

Kingsway Primary School

Inspection report

Unique Reference Number	104997
Local authority	Wirral
Inspection number	377157
Inspection dates	23–24 November 2011
Reporting inspector	Elaine Murray HMI

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	85
Appropriate authority	The governing body
Chair	Mrs S Lothian-Evans
Headteacher	Miss F Foster
Date of previous school inspection	8 December 2008
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and one additional inspector. They observed five teachers during 9 lessons. Inspectors met formally with a small group of parents and carers, members of the governing body, members of staff and pupils. They scrutinised a wide range of documentation including development plans, management reports, all safeguarding and other policies, pupils' records and the school's data on pupils' progress. In addition, they read 14 questionnaires completed by parents and carers as well as 10 staff and 32 pupils' questionnaires.

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

- The impact of systems for improving the quality of teaching on pupils' progress.
- The level of progress and challenge for pupils.
- Whether attainment in reading and science has been sustained.
- Progress in improving provision for the Early Years Foundation Stage.
- The impact of improvements to governance.

Information about the school

Kingsway Primary is a smaller than average-sized primary school. The proportion of pupils known to be eligible for free school meals is much higher than the national average. The proportion of pupils with learning difficulties and/or disabilities is above the national average. Almost all of the pupils are of White British heritage. A small minority speak English as an additional language. Early Years Foundation Stage (EYFS) provision consists of a part-time Nursery which provides morning places for children aged three and four and a full-time Reception class for the older four- and five-year-olds. The school has achieved a number of national and local awards, including the Basic Skills Quality Mark, the Artsmark, an Eco Silver Award and an Inclusion Mark awarded by the local authority.

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

2

Main findings

Kingsway Primary school provides a satisfactory standard of education. Some aspects of its work are good. Under the dedicated and enthusiastic leadership of the head teacher, the school has developed a welcoming and inclusive community in which all are respected. The school is well-respected in the community because of the success of the school leaders in strengthening parental engagement, partnerships and community cohesion. Consequently, these aspects are good. Parents and carers appreciate the good-quality care and support provided by the school.

The small number of pupils in each year group and variation in the proportion of pupils with special educational needs and or disabilities mean that standards can fluctuate from year to year. Children enter Nursery with skills and understanding that vary, but are usually below those expected for their age. The attainment of pupils at the end of Year 6 in English and mathematics in most years has been significantly below average. However, since the last inspection improvements to teaching have accelerated progress in lessons with the result that standards are rising. In 2010 for the first time in recent years, the school attained average results in the national tests for eleven-year-olds. Although attainment dipped with the small cohort of 2011, currently progress in lessons is good and attainment of pupils in Year 6 is now in line with national expectations. The quality of teaching has improved, and as a result good learning is characteristic of most lessons. There has not been time for these improvements to become evident in progress over time. Hence learning and progress are judged as satisfactory. Good teaching and an improved, good-quality curriculum ensure that pupils are fully-engaged in most lessons. Where lessons are satisfactory, teaching is not as effective in meeting the needs of the differing ages and abilities within the class, with the result that the progress they make is slower than in other lessons. Pupils behave well and are welcoming to visitors. They are proud of their school and their good level of involvement through the school council and other roles of responsibility. Pupils say that they feel safe in school and are confident that any concerns or issues they raise will be dealt with promptly and effectively by the school.

Children in the Early Years Foundation Stage make a satisfactory start to their education. They make satisfactory progress overall, but make good progress in early reading skills. Children's learning has been enhanced by improvements to provision in the outdoor area. However, learning from children's self-chosen activities is not

maximised as aspects of the indoor learning environment are not sufficiently stimulating or inviting.

The school is led and managed well. The senior leadership team has a good understanding of the strengths and weaknesses of provision. Governors provide an appropriate level of support and challenge. Systems for safeguarding pupils are satisfactory. While statutory requirements are met, the monitoring of some risk assessments requires a greater degree of rigour. School leaders have worked well to bring about improvements and have been supported by the local authority in doing so. The school demonstrates a good capacity for sustained improvement. Action to raise attainment in reading and science by the end of Key Stage 2 has been effective. The quality of teaching has improved to be good, and a creative curriculum is effective in ensuring pupils' engagement and motivation in their learning. Robust systems are in place to monitor pupils' progress in learning and identify where further support or intervention are needed. This has been effective in ensuring that most pupils, including those with special educational needs and/or disabilities make at least satisfactory progress. Improvements have been made to governance which is now satisfactory. The school has been conspicuously successful in raising the attendance level from a low level at the time of the last inspection to its current high level. These improvements have led to some improved outcomes for pupils, but the full impact has yet to be realised in raising pupils' achievement.

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?

- Ensure that the governing body refines practice in monitoring risk assessments, enabling issues to be identified promptly and resolved effectively.
- Improve progress and attainment by ensuring that all teaching is closely-matched to pupils' learning needs and provides sufficient challenge for the more able.
- Improve learning in the Early Years Foundation Stage by enhancing the learning environment further to provide more stimulating opportunities for children's self-initiated learning.

Outcomes for individuals and groups of pupils

3

Pupils say that they enjoy coming to school, and this is reflected in parents', carers' and pupils' questionnaires. Pupils say that lessons are fun and interesting. In the majority of lessons pupils engage well and are motivated to learn. They behave well and this has a positive impact on the quality of their learning. Concerted effort by the school to raise attainment in reading has borne fruit. From very low levels in 2009, attainment in reading at the end of Key Stage 1 and Key Stage 2 is now average. Teacher assessments show that attainment in science has improved to

average levels. Pupils' high level of attendance contributes positively to their progress in learning. Most pupils develop satisfactory basic skills in mathematics, English and information and communication technology (ICT) that will contribute to their next stage of education.

Pupils are interested in the school's work to promote healthy lifestyles. They have a good awareness of the importance of healthy eating. They are active in the playground and in physical education sessions. Pupils enjoy roles of responsibility such as librarians and members of the school council. Pupils take an active part in making decisions, for example, about how the school meals should be changed to make them more varied and healthy. They contribute positively to their local community as, for example, they take part in tree-planting, and participate in services at local churches. Pupils show good development of social skills as they co-operate well together in lessons, for example to work in groups to share ideas and cook Chinese food. Relationships are positive and harmonious. Children develop a good understanding of the variety of cultures and faiths beyond their own.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	3
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	
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	3
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:	1
Pupils' attendance ¹	
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The majority of teaching is good. In good lessons the pace of learning is brisk, tasks appropriately challenging and teachers use questions to extend pupils' thinking. Pupils are involved in much active learning, which increases their motivation and engagement. For example, Key Stage 2 pupils were effectively engaged in a writing activity based around a story book, following their involvement in role-play relating to the story the previous day. Teachers ensure that pupils have a clear understanding of what they are expected to do and achieve in lessons. In a minority of lessons tasks provide insufficient challenge for more-able pupils, and the needs of younger and less-able pupils are not fully met. Teaching assistants provide valuable support for pupils with special educational needs/and or disabilities. The marking of pupils' work is thorough and gives them clear advice on how to improve their work.

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

The recently-developed creative curriculum is designed to meet children’s needs and interests. The curriculum emphasises the use of direct experience and active learning and has a positive impact on pupils’ motivation for learning. Pupils have good opportunities to practise their basic literacy and numeracy skills. Links are made between subjects. For example, when learning about China, pupils made Chinese food, and then evaluated this and designed their own recipe. The curriculum is significantly enriched through a broad range of trips in the locality, visiting specialist French and violin teachers, and trips to France and Spain for older pupils. This provides pupils with a wealth of experiences which positively develop their spiritual, moral, social and cultural development.

The school provides a good level of care, guidance and support for pupils. High priority is given to ensuring effective care and well-being of all pupils. The school works effectively with a range of agencies to support pupils whose circumstances may have made them vulnerable. In some case pupils have been helped to overcome significant barriers to their education.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher communicates a high drive and commitment to improve the education of the pupils in the school’s care, which is effectively shared with staff. Effective systems to monitor the quality of teaching have led to good improvement in this area. Subject leaders are confident in their roles and have begun to contribute to staff professional development. The headteacher and her deputy effectively monitor and assess progress and put in place interventions which are effective in ensuring that pupils at risk of underachievement make satisfactory progress. Development-planning is targeted at the key areas for improvement and is effectively monitored. The governing body is supportive of the school and is confident to question and challenge. All safeguarding procedures are in place and meet current requirements ensuring that staff are appropriately checked for their suitability to work with children. The monitoring of some aspects of risk assessment is insufficiently rigorous.

The school has established positive partnerships with parents and carers. They are effectively encouraged to be involved in their children’s learning. The provision of courses for parents and carers such as those for family learning and ICT helps them to do so. Partnership-working with a broad range of partners is effective in providing support for children with special educational needs and /or disabilities and providing valuable experiences to enrich the curriculum. For example links with a local ICT college have involved pupils visiting the college and teachers from the college providing lessons in school. These positive partnerships make a good contribution to pupils’ achievement and well-being.

The school contributes well to community cohesion through its links with local churches and the community. The school works well to promote equality of opportunity with the result that there are very few differences between the outcomes of different groups within the school.

These are the grades for the leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
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	2
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 in the Nursery and Reception class are happy and well-behaved. They quickly learn the daily routines, settle well and are able to work independently. Children make satisfactory progress and are often working within the expectations for their age by the end of Reception year. Children have access to a balance of adult-led and self-chosen activities. They thoroughly enjoyed exploring porridge with their hands and making their own porridge as part of their focus on the 'Goldilocks and the Three Bears' story. They are effectively encouraged to think and develop vocabulary. Children show good progress in learning to blend three-letter words and are making good attempts to write to communicate meaning.

Children show confidence in selecting their own activities. However the activities provided and some areas of the indoor provision such as the mark-making and reading areas, are not sufficiently stimulating to ensure learning is promoted to best effect.

The work of the Early Years Foundation Stage is evaluated satisfactorily and the current leader has a good awareness of the strengths and weaknesses of provision. Positive relationships with parents and carers contribute to children's well being and progress.

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 in the Early Years Foundation Stage	3

Views of parents and carers

The rate of response to the questionnaires was low. A very large majority of those who responded are happy with their children's experience at school. A very small number of questionnaires had negative comments which were discussed with the headteacher. The inspector spoke to a small number of parents and carers at a meeting. They were very positive about the work of the school.

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 inspector received 14 completed questionnaires by the end of the on-site inspection. In total, there are 85 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	7	50	6	43	0	0	1	7
The school keeps my child safe	8	57	5	36	0	0	1	7
The school informs me about my child's progress	7	50	6	43	1	7	0	0
My child is making enough progress at this school	8	57	5	36	1	7	0	0
The teaching is good at this school	9	64	4	29	0	0	1	7
The school helps me to support my child's learning	8	57	5	36	0	0	1	7
The school helps my child to have a healthy lifestyle	7	50	5	36	1	7	1	7
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)	5	36	6	43	0	0	1	7
The school meets my child's particular needs	7	50	5	36	1	7	0	0
The school deals effectively with unacceptable behaviour	5	36	5	36	1	7	1	7
The school takes account of my suggestions and concerns	5	36	8	57	0	0	1	7
The school is led and managed effectively	4	29	9	64	0	0	1	7
Overall, I am happy with my child's experience at this school	9	64	4	29	0	0	1	7

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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 08 April 2011 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 up 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.



25 November 2011

Dear Pupils

Inspection of Kingsway Primary School, Wallasey CH44 9EF

Thank you very much for making us so welcome when we visited to carry out your inspection. This letter is to tell you what we found.

We judged your school to be providing you with a satisfactory quality of education. We were impressed by your good behaviour and how helpful and sensible you were when you answered our questions. You are very keen to learn and enjoy coming to your school. We were very pleased to see that so many of you come to school every day. Your school gives you opportunities to do interesting things such as cookery, violin lessons, and regular trips. Your teachers work hard to make your lessons interesting and this is one of the reasons you enjoy school. Your school has made sure that you are getting better at reading, in particular. You told us that you feel safe in school and that you enjoy your school council and monitor jobs.

In order to help you do even better we have asked the school to make some improvements to the teaching in a few of your lessons. We want the teachers to make sure they always plan work that is just at the right level for each of you. This will help you to learn even faster. Your school keeps you safe. We have asked the governors of the school to make sure that they are even better at doing this. We have also asked the school to make sure that the Reception and Nursery classroom is made an even more interesting place for children to learn.

You can help your teachers by always trying your very best. I wish you all the best for the future.

Yours sincerely,

Elaine Murray
Her Majesty's Inspector

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