

Kingsway Community Primary School

Baker Avenue, Leamington Spa, CV31 3HB

Inspection dates

25–26 February 2015

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

Summary of key findings for parents and pupils

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

- Teaching over time has not been good enough to enable most pupils to make consistently good progress.
- Teachers do not consistently use assessment information well enough to plan appropriately challenging work for all pupils, especially the most able. As a result, they do not achieve as much as they could.
- The marking and feedback in pupils' books are not always clear enough to help them understand how they can improve their work.
- Standards in Key Stage 1 are regularly below average and are not improving fast enough. Pupils do not always make enough progress so that they are in a secure position to achieve well by the time they leave at the end of Year 6.
- While the progress made by pupils in Key Stage 2 is improving, it is not yet good enough in mathematics. Results in reading over time are too uneven and fell last year.
- The support for disabled pupils and those who have special educational needs is not good enough for them to make the progress they need to catch up with the others.
- Recent improvements in teaching have not been in place long enough to fully overcome the effect of weaknesses in provision in the past.

The school has the following strengths

- Leaders and staff work closely together and are bringing about the improvements that are needed in the quality of teaching. This is steadily improving pupils' achievement across the school. Governors are well informed about how well the school is doing and hold leaders to account for its performance.
- Children make good progress in the Early Years Foundation Stage.
- Over the last two years, pupils' attitudes to their learning have improved. They show greater self-confidence in their learning than previously, and are enthusiastic learners who are keen to meet new challenges.
- Pupils feel safe and their behaviour is good. Adults manage behaviour well, and the school offers effective support for pupils who arrive with emotional and behavioural difficulties.

Information about this inspection

- Inspectors observed 17 lessons or parts of lessons, including some seen jointly with the headteacher. One inspector also observed an assembly.
- Inspectors held discussions with the headteacher and other leaders, members of the governing body and a representative of the local authority. Inspectors also held meetings with pupils, and had informal discussions with pupils around the school.
- Inspectors listened to pupils read and talked to them about their reading habits. They also scrutinised samples of pupils' workbooks.
- The inspection team looked at a range of documents, including development plans, the school's evaluation of its performance, and documentation related to behaviour, child protection and safeguarding. They also examined evidence showing current pupils' achievement.
- The inspectors took account of the 21 responses to Ofsted's online questionnaire, Parent View. They also considered the 26 responses to the staff questionnaire.

Inspection team

Stephen Palmer, Lead inspector

Additional Inspector

Jane Brothers

Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school.
- Children in the Reception Year attend on a full-time basis.
- About half of the pupils are White British and half come from minority ethnic backgrounds. About a third of pupils speak English as an additional language.
- The proportion of disadvantaged pupils supported by the pupil premium is well above average. The pupil premium funding is additional funding for pupils who are known to be eligible for free school meals or who are looked after by the local authority.
- The proportion of disabled pupils and those who have special educational needs is above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.

What does the school need to do to improve further?

- Improve the quality of teaching and raise attainment by ensuring that:
 - teachers' expectations of all pupils are higher, particularly of the most-able pupils
 - teachers assess pupils' achievement accurately and use this information when setting work for pupils of different abilities so that it takes their learning forward
 - in mathematics, teachers identify and address gaps in pupils' learning more effectively, particularly in Key Stage 2, and make better use of opportunities to set pupils practical tasks that require them to apply their skills to solve problems
 - in reading, sustain the recent improvements in the teaching of reading that are now evident across the school so that reading standards rise rapidly
 - teachers give pupils clear feedback on their written work so that they know how to improve, and check that pupils follow the advice they are given.
- Improve the achievement of disabled pupils and those with special educational needs by ensuring that they are given challenging tasks that increase their self-confidence and sense of personal ambition.

Inspection judgements

The leadership and management are good

- The headteacher has made many improvements since coming to the school, particularly to the quality of teaching. He has ensured that all members of the school community share his vision for improving teaching and achievement. Consequently, the school is one in which pupils consistently behave well and are now making better progress.
- The leadership team have established strong monitoring systems, and meet regularly to assess the progress of pupils. The recording of this information is accurate and is checked by external bodies, such as the local authority and other schools. Although the progress made by pupils is not yet good, it is improving steadily as a result of the measures taken by leaders.
- The school has high ambitions for its pupils, who through encouragement are now gaining greater self-confidence in their abilities. As a result, a large proportion of pupils now have far higher aspirations than previously.
- Leaders use performance management systems well to improve the quality of teaching. As a result, teachers say they feel well supported and that they receive good professional development. Leaders have secured improvements in the quality of teaching, although they recognise that they have further to go before teaching is consistently good enough for pupils to make the rapid progress needed to catch up on previously lost ground.
- Subject leaders monitor how well their subject is being taught by observing their colleagues in lessons and scrutinising pupils' work, and then offering advice. They also monitor carefully the progress being made by pupils in each class, so that they can see where additional support may be required. As a result, teachers' skills, and the progress made by pupils, continue to improve.
- Equality of opportunity is improving. Pupils have a strong sense that they are treated equally, regardless of their ethnic background, and there is no discriminatory behaviour. Adults look after pupils very well and ensure that their emotional well-being is supported. However, leaders recognise that more is needed for all groups of pupils to achieve as well as they should, particularly the most able and those who are disabled or who have special educational needs.
- The school ensures that pupils' spiritual, moral, social and cultural development is good. Pupils' moral and social understanding is promoted well, and pupils are good at listening to, and valuing, the views of others. Pupils are well prepared for life in modern Britain through broad and balanced programmes of study that promote British values of democracy and tolerance. Pupils have a good understanding of the beliefs and cultures of other people around the world.
- The pupil premium funds are used appropriately to support the emotional and academic needs of disadvantaged pupils. These funds have been used to provide extra teaching in upper Key Stage 2. They have also funded some additional support from teaching assistants for eligible pupils in lessons throughout the school. As a result, the achievement of disadvantaged pupils is improving.
- The school has used the national primary school sports funding well. Older pupils have the opportunity to train as Young Sports Leaders, so that they may offer playtime activities that promote more active lifestyles among younger pupils. A high proportion of the pupils now make use of the after-school sports clubs hosted by the school. Younger pupils benefit from lunchtime sporting activities, led by professional sports coordinators. As a result, many pupils have taken up opportunities to be active, and to have healthier lifestyles.
- The local authority has provided helpful support and challenge to the leadership team to ensure that their plans for improving the quality of teaching and the achievement of pupils are effective.

■ The governance of the school:

- Governors are well informed about how well the school is doing. They offer good support as well as challenge to leaders in improving the school. They have a clear knowledge and understanding of pupil achievement data.
- Governors make regular visits to school to check on its work as well, as to gauge the views of pupils and staff. As a result, they have a good understanding of the school's strengths and weaknesses. They understand how the pupil premium is spent and the impact it is having.
- Governors have an active role in setting targets for the headteacher, and they oversee the arrangements for managing the performance of staff well. Governors keep a close check on decisions about how teachers are rewarded or promoted to ensure that they reflect teachers' impact on pupils' achievement.
- Together with the school's senior leaders, the governing body ensures that all safeguarding arrangements meet legal requirements.

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

- The behaviour of pupils is good. In lessons, nearly all pupils are keen to learn and they pay attention to their teachers throughout the school. They cooperate well with each other and listen respectfully to each other's contributions in classroom discussions.
- The children learn to be respectful to adults and they demonstrate good manners in and around the school. Pupils' play is lively, but not boisterous. At playtimes, older pupils show good consideration for the needs of younger pupils.
- Teachers manage pupils' behaviour effectively. Pupils understand and appreciate the rewards they get for good behaviour, and know about the procedures and consequences if behaviour is poor. The school has a well-earned reputation for managing challenging behaviour effectively. A number of pupils with emotional and behavioural difficulties have transferred successfully from other schools to make a new start at Kingsway.
- The number of fixed-term exclusions has dropped considerably since 2012 as a result of the school's improved behaviour management systems. There have been no permanent exclusions in recent years.
- Attendance is below average, but is improving. The school monitors attendance carefully, and follows up on the reasons for any absence.
- Nearly all parents who responded to the Parent View website agreed that behaviour is good and that bullying is dealt with effectively.

Safety

- The school's work to keep pupils safe and secure is good. Pupils and parents agree that pupils feel safe.
- Pupils learn about important aspects of staying safe, such as road safety and staying safe near water.
- Incidents of bullying are very rare. When bullying does occur, pupils say that it is dealt with effectively by adults. They are encouraged to report to adults any concerns they have about bullying, and they correctly have confidence that any incident will be dealt with effectively.
- Pupils are aware of the different forms that bullying can take, such as name-calling and intimidation, but have little knowledge of cyber-bullying.

The quality of teaching requires improvement

- The quality of teaching requires improvement because it is not consistently good in all year groups. The assessment of pupils' attainment and progress has been strengthened, so that teachers have an accurate

view of how well pupils are doing. However, this information is not always used well enough to set suitably challenging work for different groups of pupils, especially the most able.

- The teaching of mathematics is not consistently good across the school. Teachers' expectations are not always high enough. In some lessons, teachers are not challenging pupils' thinking sufficiently to enable them to develop a secure knowledge of mathematical skills, or to use these skills to solve problems. Gaps in understanding for some pupils remain. These are preventing pupils from learning as well as they should.
- The teaching for disabled pupils and those who have special educational needs ensures they develop skills in reading, writing and mathematics at a basic level. However, the support they receive does not ensure that their progress accelerates sufficiently to overcome the learning difficulties they face and allow them to achieve as well as their classmates. In particular, they are not always set appropriately challenging tasks that increase their self-confidence and sense of personal ambition.
- The quality of teachers' marking has improved but is not yet consistently effective. Too frequently, teachers' comments do not offer enough support and guidance to pupils. Whilst there are examples of supportive marking, where teachers give clear feedback to pupils about what they have done well and how they should improve their work, these strengths are not consistently evident across the school. Where teachers give pupils clear guidance on how to improve their work, they do not always check that their advice has been followed.
- The teaching of reading is rapidly improving and much is now good. The teaching of phonics (letters and the sounds they make) has improved and this helps pupils to read unfamiliar words. Consequently, pupils are increasingly able to read texts that are appropriate for their ability. Teachers ensure that pupils read frequently in school and encourage pupils to read to an adult at home. However, teaching has not been good enough over time to ensure that standards were consistently good and some pupils' reading is still below the level it should be as a result of a legacy of weaker teaching in the past.
- The teaching of writing is improving rapidly. Pupils write for a wide range of purposes, through which they develop skills which they use effectively.
- In Key Stage 2, teaching is enabling the gaps in attainment between disadvantaged pupils and others to close quickly. However, in Key Stage 1, a significant gap in attainment between disadvantaged pupils and their classmates remains.
- Teaching assistants are usually well deployed and make a good contribution to pupils' learning, particularly for those who need additional help with language, literacy and numeracy.

The achievement of pupils

requires improvement

- Although school leaders are taking positive action to raise pupils' achievement, it is still not consistently good in all classes. Some pupils have to catch up in their learning because of the slower progress they made in the past. Although much of the underachievement of the past in reading, and particularly in writing, has been tackled effectively, achievement in mathematics still requires further improvement. By the end of Year 6, in 2014, pupils' attainment was below average in mathematics and reading, especially in terms of the proportions attaining the higher levels. Attainment in writing was much closer to average at all levels. Some pupils in this year group did not make enough progress in reading and mathematics through Years 3 to 6.
- For pupils currently in Year 6, standards are much stronger, so that they are on track to be close to national averages by the time they leave. From below-average starting points, these pupils are making good progress in reading and writing, but only expected progress in mathematics.
- Pupils in other year groups in Key Stage 2 are making at least the progress expected of them. Their progress in mathematics is not as strong as it is in reading or writing.
- Pupils begin Key Stage 1 with levels of knowledge, skills and understanding which are lower than those

typical for their age. During Key Stage 1, they make expected progress but, by the end of this key stage, the proportions working at the levels expected for their age remain lower than average.

- Disabled pupils and those who have special educational needs do not make as much progress as they could because some teachers do not match activities in lessons well enough to their specific learning needs.
- In 2014, pupils in Year 6 who were learning English as an additional language were around a term and a half behind their classmates in reading and writing but they were more than a year ahead of them in mathematics.
- Over time, the most-able pupils have not always made the progress they are capable of because teachers have not consistently planned work for them that is challenging enough.
- Disadvantaged pupils who left the school in 2014 were working at levels in reading which were four terms behind pupils nationally. However, the gaps in writing and mathematics were less than two terms. These disadvantaged pupils were working at levels nearly two terms ahead of their classmates in mathematics, and at the same level in writing. However, in reading they were working at levels nearly a term behind their classmates.
- Disadvantaged pupils currently in school who do not also have a disability or a special educational need make as much progress as their classmates in reading and writing, but not in mathematics.

The early years provision

is good

- Children start school with levels of skills and knowledge that are lower than those typical for their age, particularly in language and communication, although there are wide variations between individual children.
- Children observed during the inspection were able to share, take turns and cooperate well together. Behaviour is good, and is well managed by adults.
- Teaching in the early years is consistently good. Relationships between staff and children are very strong. As a result, children settle quickly. They make good progress, particularly with their personal, social and emotional skills. However, by the time they leave the Reception class, attainment remains below the levels of development typical for their age, with the result that a small number of children are not fully prepared for Key Stage 1.
- The Early Years Foundation Stage is led and managed well. The teacher and other adults encourage children to make many choices for themselves, so that they feel that they have some control over their learning. Adults use this approach effectively to develop children's knowledge, skills and understanding from the child's own starting point. At other times, adults plan well-organised and interesting activities for children to experience.
- Teachers encourage parents to be involved in their children's learning. The school has imaginative and effective ways to inform parents promptly of their child's achievements. There are also planned opportunities for parents to participate in their child's learning in school. The teacher carries out home visits before children start school to ascertain each child's abilities and learning needs. This enables staff to plan appropriate activities for them. Staff keep accurate records of children's progress, which are used well to plan learning, and to inform parents of their achievements.
- Teaching assistants support children's learning by taking every opportunity to extend vocabulary and other aspects of learning for all groups, including disabled children and those who have special educational needs, who settle well and enjoy school.

- The early years coordinator ensures that adults provide a good level of care, guidance and support.
Effective procedures to keep children safe at all times mean that they feel secure and are ready to learn.

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	453453

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	157
Appropriate authority	The governing body
Chair	Latika Davis
Headteacher	Martin Ledgard
Date of previous school inspection	28 March 2013
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