

Kingsway Primary School

Inspection report

Unique Reference Number	117936
Local Authority	East Riding of Yorkshire
Inspection number	339104
Inspection dates	15–16 November 2010
Reporting inspector	Andrew Swallow

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	357
Appropriate authority	The governing body
Chair	Mr Trevor Langton
Headteacher	Mr Liam Jackson
Date of previous school inspection	18 March 2008
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 17 lessons and observed 12 teachers. Inspectors held meetings with staff, pupils and members of the governing body. They observed the school's work and looked at the schools' improvement plans, self-evaluation, policies, assessment and tracking systems, safeguarding procedures and pupils' work. Inspectors examined questionnaires from 75 parents and carers, as well as those from pupils and staff.

The inspection team reviewed many aspects of the school's work and it looked in detail at the following:

- the progress children make in the Early Years Foundation Stage given their knowledge on entry to the school
- the effectiveness of the school's strategies to raise achievement and standards in English and mathematics, in particular for girls in Key Stage 1 and boys in Key Stage 2, and high attaining pupils across the school
- the quality of teaching and its impact on pupils' progress throughout the school
- the effectiveness of new leadership and governance arrangements.

Information about the school

Kingsway is larger than most primary schools. The vast majority of pupils are from White British backgrounds although numbers from minority ethnic families are rising. Whilst the proportion of pupils in the early stages of learning English as an additional language is low, those known to be eligible for free school meals is well above average. A similar number of pupils have special educational needs and/or disabilities as seen nationally. Pupil mobility is high and a large number of pupils join and leave the school during the academic year. Since the last inspection there have been a significant number of staff changes, including a new senior leadership team and new governors. The school has the Activemark Gold and Healthy School status.

Kingsway Day Nursery, managed by the school's governing body, is open daily from 8.00am to 6.00pm. The Nursery offers childcare for children up to five-years of age.

A children's centre is also based on the school site which supports children's transition into the Reception classes. It was not part of this inspection.

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: how good is the school?

4

The school's capacity for sustained improvement

3

Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a notice to improve. Significant improvement is required in relation to pupils' attainment and progress in writing and mathematics across Years 3 to 6, and levels of attendance throughout the school.

Since the inspection in March 2008, improvement has been mixed. Good provision has been sustained in the Early Years Foundation Stage. It ensures children get off to a positive start. Most children enter the nursery with skills that are below those expected of their age and some have little confidence in communicating with others. Most make good progress and attain the expected levels for their age by the end of the Reception Year. Standards have risen across Years 1 to 2 to an average level for all pupils. However, overall attainment is low by the end of Year 6, the majority of pupils, boys in particular, do not make as much progress as they should in writing and mathematics at Key Stage 2. Although teaching, and learning and progress were found to be satisfactory during the inspection, they have not proved strong enough to make up for previous underachievement. Consequently, achievement is low and achievement by the end of Year 6 is inadequate.

Significant variability in the quality of teaching is being tackled through a comprehensive training programme with additional support provided by the local authority. As a consequence it is satisfactory, with developing good practice. A new curriculum has also been introduced. This offers more relevant and exciting experiences to stimulate pupils' learning. However, these developments are neither fully embedded, nor have they had sufficient time to address several years of underachievement and gaps in pupils' knowledge, skills and understanding.

Pupils' personal development is stronger than their academic outcomes. Almost all parents and carers who returned the questionnaire say that their children enjoy school and feel safe there. Behaviour is good. There is effective care and support for all pupils, including the most vulnerable, and the large numbers joining the school during the academic year. Nevertheless, attendance is low and too many pupils take extended holidays during term-time which means they miss much learning.

The headteacher, other senior leaders and managers demonstrate a clear understanding of the school's strengths and weaknesses. The governing body has put in place a detailed action plan, focusing on appropriate priorities, to bring about faster improvement. A satisfactory capacity to improve the school's work is already showing in the robust arrangements to check on pupils' progress, the use of precise learning targets by teachers

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to meet learners' needs more effectively and good achievement in the Early Years Foundation Stage and across Years 1 to 2.

What does the school need to do to improve further?

- Raise attainment in writing and mathematics by the end of Key Stage 2, and accelerate pupils' progress across Years 3 to 6 for all pupils, but especially boys and average attainers by:
 - - ensuring that all activities meet pupils' needs
 - - creating more opportunities for pupils to talk, listen to each other's ideas, and develop their thinking
 - - sharing the successful strategies used in other areas of the school
 - - displaying pupils' writing and calculations to celebrate good outcomes and inspire others.
- Improve pupils' attendance by:
 - - working closely with families and outside agencies to reduce the number of holidays taken during term-time
 - - setting precise targets for improved rates of pupils' attendance and targeting resources accordingly.
- Ensure all teaching is at least good or better by:
 - - assessing carefully the needs of all learners, in particular those of average ability, to ensure they are appropriately challenged and supported
 - - using information and communication technology more effectively to stimulate and support learning
 - - ensuring a balance between the introductory part of the lesson and the time given for pupils to work productively with others, and develop their own understanding.

Outcomes for individuals and groups of pupils

4

The vast majority of pupils enjoy their learning although they do not generally make the good gains needed to accelerate their progress, so that all achieve in line with their capabilities. This is because teaching has not been strong enough to meet pupils' varying needs. As a result, there are significant gaps in their knowledge, skills and understanding at Key Stage 2. For example, many Year 6 pupils found it challenging to follow instructions accurately to make a water wheel. In Year 5, they need significant support to transpose notes they had made about hobbies and past-times into an initial short paragraph for a report. Pupils generally struggle to write extended sentences with appropriate punctuation, accurate spelling and carefully selected language. Mental calculation and problem-solving are underdeveloped from Year 3 onwards. Recent improvements in teaching, however, are resulting in a more imaginative use of resources and these are meeting pupils' needs more effectively. Pupils show positive attitudes to their learning.

Overall standards have fallen since the previous inspection. By the end of Year 6, they are low in writing and well below average in mathematics. Many pupils do not make the progress that they should across Years 3 to 6, despite their good achievements in Years 1

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and 2. In particular, boys underperform, as do pupils with average levels of ability. By contrast, pupils with special educational needs and/or disabilities and those learning English as an additional language, achieve satisfactorily. This is because a carefully planned curriculum, coupled with effective learning support meets their needs adequately. High-attaining pupils also make satisfactory progress. Because teachers plan progressively more complex activities for them and this challenges and develops their thinking.

Pupils' low attendance is a major contribution to their underachievement and is largely due to extended holidays taken during term-time. Some pupils say that behaviour is not good in lessons and around the site. However, inspectors found that behaviour during the inspection was good, most pupils behaved well, cooperated sensibly, and were courteous to adults and visitors. They show a determination to live healthily and stay fit, growing vegetables and winning acclaim from the Royal Horticultural Society. They say they feel very safe in school and know who to turn to with problems. Their spiritual, moral, social and cultural qualities are adequately developed.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	4
Taking into account:	
Pupils' attainment ¹	4
The quality of pupils' learning and their progress	4
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	4
Taking into account:	
Pupils' attendance ¹	4
The extent of pupils' spiritual, moral, social and cultural development	3

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

The quality of teaching is satisfactory. It is predominantly good in Years 1 and 2, and broadly satisfactory across Years 3 to 6, although improving. A regular programme of training, which includes sharing of the good practice within school and visits to other establishments, is resulting in more teachers planning effectively to meet the varying

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needs of learners. Teachers and teaching assistants work well together to support pupils with special educational needs and/or disabilities and to challenge the most- able. Effective questioning prompts pupils' knowledge and confirms their understanding of the main learning points. Increasingly, teachers make regular and accurate assessments of pupils' work, clearly explaining the next steps in their learning. However, much of this practice is too new to make inroads into the gaps that exist in many pupils' learning. In some lessons teachers take too long in presenting and exemplifying at the expense of not involving pupils soon enough in exchanging initial ideas and thinking for themselves. The use of information and communication technology to support learning is underdeveloped. There are few displays of pupils' writing and calculations around the school which value and celebrate their achievements.

The recently revised curriculum is helping improve pupils' basic literacy and numeracy needs by providing opportunities for small group, as well as whole-class, learning. Real-life and stimulating experiences are planned across subjects to reinforce key skills in reading and writing. Arrangements to promote pupils' personal and emotional development are good. A wide range of sporting, gardening and cooking activities underpin pupils' understanding of the importance of leading a healthy lifestyle.

Pupils receive effective pastoral care and support. Staff are vigilant in ensuring high levels of welfare, especially for the most vulnerable. Productive partnerships with the adjacent children's centre and local secondary schools ensure induction and transition processes help most pupils move smoothly through the different phases of their education. All adults expect positive attitudes to learning from pupils in all areas of school life. However, procedures to promote regular attendance are insufficiently rigorous. More remains to be done to encourage parents and carers to send their children to school every day, and to discourage holidays during term time. Leaders and managers do not set rigorous enough targets or commit sufficient resources to improve the attendance of groups of pupils.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	3

How effective are leadership and management?

The headteacher has led the school through a period of change that has seen changes in staffing, including a new leadership team, and the completion of a major building programme. He has succeeded in creating an inclusive and nurturing learning environment in which all pupils feel secure. There are good systems for safeguarding pupils, including detailed procedures for assessing and eliminating risks. Support provided by key agencies is of a good quality.

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Self-evaluation is largely accurate, and recently refined systems for checking pupils' progress are enabling underperformance to be pinpointed early, and appropriate interventions put in place. The local authority has been helpful in supporting new senior and middle leaders to carry out their responsibilities for checking and developing the quality of teaching and learning. They are beginning to hold staff to account for how well different groups of pupils are doing. However, there has been insufficient time for these actions to close the gaps in performance. As a consequence, equality of opportunity is inadequate and the school does not provide value for money.

The governing body is committed to the school and supports staff and pupils in their work. They have a broad understanding of the school's strengths and weaknesses, but do not devote sufficient time to ensure that underperformance is systematically and vigorously addressed. Relationships with parents and carers are positive but too many are insufficiently challenged to ensure that their children attend school regularly. The school draws on the differing backgrounds of local people to promote a satisfactory understanding of the importance of cultural, religious and socio-economic harmony.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	4
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	4

Early Years Foundation Stage

Children make a good start in the Early Years Foundation Stage, including the bespoke registered childcare provision. Practitioners in both settings provide strong support for children's welfare, learning and development. Adults spend much of their time in close support of children's individual requirements. As a result, there is a calm and happy atmosphere for children to enjoy. The childcare provision complies with the requirements for registration. Strong leadership of the Early Years Foundation Stage ensures that staff work as a team, with similar expectations, although there is scope for a closer liaison with the day nursery.

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Children's good achievement is, primarily due to close tracking of their progress and detailed planning by staff that meets their individual needs well. Parents and carers are appreciative of the happy, safe and fun environment. Nevertheless, a small number of children enter Year 1 with less well developed reading and writing skills than their peers. Children enjoy their outdoor play, although not all activities replicate fully those indoors. On the whole, they support children's investigative learning, albeit less so in the day nursery where outdoor resources are unimaginative. In both settings, adults make careful observations of what children know, understand and can do. Well-documented records show detailed written observations, photographic evidence and assessments about how much progress each child makes.

These are the grades for the Early Years Foundation Stage

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	2

Views of parents and carers

Well over one third of all parents and carers responded to the inspection questionnaire. Of these, an overwhelming majority was highly supportive of the school. They typically comment, 'I feel listened to by all staff,' and 'very satisfied with the school's work'. These comments reflect the positive feedback from the school's own surveys. A few responses raise individual concerns but have no underlying pattern. Inspectors share many of the views expressed by parents and carers, but do not find that all children make sufficient progress, that enough teaching is good, and that all children are as well prepared as they should be, for the future.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Kingsway Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 75 completed questionnaires by the end of the on-site inspection. In total, there are 357 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	51	68	21	28	2	3	1	1
The school keeps my child safe	53	71	21	28	0	0	0	0
My school informs me about my child's progress	44	59	24	32	5	7	0	0
My child is making enough progress at this school	37	49	33	44	4	5	0	0
The teaching is good at this school	40	53	31	41	2	3	0	0
The school helps me to support my child's learning	41	55	29	39	4	5	0	0
The school helps my child to have a healthy lifestyle	36	48	38	51	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	33	44	40	53	0	0	0	0
The school meets my child's particular needs	34	45	35	47	4	5	0	0
The school deals effectively with unacceptable behaviour	33	44	34	45	4	5	0	0
The school takes account of my suggestions and concerns	30	40	36	48	6	8	0	0
The school is led and managed effectively	43	57	32	43	0	0	0	0
Overall, I am happy with my child's experience at this school	45	60	28	37	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

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 pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
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 pupils. 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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.

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.



17 November 2010

Dear Pupils,

Inspection of Kingsway Primary School, Goole, DN14 5HQ

Thank you for helping the team when we inspected your school. We enjoyed watching you at work and play and hearing your views on school. The vast majority of you told us that you enjoy school and feel safe, this is because of the care provided by all the adults, and the actions they take to keep you all safe. Some of you think that behaviour could be even better. The inspectors judge that behaviour in school is good, and that you are generally kind, polite and thoughtful towards each other, adults and visitors.

Those of you with special learning needs make satisfactory progress because teachers and assistants provide the right support to meet your needs. However, the school needs to improve how it help pupils in Years 3 to 6 make up for the shortfall in their learning in writing and mathematics, so they can make the rates of progress of which they are capable.

Teaching is improving and is supporting many of you to develop key writing and problem-solving skills, although has further to go to help you attain more highly year-on-year. Also, because the rate of attendance is low many of you miss out on lessons through your absence. We have given your school a 'notice to improve' which means that inspectors will visit your school again to check on its progress.

You can all help by always giving of your best and supporting each other, and reminding your parents and carers how much learning you miss when you are absent for even one school day.

Yours sincerely,

Andrew Swallow

Lead Inspector

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