as geography and history.

Behaviour and safety of children

The overwhelming majority of parents and carers believe that their children are safe and that behaviour is good, both during lessons and as pupils move around the school. This view is justified. The behaviour of pupils and the increasingly positive attitudes they demonstrate in lessons are major reasons why pupils are making at least satisfactory and sometimes good progress. Pupils work cooperatively during lessons and are respectful towards adults and each other. Pupils enjoy school and say that they feel safe. This is reflected in their attendance which exceeds the national average. Pupils believe that bullying is rare and are confident that incidents

of misbehaviour will be dealt with swiftly. The school monitors behaviour closely and maintains thorough records of any incidents that occur. It is clear that there has been a concerted effort to improve behaviour since the previous inspection and this has been successful.

Leadership and management

The headteacher communicates high expectations and is focussed on securing improvement. He has successfully established a positive climate for learning and has the full support of parents, carers and staff. Clear leadership, combined with good teamwork and a commitment to on-going professional development are why teaching is improving and pupils' achievement is rising. Senior leaders have an accurate view of the school's strengths and weaknesses based on accurate self-evaluation. The governing body is supportive of the work of the school and understands what needs to be done in order to take the school forward. It works in tandem with school leaders to ensure arrangements for safeguarding are in place. However, the ability of the governing body to monitor the work of the school and to hold senior staff to account is not as well developed as it should be.

All leaders promote equality of opportunity, tackle any discrimination effectively and aim to provide a curriculum that meets the needs of all learners. Provision for pupils' spiritual, moral, social and cultural development is evident in their good relationships, behaviour and positive attitudes to learning. Effective systems are in place to monitor pupils' progress and this means that underachievement is quickly identified and addressed. Subject leaders have a good understanding of what needs to be done to raise attainment further and are developing the skills necessary to fulfil their role. However, they are not sufficiently involved in monitoring and evaluating the impact of initiatives within the classroom and this has the potential to slow the rate of improvement. Furthermore, while their improvement plans contain a list of actions they do not identify clearly the impact they will have on pupils' learning. Overall, the improvements secured in the quality of teaching that have led to rising attainment indicate the school's satisfactory capacity to improve further.

The Early Years Foundation Stage delivered in the registered childcare provision

Children enter the Nursery provision with skills and knowledge that reflect a range of starting points. They make good progress towards the early learning goals and achieve well, particularly in relation to their social and personal development. However, while they make good progress in listening, some children's speaking skills are less well developed. Staff have become skilled at planning to meet the learning needs of individual children based on accurate observation and assessment. Staff are knowledgeable and have a good understanding of how young children and babies learn. Children enjoy their learning and respond enthusiastically to the well-planned and stimulating learning experiences that are provided. They enjoy physical activity, play cooperatively and are learning to share equipment.

The quality of teaching is generally good from teachers and skilled support staff. Thoughtful questioning is evident when intervening in children's play to promote

imaginative and creative play. However, on occasions it is not sharp enough to promote the communication skill of some children. Good relationships with children mean that they feel safe and secure. They know and follow routines well and behave sensibly when playing alongside others and when using equipment. Children are encouraged to make healthy choices about what they eat and every opportunity is taken to stress the importance of hygiene. The effectiveness of leadership and management is good with a clear focus on providing quality learning experiences and this is why children make good progress. Welfare requirements are met. Partnerships with parents and carers are good and this enhances children’s development. It is particularly beneficial for children in the early stages of learning English as an additional language.

These are the grades for the Early Years Foundation Stage of the registered childcare provision, inspected under sections 49 and 50 of the Childcare Act 2006

Overall effectiveness of the Early Years Foundation Stage	2
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 for the registered provision	2

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its children's needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its children well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its children.
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 children. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



16 January 2012

Dear Pupils

Inspection of Kingsway Primary School, Goole DN14 5HQ

Thank you for making us so welcome when we inspected your school recently. I would like to extend a special thank you to the pupils who gave up part of their lunchtime to talk to an inspector about what you thought of the school. Your comments proved very useful when we came to making our decisions.

I am writing to tell you what we found out. Kingsway Primary is a satisfactory school. It is also an improving school so it is going to get better and better. Your school is well led by the headteacher and he is well supported by all the teachers and teaching assistants. All of the staff care for you and want you to succeed. They are working hard to ensure that you make progress during lessons. Your behaviour during lessons and as you move around the school is good. You have worked hard to improve your behaviour and it has paid off. You should be proud of yourselves. It is because you listen in class and concentrate on what you have been told to do that you are learning more. However, there is still room for improvement and you can play your part by working as hard as you can in every lesson.

I have asked your headteacher to do four things in order to help you with reading, writing and mathematics. They are to:

- let you practise your literacy and numeracy skills in topic activities
- check what you can and cannot do before you start an activity so you will be able to complete the task
- make sure that all the good ideas that your teachers have to help you during lessons are going on in all classes
- have a closer look at what you can do in mathematics and English before deciding whether the school has been successful in helping you progress.

Yours sincerely

Christopher Keeler
Her Majesty's Inspector

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