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Mr Liam Jackson
Headteacher
Kingsway Primary School
Fountayne Street
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Dear Mr Jackson

Requires improvement: monitoring inspection visit to Kingsway Primary School, East Riding of Yorkshire

Following my visit with Phil Smith, Her Majesty's Inspector, to your school on 5 December 2013, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report on the findings of my visit. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in September 2013. It was carried out under section 8 of the Education Act 2005.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take further action to:

- ensure school improvement planning is sharply focused on the outcomes for different groups of learners
- ensure the performance objectives set for individual teachers are clearly linked to the expected good progress of their class and the quality of their teaching over time
- ensure that evaluations of teaching reflect the impact of teaching on pupils' learning and progress over time, as evidenced through the work in pupils' books and the progress pupils make, as well as observation of classroom practice.

Evidence

During the visit, meetings were held with you, senior leaders, members of the governing body and a representative of the local authority. I reviewed a range of documentation including the school improvement plan and the performance targets set for teachers. I also undertook a brief tour of the school and spoke informally with a small number of pupils in each class.

Context

There have been no changes to staffing since the inspection in September. Two new members have joined the governing body and three other members have left. These vacancies are yet to be filled.

Main findings

Together with senior leaders and governors, you show increased determination to improve the school. It is clear that the recent inspection has provided a valuable opportunity for everyone to reflect on the current systems and practices within school. You now realise that these have not made enough of a difference to pupil outcomes over time. There is greater understanding that all actions need to make a consistent and discernible difference to the quality of teaching and the progress pupils make if your intention of becoming good at the next inspection is to be realised. You have adapted your school improvement plans to include more ambitious and measurable targets. However, plans do not focus precisely on the outcomes for different groups of learners, such as boys or those who are more-able. This prevents you from keeping a close enough eye on how well teaching is meeting individual needs and, indeed, whether the gaps in achievement between these pupils and other learners are closing rapidly.

Actions to improve teaching have been prioritised. Teachers are keen to develop their own practice further and training, for example to support the development of pupils' writing, has been well received. Pupils say they enjoy the new approaches their teachers are now taking to help them become more confident writers. Renewed systems to monitor and track pupils' progress, so that there is greater clarity about whether pupils have made good progress from term to term, are beginning to raise expectations of what pupils can achieve. New appraisal processes have been implemented to ensure staff rise to these increased expectations. However, performance objectives are too general to hold individual teachers to account for the quality of their own teaching or the good progress you rightly expect pupils in their class to make.

The school has appropriate systems in place to check on the quality of teaching. Typically, this is through observations of classroom practice, looking at pupils' work and evaluating pupil progress. However, in the past the school has made judgements on the quality of teaching through a 'snap-shot' of lessons only rather than by evaluating the range of evidence that would indicate the impact of teaching on pupils' learning and progress over time. This has given an over-generous profile of teaching and risks giving staff too rosy a view of exactly how far the school still has to go in order to become good.

The external review of governance has been completed with rigour and pace. It has highlighted individual strengths and weaknesses amongst the members of the governing body and this has allowed specific gaps to be addressed, such as the analysis of school data. A revised committee structure and increased visits to classrooms have resulted in a secure understanding of what is going on in school and this has improved the governors' ability to hold the headteacher and staff to account for the impact of their work. Governors demonstrate a clear intent to make a difference to the school.

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

External support

Effective support has been provided by the local authority since the previous inspection. A presentation entitled 'Getting to good' has been delivered to all staff and governors. This has raised awareness at all levels about the pace of improvement needed if the school is to become good or better at its next inspection. The local authority has been quick to broker a link with an outstanding school, led by a National Leader of Education. This has allowed the effective sharing of best practice through a programme of support to accelerate school improvement. You, senior leaders and staff have been appreciative of this early partnership.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for East Riding of Yorkshire.

Yours sincerely

Lee Owston

Her Majesty's Inspector