

Kingsway Community Primary School

Baker Avenue, Leamington Spa, CV31 3HB

Inspection dates

28 February–1 March 2013

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

Summary of key findings for parents and pupils

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

- Pupils in the past made insufficient progress and standards last year were low. Although there is still some way to go, the school has taken action and, as a result, pupils are now doing better.
- Teaching requires improvement. Whilst there is good and outstanding teaching, some inconsistencies remain which means that pupils' progress is still too variable.
- Teachers and additional adults sometimes overly direct pupils' learning, which limits opportunities for pupils to work and learn independently.
- Although teachers track pupils' progress regularly and provide useful feedback, marking does not always make clear to pupils what they need to do to improve their work.
- Pupils are not routinely given the opportunity to respond to the advice teachers give them when they mark their work.

The school has the following strengths

- The school is improving rapidly. The new leadership team are doing the right things to improve pupils' attainment and progress.
- The governing body holds the school to account effectively and supports the school well.
- This is a happy and safe learning community. Safety is promoted well and pupils enjoy their learning.
- Children in the Reception class make good progress. This is because of the good opportunities they have to choose their own activities.
- Behaviour in and around school is good. Pupils get on well together and with the adults who support them.
- Reading is taught well. Pupils' writing skills are improving because of the strong focus on spelling and grammar.

Information about this inspection

- The inspector observed substantial parts of 12 lessons. All of these were jointly observed with the headteacher. Additional visits were made to lessons to observe reading sessions and to see how pupils are supported in small-group work and in enrichment activities.
- Meetings were held with the headteacher, the Chair and Vice-Chair of the Governing Body and a representative from the local authority.
- A number of pupils in Year 2 read to the inspector.
- Examples of pupils' work in their books and on display were examined. In addition, pupils explained to the inspector which pieces of their work they thought had been successful and which ones needed further development.
- Time was given to look at a variety of school documentation. This included the school's self-evaluation, the school development plans, behaviour, safety and attendance records, minutes of governing body meetings and documents relating to the management of staff performance.
- Account was taken of the views of the 25 parents and carers who completed the online Parent View questionnaire, as well as all written communication received during the inspection. The views of the 27 staff members who completed the staff questionnaire were also considered.
- Informal discussions were held with pupils and parents and carers during lunchtime, school breaks and before and after a whole-school assembly.

Inspection team

Judith O'Hare, Lead inspector

Additional Inspector

Full report

Information about this school

- This school is much smaller in size than most primary schools.
- Approximately half of the pupils are from minority ethnic groups. This figure is above the national average.
- The proportion of pupils who speak English as an additional language is well above average.
- A higher than average proportion of pupils is eligible for the pupil premium. This provides funding for children in local authority care as well as pupils who are known to be eligible for free school meals.
- The proportion of pupils who require additional help and who are supported through school action is above average. The proportion of pupils supported through school action plus or with a statement of educational needs is well above average.
- In 2012, the government's floor standards were not met. These set the minimum expectation for pupils' attainment and progress.
- The headteacher was appointed in September 2012. The deputy headteacher was appointed in January 2013.

What does the school need to do to improve further?

- Make the quality of teaching consistently good or better and so raise standards by:
 - supporting and encouraging pupils to work and learn independently
 - providing more frequent opportunities for pupils to use and apply their literacy and numeracy skills in subjects other than English and mathematics.
- Improve the quality of teachers' marking by:
 - ensuring that the comments made in pupils' books show them clearly how to improve their work
 - providing sufficient time in lessons for pupils to respond to teachers' marking.

Inspection judgements

The achievement of pupils

requires improvement

- Achievement requires improvement because weaker teaching in the past has held back pupils' progress. For example, in 2012, pupils at the end of both Key Stages 1 and 2 did not make the progress they should. Standards were low in both key stages. Pupils' current work shows that leaders have successfully addressed this through much improved teaching. Although pupils' achievement still requires further improvement, pupils are no longer underachieving.
- The school is working well to address all issues related to previous underperformance in Key Stages 1 and 2. For example, special 'focus' programmes such as the creation of a nurture group, one-to-one tuition and mixed-age teaching have been introduced by leaders to help accelerate pupils' progress. Current tracking data indicates that all of these initiatives have been successful. Although further improvement is needed, pupils are now making better progress in English and mathematics.
- The phonics screening in 2012 showed that pupils' outcomes were in line with national levels. This is because pupils are taught how letters and sounds link together (phonics). Pupils use this strategy to help them read unfamiliar words. Slower progress in reading beyond age 6 can be attributed to former weaker teaching, which has now been eradicated.
- Pupils in all classes now have regular and frequent opportunities to write independently across all subjects. Together with a sharp focus on improving accuracy in spelling and grammar, this is resulting in attainment which is now much closer to nationally expected levels.
- In the recent past, the attainment of pupils known to be eligible for free school meals has lagged a long way behind their classmates. In 2012, these pupils were the equivalent of more than two years behind the others. Pupils known to be eligible for free school meals and those who need extra help are now making better progress and the gap between their performance and other pupils is narrowing. This includes disabled pupils and those who have special educational needs, as well as those learning English as an additional language. They do well because of the effective, well-targeted support they receive in lessons and in small-group work.
- Children join the Reception Year with skills and knowledge that are well below those expected for their age. This is especially the case in early communication skills and in personal development. Positive action the school has taken to better engage pupils in the planning of their work and in active play has been effective. Children in Reception are now making good progress. They are developing their independent learning skills well.

The quality of teaching

requires improvement

- Good training opportunities and precise performance targets set by the headteacher have improved teaching across the school, although it is not yet consistently good enough to ensure that all pupils make rapid progress in all year groups. Teaching is not as strong in other year groups as it is in Reception, Year 2 and Year 6.
- Pupils receive regular feedback on their work and progress. Comments made recognise good effort and progress. However, teachers do not all give pupils details about the next steps they need to take to improve their work. When teachers do give advice to pupils in their marking, they do not routinely expect pupils to respond to the advice they are given.
- Teachers sometimes spend too much time talking. This limits opportunities for pupils to engage

in meaningful discussions about their work and to think things through for themselves. Sometimes, tasks are overly directed by the teacher.

- The school has used the pupil premium funding well to give pupils who require extra help with their learning a good level of support from teachers and teaching assistants who have the specific skills to guide their learning.
- Lessons are generally well organised. Leaders have ensured that teachers understand what they need to do to help pupils to improve their work.
- The topics covered bring together learning across different subjects. They are lively and engaging. Activities are generally well matched to pupils' ability levels but do not provide sufficient opportunities for them to use and apply their literacy and numeracy skills in subjects other than English and mathematics. This is especially the case when pupils work independently.
- Questioning is used well to explore pupils' learning. This was seen for example, in a Year 6 English writing session based on a film pupils had seen about haunted houses and ghosts. The teacher asked pupils to explain and then justify their reactions to the film. Consequently, pupils made good progress.

The behaviour and safety of pupils are good

- Kingsway is a happy school. Pupils are polite and friendly. They enjoy working and playing together. They take care of each other.
- Behaviour around school and in lunch breaks is good. Pupils say they feel safe. When asked they said incidents of poor behaviour or bullying are rare. If incidents should occur, pupils are confident that there is always an adult on hand to help them.
- The headteacher has introduced a number of strategies to improve attendance such as phoning and texting parents on the first day of any unexplained absence, celebrations of good attendance and a lack of tolerance for unauthorised absence. Attendance has improved since the last inspection. It is now average.
- Parents and carers who responded to the online questionnaire were unanimous in their view that their children are safe and happy at Kingsway.
- Pupils are fiercely proud of their school and have good attitudes to learning. They say this is because teachers encourage them to 'do their best' and reward them when they try hard.
- Pupils relish the opportunities they have to take on roles and responsibilities at the school. They mentioned specifically the school council, the 'Kingsway Kid Safe' group and their roles as playground leaders.

The leadership and management are good

- Strong leadership under the newly appointed head and deputy headteacher has resulted in significant improvements to teaching, attainment, behaviour and progress across the school. Whilst some inconsistencies remain, much has been done to eradicate previous underperformance.

- Self-evaluation is accurate. The school development plan is well conceived and there are now robust systems in place to ensure improvements to pupils' progress are sustained.
- The headteacher is providing staff with a clear sense of direction. The quality of pupils' written work has improved because he has insisted on much greater rigour from teachers over pupils' spelling, punctuation and grammar. Another reason why learning has improved is because leaders now routinely expect teachers to find more practical application and hands-on experiences for pupils in mathematics. For example, in a Year 1 lesson on weighing and measuring, pupils were highly motivated because they were asked to apply these skills measuring out the ingredients to make cakes and biscuits.
- The local authority has provided effective consultancy support to the school in evaluating the quality of teaching. Good partnerships have also been developed with local schools. This additional training opportunity is helping teachers to develop their teaching skills, which in turn is improving pupils' achievement.
- The broad range of subjects combined with frequent enrichment activities such as 'Forest School', an outdoor learning facility, supports pupils' spiritual, moral, social and cultural development well.
- Parents and carers spoken to and who responded to Parent View are positive about the school. Verbal and written feedback received referred to improved communication and opportunities to attend 'celebration of success' assemblies. One parent wrote, 'They listen and respond. That is why my son is making better progress'.
- **The governance of the school:**
 - The governors are led well by the Chair of the Governing Body. Whilst many of them are new to post, they bring a wealth of expertise as well as teaching experience. Through extensive training in, for example, data analysis, they have developed the necessary skills to challenge leaders successfully over the school's past and current performance and how this compares nationally. They have a clear picture of the quality of teaching and what the headteacher is doing to improve it. Governors understand fully the school's performance management systems. They ensure that there is an appropriate link between teachers' pay and performance in terms of pupil outcomes. The governing body makes sure that pupil premium funding is being spent appropriately. This funding has been spent on additional staffing to support pupils in improving their skills in English and mathematics through one-to-one tuition and small-group work. Governors ensure that statutory requirements, such as those for keeping pupils safe and for recruitment and vetting checks on staff, are fully met.

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

Unique reference number	130872
Local authority	Warwickshire
Inspection number	406384

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	145
Appropriate authority	The governing body
Chair	Latika Davis
Headteacher	Martin Ledgard
Date of previous school inspection	17 May 2011
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