

# Kingsway Primary School

Fountayne Street, Goole, DN14 5HQ

**Inspection dates** 26–27 September 2013

| <b>Overall effectiveness</b>   | Previous inspection: | Satisfactory                | 3        |
|--------------------------------|----------------------|-----------------------------|----------|
|                                | 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

- Pupils' progress is not consistently good across Key Stages 1 and 2. As a result, they do not achieve as well as they should.
- By the end of Year 6, overall standards in English and mathematics are below average. Standards in writing are lower than those in reading and mathematics.
- Not enough pupils reach the higher levels of attainment at the end of Year 2 and Year 6.
- Over time, not enough teaching is of good or better quality. Teachers do not always provide work that matches pupils' varying abilities well enough. The most-able pupils do not achieve as well as they could because the work they are given is too easy.
- In writing, pupils do not have enough first-hand experiences to stimulate their ideas for writing. Their understanding of the purpose of their writing and their intended audience is often too limited
- The school's view of itself is not accurate enough. This is because leaders, including governors, do not use information on pupils' progress well enough to accurately judge the achievement of different groups of pupils and to pinpoint where achievement could improve further.

### The school has the following strengths

- The quality of teaching in the Early Years Foundation Stage is consistently good and ensures children make good progress.
- Pupils who speak English as an additional language are well supported and make good progress in developing their English language skills.
- Pupils behave very well and feel safe. They have good attitudes to learning in lessons and conduct themselves well around the school.
- The curriculum provides well for pupils' spiritual, moral, social and cultural development.
- As a result of the concerted effort of the headteacher, staff and governors, attendance has risen and is now at the national average.
- Leaders are improving teaching. As a result of training and by sharing good practice, including with other schools, teachers are now providing more activities that are making learning exciting and enjoyable. This is an improving school.

## Information about this inspection

- Inspectors observed 21 lessons, one of which was jointly observed with the headteacher.
- Inspectors observed the behaviour of pupils at play, as they moved around the school and in assembly.
- Discussions were held with staff, the Chair of the Governing Body and a representative of the local authority.
- Meetings were held with pupils from Key Stage 1, Key Stage 2, pupils with special educational needs and with members of the school council. Opportunities were taken to speak to children in the Early Years Foundation Stage.
- Inspectors heard pupils from Years 1, 2 and 6 read.
- A number of school documents were examined. These included: information about pupils' progress; the school's view of its own performance; the school's development plan and pupils' work in books. An inspector scrutinised work from Year 6 with the assistant headteacher.
- Inspectors took account of the 25 responses to the online questionnaire (Parent View), 48 staff questionnaires, and discussions with parents during morning arrival at school. A separate discussion was held with one parent and a letter from a parent was also reviewed.

## Inspection team

|                                 |                      |
|---------------------------------|----------------------|
| Pamela Hemphill, Lead inspector | Additional Inspector |
| James McGrath                   | Additional Inspector |
| Paul Spray                      | Additional Inspector |

## Full report

### Information about this school

- Kingsway is a larger than average-sized primary school. There are more pupils on roll than at the time of the school's previous inspection.
- A much higher-than-average proportion of pupils is eligible for the pupil premium, which provides additional government funding for children in local authority care, those from service families and those known to be eligible for free school meals.
- The large majority of pupils are of White British heritage. The proportion of pupils who speak English as an additional language is broadly average. The number of pupils joining the school from Eastern European families at an early stage of acquisition of English language is increasing.
- The proportion of pupils supported by school action is below average. The proportion of pupils supported at school action plus or with a statement of special educational needs is above average.
- The school is providing support for leadership and management to another school through a partnership.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

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

- Raise standards further, particularly in writing, and increase rates of pupils' progress through improving the quality of teaching to consistently good or better by:
  - ensuring that work is always carefully matched to pupils' individual abilities, especially for the most able, so that more pupils reach the higher levels of attainment
  - ensuring all pupils are given opportunities to respond to teachers' advice in marking about their next steps for learning
  - ensuring pupils are given greater responsibility to work on their own in lessons and to manage their own learning
  - providing more first-hand experiences to stimulate pupils' ideas for their writing
  - improving pupils' understanding of the audience they are writing for and its purpose
  - further improving pupils' reading comprehension skills.
- Strengthen the effectiveness of leadership and management, including governance by:
  - ensuring that leaders make good use of nationally published data to compare the performance of different groups of pupils, particularly those eligible for the pupil premium, so that they pinpoint more accurately where achievement can improve further
  - providing training for staff and governors so that they are fully clear about how to review and accurately interpret data showing pupils' achievements and so that the school's view of its own performance is accurate
  - making sure that the impact of pupil premium funding is fully evaluated.

An external review of governance, to include a specific focus on the school's use of the pupil premium, should be undertaken in order to assess how this aspect of leadership and governance may be improved.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Pupils reach standards which are below average in reading and writing by time they leave Year 6. In 2013, mathematics standards improved and are now similar to those expected because the school has focused well on improving the teaching of mathematics. Pupils' progress is too variable across the school because the quality of teaching is not yet consistently good.
- Children enter the Early Years Foundation Stage with skills lower than those typical for their age. They get off to a good start in their education and make good progress in their physical development, mathematical, communication and language, personal and social skills because teaching is good and provides stimulating and enjoyable activities inside and outside. Pupils now move into Key Stage 1 with skills that are closer to, but still below, average.
- At the end of Year 2, standards reached by pupils vary from year to year. In 2013, a higher proportion of pupils reached the nationally expected Level 2 in reading and mathematics than in 2012 and attainment is now rising. However, not enough pupils reach the higher levels of attainment by the end of Year 2. There is a similar picture at the end of Year 6, where the proportion of pupils that reach the higher levels of attainment, given their starting points, is too low. Across the school, not enough of the most-able pupils make good progress. This is because activities are not always challenging enough. For some, work is too easy.
- Although the results of national tests and assessments for Year 6 dropped in 2012, this was due, in part, to their previously lower starting points. For some pupils, these results represented good progress, particularly in mathematics. School data and inspection evidence indicates that in 2013, standards in Year 6 improved so that the proportion of pupils reaching Level 4 and above in English and mathematics was at the 2012 national average.
- Standards in writing, however, are still too low across the school. This is because pupils do not have enough first-hand experiences to stimulate their ideas for their writing. They do not yet have a good enough understanding of the audience they are writing for and its purpose.
- Achievement in reading and in mathematics is improving. In reading, for example, in 2013, the proportion of pupils aged six who met the required standard in the national phonics screening check (the sounds that letters make) increased significantly. This is due to good teaching of letters and sounds in the Reception class and in Year 1. However, older pupils do not always make good progress in reading because they do not always fully understand what they have read. Their reading comprehension skills require improvement.
- The achievement of those pupils supported through the pupil premium is variable. In Year 6 in 2012, pupils known to be eligible for free school meals were about one year behind their classmates and over a term behind similar pupils nationally. However, inspection evidence shows that this gap is starting to narrow so that, for example, currently in Year 6, eligible pupils are reaching similar standards to their classmates. Although all pupils are treated equally, not all make the same progress because the quality of teaching varies.
- Disabled pupils and those with special educational needs make at least similar, and sometimes better, progress to other pupils because of the good support they receive from teaching assistants to improve their learning. Pupils who speak English as an additional language, particularly those who are new to English, often make good progress in their language skills.

### The quality of teaching

### requires improvement

- Although improving, the quality of teaching is not yet consistently good enough to accelerate pupils' achievement to good. It requires improvement because over time, teaching has not been good enough to ensure pupils' progress is consistently good across the year groups.
- Teaching in the Early Years Foundation Stage is consistently good. It enables children to make choices and to work together in a wide range of activities inside and outside. As a result, they make good progress in their language, mathematical and personal and social skills. Adults model

good use of language in their conversations with pupils and through good questioning. This was clearly shown when children made play dough snakes to develop their language for length. They were able to quickly use longest, medium and shortest accurately.

- In Key Stages 1 and 2, sometimes teachers do too much for pupils. They do not always give pupils the opportunity to work on their own and to take responsibility for their own learning. Teachers do not always provide work for more-able pupils that extend their skills and knowledge sufficiently well so that they reach their potential.
- Marking requires improvement. While teachers regularly and accurately mark work and give pupils feedback on what they need to do to improve, it is not always evident that pupils have improved their learning as a result. 'Blue pen time' provides opportunity for pupils to reflect and respond to teachers' comments, however, this practice is not used consistently across subjects and year groups.
- Regular homework is set for pupils to practise, apply and extend their learning. The governing body consulted parents about the development of the policy. Most parents who responded to Parent View feel homework is appropriate for their child's age.
- Teaching assistants, in the main, give good support to pupils. They provide good explanations and use questioning to skilfully check pupils' understanding. Occasionally, they do not give pupils enough thinking time before they provide the answers and so opportunities to develop pupils' understanding at a good rate are missed.

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

- Pupils say behaviour is good and they are safe at school. Inspection evidence, school records, the overwhelming majority of parents and all those who completed the staff survey agree.
- Pupils come to school punctually, are ready to learn and have positive attitudes to their learning. Attendance has improved since the last inspection and is now average. The proportion of pupils who are persistently absent has reduced over each of the last four years and is now well below average. These improvements reflect the school's effective actions to promote good attendance with pupils and parents.
- Staff consistently have high expectations for good behaviour in and out of lessons. Classrooms are calm and purposeful. Pupils get on well with their teachers and there is mutual respect. The motto 'Be the best you can be' is successfully motivating pupils to work hard. Pupils are keen to meet the school's high expectations for good manners, determination, excellence and respect. This reflects in the way pupils work together well in lessons and in the way they conduct themselves around the school.
- Pupils agree that incidences of bullying and name-calling are rare. They know that they can go to the 'Sorting room' where any disputes between pupils are resolved quickly before they become a problem. Pupils appreciate the support they receive from staff to manage their tempers and say that this stops pupils falling out.
- Pupils feel safe in school. Children in the Early Years Foundation Stage, for example, are kept safe as they play together harmoniously and work in stimulating, well-resourced and secure areas inside and out. At break times, older pupils enjoy befriending others. They encourage one another to participate in activities involving groups of pupils. Pupils of all ages and backgrounds play actively and harmoniously together.
- Pupils readily accept responsibility in the school. Prefects, who carry out roles to support other pupils at break and lunchtimes along with school councillors, are keen to help the school to improve. Pupils regularly raise money for charity.

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

- The school's evaluation of its own performance is not fully accurate. This is because leaders do not make good enough use of nationally published data showing pupils' progress to inform them accurately. Some data collected by the school is also not fully reliable. As a result, the school

does not yet effectively identify patterns of progress across the school, particularly that of different groups of pupils. This means that some opportunities to pinpoint exactly where achievement can improve are missed. Some staff and governors are also unclear about how to review and accurately interpret data showing pupils' achievements.

- The leadership of teaching is strengthening. The headteacher and other leaders, for example, regularly check how well pupils are learning by observing lessons. Teachers are supported well by leaders so that they regularly participate in training, coaching and development to improve their teaching. Teachers benefit through sharing the good practice of its partner school, particularly in aspects such as creative development, the arts and in nurturing pupils. As a result of these actions, there is now more good teaching and standards are rising. More pupils are now reaching the standards expected nationally at the end of Years 2 and 6. Similarly, younger pupils are making faster progress in reading than previously. Despite this, leaders are yet to ensure that the quality of teaching is consistently good.
- The school has clear values which are shared by staff, governors and pupils. All staff who responded to the survey are proud to work at this school. They express their full support in helping to improve the school. Their efforts to improve pupils' attendance, for example, have been highly effective.
- Parents who responded to the online survey and those spoken to during the inspection are overwhelmingly satisfied with the education their children receive at the school.
- The school is in a sports partnership with local schools. It has already benefited from specialist coaching to improve the teaching of physical education. Leaders are ensuring that the Primary School Sport funding is helping to extend the range of sports available to pupils. Specialist support for after-school coaching of pupils is in place. Pupils' participation in competitive sport is good. More pupils are now participating in sport and they are very positive about the extended range of sports and the mixed gender choices on offer.
- The curriculum is broad and opportunities are taken to enrich it with trips and visits. During the inspection, Year 6 pupils went on a geography trip to Malham and greatly enjoyed learning first-hand about river features. They particularly enjoyed testing the water and seeing the source of the River Aire.
- Pupils' spiritual, moral, social and cultural development is good. Cultural development is supported well by sports and the arts. The school celebrates the cultures of families in its community and develops pupils' understanding of other faiths.
- The local authority provides light-touch support for the school as it judges, rightly, the school has the capacity to secure its own improvement.
- **The governance of the school:**
  - Governance is improving. The governing body have undertaken a range of national and local training in order to develop their skills. Governors now have a better understanding of nationally published data about how the school performs in comparison to others. Even so, their ability to hold the school fully to account is still hampered because they do not yet know enough about the progress of different groups of pupils across the school, particularly those pupils who are supported through the pupil premium funding. Although they know how the pupil premium is spent, they are yet to evaluate the impact it is having on the achievement of this group of pupils. Governors have kept a close eye on making sure leaders improve pupils' attendance and, increasingly, are asking more challenging questions about the quality of teaching. For example, they are now making sure that only those teachers who meet their targets are rewarded for their performance. They ensure that the schools finances are managed well and that the safeguarding of pupils meets statutory requirements.

## 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> | 117936                   |
| <b>Local authority</b>         | East Riding of Yorkshire |
| <b>Inspection number</b>       | 425816                   |

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>                 | 3–11                               |
| <b>Gender of pupils</b>                    | Mixed                              |
| <b>Number of pupils on the school roll</b> | 412                                |
| <b>Appropriate authority</b>               | The governing body                 |
| <b>Chair</b>                               | Shane Scarr                        |
| <b>Headteacher</b>                         | Liam Jackson                       |
| <b>Date of previous school inspection</b>  | 12 January 2012                    |
| <b>Telephone number</b>                    | 01405 763716                       |
| <b>Fax number</b>                          | 01405 763716                       |
| <b>Email address</b>                       | kingsway.primary@eastriding.gov.uk |



Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)  
[Store St](#)  
[Manchester](#)  
[M1 2WD](#)

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2013

