

# Kingsway Primary School

Kingsway North, Leicester, LE3 3BD

**Inspection dates** 14–15 May 2014

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	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.

- Strong school leadership has improved teaching since the previous inspection. As a result, pupils make good progress and achieve well.
- Teaching is at least good and occasionally outstanding. It interests and engages pupils so that they are keen to learn.
- Standards in English and mathematics have risen and Year 6 are, currently, ahead of previous year groups at this stage in the school year.
- Thorough checks on each pupil's progress ensure that teachers know exactly how well they are doing or if any need additional help.
- Good use is made of the support available from teaching assistants. They contribute well to the development of pupils' early reading and writing skills.
- Governors contribute well to the school's effectiveness.
- The school provides a calm and orderly learning environment in which pupils behave well and feel safe.
- Pupils enjoy coming to school and attendance has risen considerably.
- The school promotes pupils' spiritual, moral, social and cultural development very well.

### It is not yet an outstanding school because

- Weaknesses in children's personal and social development are not tackled effectively in Reception.
- Occasionally, teachers do not check pupils' understanding carefully enough to ensure that all pupils understand before moving on to new learning.
- Homework is not used consistently well to consolidate and extend classroom learning.

## Information about this inspection

- The inspectors observed teaching and learning in 23 lessons. Several lessons were observed jointly with the headteacher.
- Inspectors made a number of short visits to classrooms and observed pupils at break and lunchtimes.
- The inspectors held discussions with the headteacher, staff, pupils and two members of the governing body. A telephone discussion was held with a representative of the local authority.
- Groups of pupils of different ages were heard reading.
- The inspectors met with some parents at the start of the day and 32 responses to the online questionnaire, Parent View, were considered.
- Account was taken of 15 responses to the staff questionnaire.
- The inspectors looked at the school's policies, teachers' planning of learning, samples of pupils' work, school improvement planning and records on behaviour and safety. Information on individual pupils' progress and teachers' performance was also examined.

## Inspection team

Kenneth Thomas, Lead inspector

Additional Inspector

Wendy Davies

Additional Inspector

Ian Hart

Additional Inspector

## Full report

### Information about this school

- This is an above average-sized primary school.
- The large majority of pupils are White British.
- The proportion of pupils for whom the school receives the pupil premium is below average. This is additional government funding for particular groups, such as pupils known to be eligible for free school meals and those in local authority care.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average, as is the proportion supported at school action plus or with a statement of special educational needs.
- 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?

- Make teaching consistently outstanding by ensuring that:
  - teachers constantly check pupils' understanding so that any misconceptions can be quickly identified and corrected
  - homework is suitably challenging and used to consolidate and extend classroom learning.
- Improve children's personal and social development in Reception by making sure that there is consistency in staff expectations of what is appropriate behaviour.

## Inspection judgements

### The achievement of pupils is good

- Children's skills on entry to Reception are generally consistent with those expected for their age. There are, however, weaknesses in personal and social development.
- Good teaching in Reception means that most children join Year 1 having achieved the standards set, nationally, for this stage, although some weaknesses remain in their personal and social development.
- Pupils make good progress as they move through the school and achieve well in English and mathematics. As a result, standards in reading, writing and mathematics at the end of Year 6 are rising. Reviews of current pupils' work and school assessment information show that the vast majority of pupils presently in Year 6 are on track to exceed the levels of previous years.
- The most-able pupils make good progress because expectations of what they can achieve have been raised. Teachers make sure that the work set for them is challenging enough for them to exceed the nationally expected rate of progress.
- Because of inconsistency in the teaching of letters and the sounds they make (phonics), the school's results in the Year 1 phonics screening check dipped from being above the required standard in 2012, to below in 2013. Successful action to improve teaching has raised pupils' performance. The most recent checks show that pupils have a secure grounding in letters and sounds and most pupils presently in Year 1 are now above the required standard.
- Across the school, pupils say how much they enjoy reading. The most-able pupils in Year 2 and Year 6 read fluently and with good expression. While the reading of less-able pupils is more hesitant, they show that they are competent in their use of phonic strategies to cope with unfamiliar words.
- Disabled pupils and those who have special educational needs make good progress. Their individual needs are well known and carefully planned support by teachers and other adults make sure that pupils' work is set at the right level.
- The good and often better progress of pupils who are eligible for additional support through the pupil premium stems from very effective use of assessment information to check pupils' progress and ensure that teaching is effective in raising standards. In 2013, pupils known to be eligible for extra funding were about one term behind their classmates in reading, writing and mathematics. This was a narrower gap than that observed between these groups nationally.
- Pupils enjoy physical activity. Their health and well-being are enhanced by their participation in well-taught physical education and the range of sports activities the school offers.

### The quality of teaching is good

- Teaching that is at least good and some which is outstanding underpins the rise in standards and more rapid progress pupils are currently making. English and mathematics are taught well throughout the school.
- The high expectations teachers hold for what pupils can achieve and good relationships are the basis of effective class management. Pupils are keen to please their teachers and have positive

attitudes to learning. Because the behaviour of the vast majority is good, pupils are able to concentrate on their work without distraction.

- Teachers make good use of their knowledge of individual pupils' capabilities to plan work that is suitably demanding for all pupils, including those of higher ability. For example, teachers' carefully chosen learning activities were a feature of successful mathematics teaching in Year 2. All pupils made rapid progress in using the partitioning method of addition because the work was practical and challenged pupils of differing ability to learn successfully.
- Most teachers make effective use of their good subject knowledge to explain what pupils are going to learn and then continually check the progress pupils are making. Occasionally, this is not done thoroughly enough to make sure that any misunderstandings are identified and corrected before moving learning on.
- Teaching is good in Reception. Both in the indoor and outdoor areas adults take every opportunity to develop children's literacy and skills. However, there is not a sharp enough focus on the development of children's personal and social skills. As a result, there are weaknesses in some children's understanding of the expected norms of behaviour, which are carried over into Year 1.
- Teachers and teaching assistants work well together to make sure that the work given to disabled pupils and those who have special educational needs, and those eligible for the pupil premium, challenges all at the right level. Pupils' progress is checked at regular intervals to make sure that no one is falling behind.
- Teaching assistants make a particularly good contribution to the teaching of phonics. They have a good understanding of how letters and sounds should be taught. Sessions are carefully structured and provide a secure base for development of both reading and writing skills.
- High-quality displays of pupils' work and other well-chosen resources make classrooms attractive and stimulating places in which to learn. Displays reflect pupils' creativity and provide good aids to learning. Work displayed and marked pieces provide pupils with examples of what they should aspire to and give reminders of key learning points.
- The marking of pupils' work is thorough and makes a strong contribution to the good progress they are making. However, use of homework by staff is not consistently effective. As a result, homework does not always offer sufficient challenge to consolidate and extend classroom learning.
- Physical education and sport are well taught. Specialist teachers work alongside class teachers to share their specialist knowledge and help to improve teaching of the subject.

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

- The behaviour of pupils is good. The vast majority of pupils display positive attitudes and good behaviour both in lessons and around the school. Staff, pupils and parents agree that behaviour is typically good.
- The weaknesses in children's personal and social development, seen in Reception, are addressed successfully in Year 1. As a result, pupils conform to the school's high expectations of behaviour and this contributes to the school's calm and purposeful learning atmosphere.

- Pupils listen attentively to their teachers and work well together. They follow instructions quickly and sensibly. They are eager to learn and their positive attitude to learning supports their good progress.
- Pupils' enjoyment of school is reflected in their attendance, which has risen considerably in the current year. They are punctual at the start of the day.
- The school's work to keep pupils safe and secure is good. Leaders make sure that access to the school is secure and that staff are rigorously checked prior to appointment. Pupils feel safe in school. They understand how to keep themselves safe, including the use of the internet, at school and in the community.
- The school provides particularly good support to pupils whose circumstances make them vulnerable. Effective support enables such pupils to play a full part in the life of the school and make progress that is at least as consistently good as that of others.
- Pupils say that there have been a few instances of bullying in the past, but there are no current concerns. This is supported by school records. The school makes clear that bullying or harassment of any kind will not be tolerated and pupils are confident that adults will help them if they have any concerns.
- Pupils respond well to opportunities to take on responsibility. Through, for example, their roles as school councillors or listening to younger pupils read, they increase their self-confidence and make positive contributions to the school community.

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

- Clear and decisive action by the headteacher and senior staff, with the full support of governors, has driven the school's improvement. All of the weaknesses identified in the previous inspection report have been tackled successfully. Staff morale is high. All are committed to making sure that pupils have equal opportunities to achieve as well as they can. This is supported by a clear agenda for continued improvement.
- The school improvement plan is based on careful checks of the school's work and identifies the correct areas for improvement. The headteacher makes good use of information from checks on teaching to develop teachers' skills and improve teaching.
- Much better use is made of assessment information to check the impact of teaching on pupils' learning and to check that any additional support is successful in accelerating progress than at the time of the previous inspection. The careful checking of each pupil's individual progress is a strength of the school.
- Subject and other leaders are provided with appropriate training and support. This help enables them to check the quality of provision in their areas of responsibility and so make a significant contribution to the drive for continued improvement. Leadership in the Early Years Foundation Stage ensures that children make good progress in their academic development, although their personal and social development is not as consistently good.
- The range of subjects taught promotes achievement well. There is an appropriate emphasis on literacy and numeracy and pupils have numerous opportunities to develop their creative potential. Their ideas and imagination are seen in impressive displays of work throughout the school. Learning is enhanced through visitors and visits to places of interest, including residential

visits for older pupils. These broaden pupils' horizons and promote self-esteem and confidence.

- Pupils' spiritual, moral, social and cultural development is promoted very well through, for example, art, music and the moral values and beliefs the school so strongly upholds. The practical impact is seen, for example, in pupils' increasing acceptance of clearly defined boundaries of what is right or wrong as they move through the school.
- The school makes good use of the primary school sport funding to strengthen teachers' skills through working alongside specialist staff and to extend the range of competitive sports. The early indications are that the teaching of physical education has improved and that pupils' participation in sporting activities has increased.
- Termly visits from the local authority have provided the school with useful feedback on the progress being made in tackling the weaknesses identified in the previous inspection report. These visits have been particularly helpful to governors in developing their leadership role.

■ **The governance of the school:**

- Governance has improved since the previous inspection. The school now benefits from the support of a more effective governing body. Governors are more rigorous in evaluating the quality of their own work and the impact they have on the school's performance. They know how pupils' attainment and progress compare with performance in other schools. They set and review, conscientiously, the headteacher's targets for improving the school. They know the targets that are set for teachers to improve their work and apply the link between teachers' pay and pupils' progress. The effectiveness of the governing body is enhanced through regular training. Financial management is secure and governors are well informed about how the income received through pupil-premium funding is spent and the impact on pupils' progress. Governors ensure that all requirements, including those relating to child protection and safeguarding, are 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

<b>Unique reference number</b>	119985
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	431605

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>	318
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Paul Pearce
<b>Headteacher</b>	Julie Olsen
<b>Date of previous school inspection</b>	13 September 2012
<b>Telephone number</b>	0116 289 8525
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