

Kingsway Community Primary School

Inspection report

Unique Reference Number	130872
Local Authority	Warwickshire
Inspection number	360143
Inspection dates	17–18 May 2011
Reporting inspector	Anna Coyle

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	124
Appropriate authority	The governing body
Chair	Latika Davis
Headteacher	Brendan Lee
Date of previous school inspection	21 February 2008
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Introduction

This inspection was carried out by two additional inspectors. The inspectors observed 10 lessons involving eight teachers. Discussions were held with staff, the Chair and Vice-Chair of the Governing Body, staff and pupils. The inspectors looked at pupils' books and viewed a wide range of documentation including school policies, self-evaluation information, improvement planning, safeguarding information (the system of protecting and keeping pupils safe) and welfare arrangements, and assessments of pupils' progress. Questionnaires returned by 46 parents and carers, 61 pupils and 23 members of staff were analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Are pupils making enough progress in writing, and is there any noticeable impact of non-attendance on learning?
- Does teachers' planning take sufficient account of assessment information and pupils' targets, and are expectations high enough across the curriculum for boys and girls in Reception to Year 6?
- How effective is the leadership and management of English and the governing body's monitoring of the school's provision?

Information about the school

This is a smaller than average-sized primary school. The proportion of pupils known to be eligible for free school meals is above the national average. Most pupils are from White British or other White backgrounds, and there is an above average proportion from minority ethnic backgrounds. A significant proportion of pupils speak English as an additional language, of these the main languages spoken at home are Punjabi, Tamil and Polish. The proportion of pupils with special educational needs and/or disabilities is above the national average. A significant proportion of pupils join or leave the school during the academic year. The school has gained national recognition for its work including Healthy Schools status. The headteacher is retiring at the end of the summer term and the deputy headteacher has been appointed as acting headteacher for one year as from September 2011.

There is a privately-run nursery and also a children's centre on the school site: both are inspected separately.

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?

3

The school's capacity for sustained improvement

3

Main findings

Kingsway Community Primary School provides a satisfactory standard of education for its pupils. It is improving steadily and attainment is rising steadily year-on-year. Pupils feel safe and valued at school because the headteacher and staff know them really well and provide good levels of pastoral care. This is acknowledged by parents and carers: almost all of those who replied to the inspection questionnaire expressed satisfaction with the school and their children's experiences. One, capturing the views of many, said, 'We are particularly impressed with the passion, commitment and effort all of the teachers and the headteacher.'

Provision for the Early Years Foundation Stage has been maintained since the last inspection and is satisfactory. As a result, children generally make sound progress from below the expected starting points on entry. Even so, pupils begin Year 1 with attainment that is slightly below the expectations for age. The school has had a clear focus on raising attainment at Key Stages 1 and 2 and this has been successful. As a result, learning continues steadily as pupils move through the school so that by the end of Year 6 attainment has risen to broadly average. However, there are too few pupils attaining the higher Level 5 in writing and mathematics. Pupils of minority ethnic backgrounds make good progress, while those with special educational needs and/or disabilities achieve the expected levels for their abilities. Because staff have been successful in focusing on the development of pupils' skills in solving problems and calculations, progress in mathematics is consistent. Progress is less consistent in English, especially in writing because pupils have gaps in their knowledge and understanding of spelling patterns, grammar and punctuation.

The quality of teaching and learning is satisfactory, and is sometimes good. Teaching is not yet consistent throughout the school in writing, because not all pupils are provided with activities that challenge them, particularly those who are capable of reaching higher levels. Assessment information is used satisfactorily to check pupils' progress which enables targeted support to be provided where it is needed. This is having a sound impact on standards and is proving particularly beneficial to pupils those who speak English as an additional language. However, marking is inconsistent and does not always identify the next steps for pupils to learn. Pupils' targets are not used consistently to help them strive for success, especially for the potentially higher attainers. Nevertheless, pupils enjoy coming to school and are willing to help each other. They help to make the school an inclusive and harmonious community because they behave appropriately. Pupils take their responsibilities seriously, such as being members of the school council, librarians and play leaders.

The headteacher leads teaching and learning well. He has a clear view of how the school will develop and works effectively with the deputy headteacher to provide ambition and

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drive for the school. They are supported well by the staff. The governing body has several new members, including the Chair, but at present, its monitoring role is not fully established. In addition, there has not been enough recent and relevant training for governors to help them update their skills.

Pupils benefit from a welcoming and supportive learning environment. Community cohesion is promoted well. The school promotes pupils' knowledge and understanding of different cultures effectively within local, national and international contexts through links with local schools and overseas communities. Because the strategies put into place to tackle weaknesses are proving successful, the school's overall effectiveness is satisfactory. Self-evaluation procedures and the school's view of itself are reasonably accurate. Nevertheless, its record of raising achievement shows that it is well placed to build on its strengths and it has sound capacity to improve further.

Up to 40% of the 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?

- Improve the quality of teaching in writing so that 75% is good or better by December 2011 by:
 - planning learning tasks that are more challenging for pupils of all abilities, especially the potentially higher attainers
 - ensuring that greater focus is placed on improving pupils' skills in the use of spelling, grammar and punctuation.
- Make better use of assessment by:
 - improving the consistency of teachers' marking and identifying the next steps in learning so that pupils know what to do reach the next level
 - ensuring that pupils' targets are sufficiently challenging.
- Improve the effectiveness of the governing body by;
 - developing its monitoring role so that it can hold the school to account for its provision and outcomes
 - providing more training for all governors to refresh their knowledge and ensuring that they have updated and relevant understanding of governance.

Outcomes for individuals and groups of pupils

3

The improvements in the Year 6 test results over the last two years reflect the effectiveness of successful action taken to tackle weaknesses in writing and mathematics, which were identified in the last inspection. Classroom observations and the work seen in pupils' books confirm that most of the current Year 6 are working at the levels expected for their age. Pupils enjoy their lessons, and their satisfactory behaviour makes a good contribution to the purposeful learning atmosphere. They respond well to interesting and challenging activities and demonstrate the ability to work collaboratively. This was shown in a Year 6 English lesson where pupils explored similes and metaphors. They discussed ideas with their talk partners and generated plenty of suggestions such as 'as fast as lightning' and 'as cool as a cucumber'. They came up with good ideas for metaphors such

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as 'a shark is a muscle machine of power'. All pupils in this lesson made good progress because they were actively engaged in learning and the teacher worked hard to promote their understanding. Pupils with special educational needs and/or disabilities who require additional support to help them learn make sound progress. This is because they receive effective help from teachers and from skilled teaching assistants. Pupils from minority ethnic backgrounds achieve well because close attention is paid to ensuring that support is focused on their needs and bilingual support is provided for them. Pupils' handwriting is of a good standard: they form their letters correctly and write neatly in pencil and, eventually, in pen when they attain their 'pen licence'. However, there are gaps in pupils' knowledge of spelling, grammar and punctuation which hold back learning.

Pupils' spiritual, moral and social development is good. They demonstrate a good awareness of the needs of others and are tolerant. They have a good understanding of how to avoid risks, whether on the internet or during journeys to and from school. Pupils have a good understanding of the importance of exercise and a balanced diet to aid their healthy development: many take part in after-school clubs such as boxing, cheerleading and football. Several pupils have concerns about the behaviour of others but say that they feel safe in school and they know that there is always someone who will listen to them if they are worried about anything. The school council contributes well to the school and wider community for example, by acting as playground leaders or raising money for worthwhile causes. Attendance is broadly average but it is adversely affected by a few persistent absences, which has a negative impact on learning.

These are the grades for pupils' outcomes

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

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

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How effective is the provision?

Teachers and pupils have good relationships and classrooms are pleasant working environments. In the best lessons, pupils make good progress because perceptive questioning is used to extend pupils' thinking and encourage the use of vocabulary. This was seen in a Year 2 lesson based upon 'experiential' learning techniques. Using non-fiction texts and the story of 'Flotsam' pupils made good progress in understanding the ways in which writers use language. The teacher's good planning, high expectations and skillful questioning helped the pupils to make good progress and achieve well. However, in a few lessons, pupils are given work that is too easy and this slows their progress. Progress also falters occasionally where the pace of learning is too relaxed and teachers take too much time introducing learning. This gives pupils little time to apply their skills independently. New assessment procedures have been introduced recently and are being embedded. Pupils are provided with plenty of praise for good work. However, there is not enough guidance in teachers' marking to help pupils know how to improve their work or identify the next steps in learning. Pupils' targets are displayed on the walls and sometimes in their books, but their use is inconsistent and the targets for the higher attainers are not sufficiently challenging.

The curriculum provides pupils with a satisfactory range of learning experiences. Pupils' developing literacy and numeracy skills are underpinned by opportunities to apply and develop their use across the curriculum. The school's provision for creative subjects is being developed through a clear focus on learning through hands-on experiences in subjects such as in science, art, music and sports. The school has spacious outdoor play areas and grounds in which it intends to develop a 'forest school' environment. The curriculum is enhanced well through a good range of extra-curricular activities such as athletics, African drumming, the Children's University, tennis and Steel Pans. These contribute much to pupils' enjoyment, as do trips out of school. The vast majority of parents and carers say that the school is caring and it looks after their children well. This is confirmed by the inspection findings. Close attention is given to supporting children whose circumstances make them vulnerable to promote their well-being.

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 school is firmly set on an upward path. The headteacher is successfully building on the improvements to teaching and learning and the outcomes seen at the time of the last inspection. With the aid of the deputy headteacher, who will take over leadership of the school in September 2011, he is providing a clear sense of direction and ambition for

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further improvement. Through satisfactory self-evaluation and regular monitoring of teaching, the school knows its strengths and weaknesses. Its development plan acknowledges the right areas for improvement, including pupils' writing. Effective leadership of English has helped the school to raise standards successfully over the last three years. The school is proud of its inclusive nature and has close links with a number of agencies that support the individual needs of pupils from a range of backgrounds. This helps the staff to promote equal opportunities and tackle discrimination.

The governing body has several new members and a new Chair who is keen to develop the effectiveness of governance. Currently, the governors do not monitor the work of the school effectively and they have not increased their knowledge sufficiently through training opportunities. For example, although safeguarding procedures are in place, there were a few omissions at the beginning of the inspection which had not been noticed by the governors. These were dealt with very promptly by the headteacher when they were pointed out to him. Parents and carers are provided with a good range of information such as newsletters, curricular information and pupils' progress reports. The contribution the school makes to community cohesion is good. A plan and clear actions promote pupils' understanding from a local perspective. Links with other schools and agencies are promoted very effectively. The school provides pupils with national and global perspectives and helps them to become aware of the range and diversity of culture in the United Kingdom and beyond through links with schools in France, India and Japan. It is working towards becoming a 'Fair Trade' school. The school provides satisfactory value for money.

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	2
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	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children settle quickly on entering the Reception year because the induction arrangements are organised well. As a result, they feel safe and enjoy learning. A strong emphasis on

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children's personal and social skills ensures that they soon begin to share, play together and begin to learn. They behave satisfactorily and are polite to each other and to adults, and their personal development is good. The teaching of letters and sounds receives good attention and children are making sound progress in acquiring early writing skills.

Opportunities to further extend children's literacy skills across all areas of learning are not always taken.

All adults are vigilant in meeting the needs of children, and welfare requirements are met. Teaching is at least satisfactory and sometimes good, as confirmed by the inspection and the headteacher's monitoring records. This is because staff have a secure understanding of how children learn and they work well as an enthusiastic team. Staff provide a broad range of adult-led and free-choice activities indoors and outside that promote satisfactory outcomes in all areas of learning, although not all children reach the expected goals by the start of Year 1. Leadership and management of this phase of learning are satisfactory. The leader has a clear vision of what can be done to further to enhance children's learning and, in particular, to provide children with more opportunities for outdoor learning.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

The overwhelming majority of parents and carers who returned questionnaires are happy with the school. They consider that the school has a dedicated team of staff and that the headteacher leads and manages the school well. They agree that the school has a supportive and friendly atmosphere and that their children make good progress. A very small number of criticisms were offered and these were discussed in full with the headteacher and governors. There were no particular trends in the very small number of negative comments.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Kingsway Community 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 46 completed questionnaires by the end of the on-site inspection. In total, there are 124 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	34	74	11	24	0	0	0	0
The school keeps my child safe	35	76	10	22	1	2	0	0
My school informs me about my child's progress	30	65	15	33	1	2	0	0
My child is making enough progress at this school	26	57	16	35	1	2	0	0
The teaching is good at this school	29	65	15	33	0	0	0	0
The school helps me to support my child's learning	26	57	18	39	1	2	1	2
The school helps my child to have a healthy lifestyle	29	63	16	35	1	2	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)	27	59	14	30	2	4	1	2
The school meets my child's particular needs	25	54	18	39	2	4	0	0
The school deals effectively with unacceptable behaviour	21	46	21	46	2	4	1	2
The school takes account of my suggestions and concerns	23	50	16	35	3	7	1	2
The school is led and managed effectively	33	72	10	22	0	0	0	0
Overall, I am happy with my child's experience at this school	32	70	11	24	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

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 2010 and 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.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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.



19 May 2011

Dear Pupils

Inspection of Kingsway Community Primary School Leamington Spa

CV31 3HB

Thank you for the help you gave us with the recent inspection of your school and for the friendly way you welcomed us. We spoke to many of you and you were really helpful. Here are some of the things we found out.

You go to a satisfactory school.

The vast majority of you told us that you really enjoy school.

You understand the importance of being healthy by eating sensibly and taking part in physical activities regularly.

You do a lot to help the school, especially those of you who are involved in making decisions through the school council.

Adults look after you so that you are safe and happy.

Your headteacher and the deputy headteacher work well together with the staff, as a team. They are determined to go on improving the school and make things even better for you.

We have asked the school to do a few things to improve.

Help you to do better in writing by making sure that you have interesting lessons to help you improve your skills in spelling, grammar and handwriting.

Make better use of teachers' marking to help you know how to improve your work, and give you all some challenging targets, especially those of you who are capable of harder work.

Improve the role of the governing body so that they can keep a careful check on how well the school does.

We hope that everyone will work together to do these things and that you will want to play your part by working hard and making sure that you always come to school every day.

Yours sincerely

Dr Anna Coyle

Lead inspector

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