

# Kingsway Primary School

Ashville Road, Wallasey, Merseyside, CH44 9EF

## Inspection dates

3–4 October 2013

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

## Summary of key findings for parents and pupils

### This is a good school.

- This happy and welcoming school is, as parents say, 'a hidden gem'.
- All pupils achieve well. From below expected individual starting points, they make good progress in reading, writing and mathematics.
- Children make good progress in the Early Years Foundation Stage.
- Teaching is good and outstanding practice is evident. Pupils achieve well because all staff have high aspirations for all their pupils to succeed.
- Pupils' behaviour and attitudes are good. They are keen to do well and meet the school's high aims. Pupils say, and their parents fully agree, that they feel completely safe.
- The wide range of creative and physical activities offered by the school makes an outstanding contribution to pupils' spiritual, moral, social and cultural development.
- Leadership and management are good. Senior leaders and the governors have improved the quality of teaching and pupils' achievement well since the last inspection.

### It is not yet an outstanding school because

- Teachers do not provide pupils with enough opportunities to apply and extend their writing skills in all the subjects they study.
- Leaders and governors do not ensure that plans for school improvement focus clearly on measurable outcomes linked to improving pupils' achievement further.

## Information about this inspection

- The inspector observed 10 lessons.
- Meetings were held with senior leaders, staff, members of the governing body, a representative of the local authority, the school improvement partner and groups of pupils.
- The inspector examined the school's own documentation relating to pupils' progress, school self-evaluation and policies relating to safeguarding.
- The inspector listened to pupils read and spoke informally to pupils during playtimes and lunchtimes.
- There was only one parental response received at the time of the inspection from the online questionnaire (Parent View), which could not be viewed by the inspector. However, the inspector took account of the views of a group of parents who spoke to the inspector in a meeting.
- The inspector scrutinised the 15 responses to the staff questionnaire provided by Ofsted.

## Inspection team

Clare Henderson, Lead inspector

Additional Inspector

## Full report

### Information about this school

- This is a smaller than average-sized primary school.
- The proportion of pupils supported by the pupil premium is above average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children who are looked after by the local authority.
- The proportion of disabled pupils and those with special educational needs supported through school action is above average. The proportion of pupils supported at school action plus or with a statement of special educational needs is above average.
- The proportion of pupils who join or leave the school during the school year is above average.
- 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 the quality of teaching to outstanding in order to accelerate pupils' learning in writing by providing them with more opportunities to apply and extend their writing skills in all the subjects they study.
- Raise the quality of leadership and management to outstanding by ensuring plans for school improvement focus clearly on measurable outcomes linked to improving pupils' achievement further.

## Inspection judgements

### The achievement of pupils

is good

- Most children start school with skills which are below those typical for their age and low in their language and social development. Because adults pay close attention to developing these skills and following children's interests through imaginative play opportunities, children make good progress from their individual starting points in their learning in the Early Years Foundation Stage. Consequently, the skills of over half the number of children in the class are in line with expectations by the time they begin Year 1.
- Pupils' achievement improved steadily in Years 1 and 2 in 2011 and 2012 and continued to rise in 2013. Standards in reading, writing and mathematics are broadly average by the end of Year 2 for all pupils and represents good progress from their individual starting points.
- Pupils get off to a good start with their reading in Years 1 and 2. High quality teaching of the way letters link to sounds, from an early age, enables them to begin to read confidently and develop an enthusiasm for reading.
- Pupils continue to develop good reading skills as they move up through school. Pupils to whom the inspector spoke about their reading, for instance, were eager to share how much they love reading and could share information about a wide range of books which they enjoyed.
- A strong focus on extending pupils' mathematical skills through problem solving and activities which demand high levels of reasoning skills are evident in most classes.
- Test results at the end of Year 6 in 2012 and 2013 were broadly average in reading, writing and mathematics. These results were higher than those achieved in 2011, particularly in reading and mathematics and for the most able pupils.
- Pupils' achievement in the current year groups is good and not outstanding because pupils do not have enough opportunities to apply and extend their writing skills in all the subjects they study and nor to consistently achieve the highest levels of attainment in writing.
- Disabled pupils and those who have special educational needs make good progress from their individual starting points. This is because they receive specific additional support from skilled teaching assistants.
- Pupils supported through the pupil premium funding made similar good progress to their classmates in reading and writing in 2012. However, they were two terms behind in mathematics. The school quickly addressed this difference by employing a specialist mathematics teacher and the gap closed rapidly in 2013.
- There is evidence to show gaps in attainment between pupils known to be eligible for free school meals and other pupils who are currently in each year group are closing rapidly. This is because money is spent wisely on meeting pupils' individual needs.

### The quality of teaching

is good

- High quality teaching observed by the inspector in lessons and in the individual and group support for pupils new to the school or who display challenging behaviour ensures that pupils make good progress from their individual starting points during their time in the school.
- This view is supported unanimously by the parents the inspector spoke to and by pupils who say 'Teachers help you and make learning fun.'
- Among the strong features of teaching are the high expectations of experiencing success that is evident between adults and pupils.
- In most of the lessons observed during the inspection, achievement was at least good and at times outstanding. This is because, as evident for instance in a Year 5 and 6 mathematics lesson, pupils are given work which they enjoy, know exactly what they are learning and what they need to do to reach the high levels of achievement set for them.
- However, pupils' achievement in writing is generally not as high as it is in reading and

mathematics because opportunities to apply and extend their writing skills in all the other subjects they study are not fully developed.

- Pupils are involved in checking the quality of their own and the work of their classmates, and the setting of regular homework helps them to see how they can improve and accelerate their learning. Furthermore, marking of pupils' work explains effectively to them how to improve their work further.
- The teaching of pupils supported by the pupil premium funding, who are currently in the school, is well managed with appropriate resources available. As a result, these pupils make good progress from their individual starting points in their learning.
- The teaching for disabled pupils and those with special educational needs is good because all adults, and particularly skilled teaching assistants, ensure pupils receive support which is well matched to their needs.
- Teachers and teaching assistants make a strong contribution to the outstanding provision for spiritual, moral, social and cultural development. For instance, children in the Early Years Foundation Stage develop self-control and confidence through playing together in the exciting outdoor environment.
- Reading, mathematics, drama and information and communication technology skills are successfully promoted and applied in all lessons. This prepares pupils well for their future lives.

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

- Behaviour observed in lessons was good and sometimes outstanding. This has a positive effect on pupils' good achievement. School records show that behaviour is typically good in classes, around the school and over time.
- Pupils behave well around the school, in the playground and dining hall showing good manners and courtesy towards each other and adults. They are especially welcoming to those pupils who join the school during the school year.
- Pupils are proud of the school and say they particularly enjoy the wide range of exciting physical, sporting and creative opportunities which are provided, such as learning to sail or to visit Paris during a residential trip.
- They enjoy a good range of responsibilities in their classrooms and around the school, such as being members of the school council or playground leaders.
- Members of the school council, for instance, are highly committed to listening to and responding where they can, to the views of their classmates. They speak enthusiastically about being able to provide more equipment for their peers to play with at lunchtime. Such roles enable them to learn to act responsibly and to support each other well.
- Behaviour is judged as good rather than outstanding. Occasionally, when the pupils are expected to work independently, they chatter to friends rather than concentrate fully on their learning.
- Pupils are aware of different forms of bullying such as name-calling and cyber-bullying. They say that bullying is rare in the school and is always sorted out quickly by the teachers.
- Pupils say, and their parents agree, that they feel safe and understand how to keep safe. Pupils say teachers and support staff have helped them to understand how to take care on the roads, when sailing or when using the internet.
- Systems for recording and for following up any incidents of misbehaviour are consistent and secure. Strong links with social services and other educational partners ensure all pupils and their families are given appropriate support and guidance.
- Pupils very much enjoy school and this is reflected in their currently above-average attendance.

### **The leadership and management are good**

- The clear and dedicated leadership by the headteacher is equally shared by teachers and support staff who are fully committed to pupils' well-being and to providing them with success in

their learning.

- Together with members of the governing body, school leaders effectively check the quality of teaching. Targets set for teachers concentrate on raising pupils' achievement, and are well linked to training and to teachers' salary progression. However, leaders and governors do not ensure that plans in place for school improvement focus clearly enough on measurable outcomes linked to improving pupils' achievement further.
- The school promotes pupils' spiritual, moral, social and cultural development exceptionally well. Pupils' learning is greatly enriched by residential visits, sports, artistic opportunities and after-school clubs.
- The primary school sport funding is already enabling pupils to participate in an even wider range of sporting and physical activities than was previously available. Specialist sporting coaches and teachers are sharing their skills with all staff. This helps pupils to develop healthier lifestyles and to sustain their achievement in sports very effectively.
- Senior leaders and staff work well to prevent discrimination and ensure that all pupils have equal opportunities to enjoy the full curriculum. They are very proud of all pupils and celebrate the contribution each group makes to the life of the school.
- School leaders and governors work in close partnership with the local authority and school improvement partner to secure pupils' good achievement.
- Arrangements for safeguarding pupils and child-protection procedures fully meet statutory requirements.
- School leaders have strong relationships with parents. They say they are well informed about the work of the school because of regular newsletters. As a result parents are very supportive of the school.
- The strong partnerships which exist within the community, with local high schools, social and health services provide good opportunities for staff to share their expertise and learn from each other for the benefit of their pupils and for their own professional development.
- **The governance of the school:**
  - The governors fully support the drive to improve teaching and raise achievement. They know the key strengths and areas which need to develop further. Governors are fully aware of how the pupils are achieving compared with other schools nationally and within the school.
  - They ensure that the headteacher is held to account with rigorous performance targets. Governors are fully aware of the performance of staff and their pay levels. In conjunction with the headteacher, they manage the school's finances efficiently, including understanding and reviewing the impact of spending of the pupil premium funding and of the new primary school sports funding on pupils' achievement and physical well-being.

## 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>	104997
<b>Local authority</b>	Wirral
<b>Inspection number</b>	426072

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>	75
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Shirley Lothian-Evans
<b>Headteacher</b>	Francine Foster
<b>Date of previous school inspection</b>	23 November 2011
<b>Telephone number</b>	0151 638 5195
<b>Fax number</b>	0151 638 9820
<b>Email address</b>	schooloffice@kingsway.wirral.sch.uk



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