

# Kingsway Primary School

Kingsway North, Leicester, LE3 3BD

## Inspection dates

13–14 September 2012

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- a significant minority of pupils in Years 3 to 5 make slower progress than their peers in reading, writing and mathematics
- more-able pupils do not make as much progress as they could because the guidance they are given is not always specific enough
- teaching is not consistently good, with weaknesses in some classes in planning suitable activities and in assessment
- strategies for checking the work of the school by subject leaders and managers at all levels, including the governing body, are not sufficiently thorough to ensure all pupils make good progress
- while leaders and managers have identified the key areas for improvement, the actions taken have not yet raised standards for all groups of pupils.

### The school has the following strengths

- Progress in reading, writing and mathematics for some pupils, particularly in Key Stage 1 and Year 6 has improved recently and is now good.
- Standards in writing have improved across the school.
- Children make good progress in the Early Years Foundation Stage because the teaching is good and they have a wide range of opportunities to develop their skills.
- Pupils whose circumstances may make them vulnerable make good progress because of the well-targeted and caring support they receive.
- Pupils are safe and behave very well during lessons and around school.

## Information about this inspection

- Inspectors observed 19 lessons, of which two were joint observations with the headteacher.
- Meetings were held with two groups of pupils, the Chair of the Governing Body, a representative of the local authority, and school staff, including senior and middle leaders. Informal discussions were also held with parents.
- Inspectors took account of the 12 responses to the on-line questionnaire (Parent View) and the 25 questionnaires completed by staff.
- Inspectors observed the school’s work and looked at monitoring information, improvement plans, analysis and tracking of pupils' progress, and records of classroom observations. They also sampled pupils’ work, listened to pupils read and checked attendance.

## Inspection team

Susan Hughes, Lead inspector	Additional inspector
Christopher Webb	Additional inspector
Renee Robinson	Additional inspector

## Full report

### Information about this school

Kingsway Primary School is a larger than average primary school. The headteacher and deputy headteacher have been in post for two years and were not in their current posts at the time of the previous inspection. The proportion of pupils known to be eligible for the pupil premium is below average. There is a lower than average proportion of pupils from minority ethnic groups and a lower than average proportion who speak English as an additional language. The proportion of pupils who are supported through school action, at school action plus or have a statement of special educational needs is below average. The school meets the government's current floor standards, which set the minimum expectations for attainment and progress.

### What does the school need to do to improve further?

- Improve teaching to raise standards, particularly for more-able pupils, by:
  - ensuring all activities are well matched to pupils' abilities
  - ensuring progress in English and mathematics in Years 3 to 5 is as good as other year groups
  - giving pupils a clear understanding of what they need to do to improve through marking and a consistent approach to the use of individual pupil targets
  - rigorous tracking of pupils' progress against the rates of progress expected nationally.
  
- Improve the effectiveness of the leadership and management by:
  - ensuring monitoring of progress is rigorous and informs school improvement planning
  - developing a cohesive whole-school approach to assessment
  - ensuring monitoring by the governing body is closely linked to school improvement priorities.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Progress in the Early Years Foundation Stage is good because activities to develop skills are well planned. On starting school, children's skills are broadly in line with those expected in most areas of their learning, but below expectations in some, particularly personal and social development.
- Pupils make at least the expected progress in Key Stage 1 and Year 6 in reading, writing and mathematics. This is starting to raise standards, particularly in English. Progress is slower in Years 3 and 4 and particularly so in mathematics in Year 5. Pupils leave school with broadly average standards of attainment. By the end of Key Stage 2, more-able pupils do not achieve as well as similar pupils nationally.
- Pupils who are eligible for additional funding to support their learning and those who are disabled or have special educational needs make good progress. Support staff are well-briefed and interventions that meet pupils' specific needs are rigorously monitored and adapted to ensure that they have a positive effect.
- Pupils' reading and writing skills demonstrate a systematic teaching of phonics (the sounds made by letters and words) throughout the school. For example a pupil in Year 3 sounded out the word 'volunteer' to successfully read it.

### The quality of teaching

### requires improvement

- The majority of teaching is good or better but this is not consistent throughout the school. In the best lessons, pupils are fully engaged in their learning and enthusiastically share ideas. For example, pupils in a Year 5 literacy lesson were inspired by incisive questioning and encouragement by the teacher to look for imaginative words to describe the cakes they had made, with brilliant results.
- Where teaching is weaker, activities are not well matched to the different abilities of pupils. This leads to some lack of purposeful engagement and there are lost opportunities when teachers do not intervene quickly enough to address misconceptions.
- Marking in books is not always helpful. In mathematics books, marking is encouraging but contains little guidance as to how pupils can progress. In English books, next steps in learning are sometimes too vague to be helpful. Links between teachers' comments, targets and levels of attainment are not always clear.
- Provision for disabled pupils or those with special educational needs and those who are eligible for additional funding is a strength of the school. Well targeted one-to-one or small group interventions ensure that these pupils make progress that is at least as good as that expected nationally. Provision for more-able pupils is less effective and interventions are less evident. Where teaching is good, tasks are appropriately challenging but in some lessons the work is too easy, leading to underachievement.
- The skills of information and communication technology are developed across all areas of the curriculum through topic work. Pupils enjoy theme days such as the Tudor and Egyptian days and the Roald Dahl day held during the inspection. Teachers' identification of the next steps in learning is developing in some topic books but there is not yet a consistent

approach to the promotion of literacy skills across the all subjects.

- Social and moral development is evident in all lessons. Teachers consistently model and promote good social skills and pupils respond well. For example a boy in Year 4 readily shared his counter in a board game so that everyone in the group could take part. Pupils are given opportunities to discuss moral dilemmas and challenging issues, such as the Year 6 study of the Holocaust.
- Mathematics homework is set on a weekly basis and pupils say this is regularly marked and helps them with their learning. There are clear expectations that pupils will read at home which are checked by their teachers who ask pupils to talk about what they have read. Year 6 pupils have homework for other subjects, but this does not extend throughout the school. The leadership team is reviewing the homework policy to include more creative, topic-based activities.

### **The behaviour and safety of pupils are good**

- Good behaviour is evident in all areas of the school. Pupils show a high degree of courtesy and consideration for adults and each other; for example, holding doors open for each other is the accepted norm. Pupils say that occasionally there are minor offences and these are dealt with well. They are very clear about the school behaviour policy, rewards and sanctions. The vast majority of parents who offered a view agreed that behaviour is good.
- Pupils' attitudes towards learning are good. They are generally well engaged, share equipment readily, support each other in group work and listen politely to each other. Even in lessons where teaching was not good, pupils were observed trying hard to complete the task and initiated the use of additional resources to help develop their own learning.
- Pupils are able to define what bullying is and are aware of different types of bullying. They are aware of the dangers posed by inappropriate use of mobile phones and the internet. They can cite rare examples when offensive name calling and other bullying incidents had taken place and been dealt with effectively.
- Pupils understand what constitutes safe and unsafe situations. They talk knowledgeably about 'zip it, lock it, flag it' internet safety, 'Stranger Danger' and the dangers of playing near water or railway lines. Ensuring a safe environment in the classroom and around the school underpins all lessons and pupils say they appreciate the order and calm of their 'walking school'.
- Attendance is now average. This has been a key focus for the school and staff have worked closely with parents and carers to reduce the number of absences. Celebrations of good attendance and close home-school working has resulted in improved attendance.

### **The leadership and management requires improvement**

- The leaders and managers of the school have ambition and drive for improvement. Planning is thorough and identifies key priorities. However, procedures for putting these into practice are inconsistent so that outcomes can not be evaluated accurately.

- Despite the monitoring of assessment of pupils' progress by senior and middle leaders, there is no clear, consistent approach, which means that assessment happens in a number of ways and outcomes are unclear.
  - Data tracking systems are used effectively to show where interventions will support disabled pupils and those with special educational needs.
  - Leaders have identified the need for a more precise performance management process which takes account of data on pupils' progress. The use of individual teacher targets linked to tracking data is not fully in place.
  - The curriculum is exciting and involves pupils well. Literacy and communication skills are increasingly developed across all subjects, but this is not yet consistent and the need to create more opportunities to develop mathematics across the curriculum has yet to be met.
  - The school takes every opportunity to include parents in the education of their children and support for pupils whose circumstances may make them vulnerable and their families is a strength. During the inspection, parents spoke positively about the school and most parents say they receive valuable information about their child's progress.
  - The spiritual, moral, social and cultural education of pupils runs through all areas of school life. Pupils often find wonder in their learning. For example, children in the Early Years Foundation Stage were absorbed in their 'warm hands' game, interacting and learning about each other with obvious enjoyment. Moral and social guidance underpins all elements of the curriculum.
  - Pupils' appreciation of other cultures is developed through visits to different places of worship and visitors to the school.
  - Leaders have ensured that arrangements for safeguarding comply fully with current requirements.
  - The local authority has judged that the school does not require intensive support and therefore that it can be left to seek its own external support.
  - **The governance of the school:**
    - meets statutory requirements and ensures that health, safety and finances are managed effectively
    - supports the headteacher and staff while challenging and holding the school to account
    - demonstrates a clear understanding of the impact of additional funding on those pupils who are entitled to this support
    - monitors progress through school visits, although these are not always tightly linked to school improvement priorities, nor consistently reported back to the full governing body
    - shows an understanding of teachers' performance management but not of the potential impact of this on pupils' achievement.
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## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	119985
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	403421

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	312
<b>Appropriate authority</b>	The local authority
<b>Chair</b>	Paul Pearce
<b>Headteacher</b>	Julie Olsen
<b>Date of previous school inspection</b>	15 January 2008
<b>Telephone number</b>	0116 2898525
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