

Kingsway Primary School

Kingsway Primary School, Fountayne Street, Goole DN14 5HQ

Inspection dates 24–25 September 2015

Overall effectiveness **Requires improvement**

Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Requires improvement
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a school that requires improvement

- The headteacher’s leadership has prompted some improvement, but not enough to move the quality of teaching or outcomes for pupils to good.
- Leaders do not check that assessments are accurate and as a result, the school’s information about pupils’ progress is not always as secure as it could be.
- The headteacher does not rigorously evaluate the impact of the school’s work. As a result, he is not clear enough about what is working well and what is not.
- Teachers’ expectations in the Reception classes are not high enough.
- Due to the focus on English and mathematics, a broad and balanced curriculum is not fully in place. Leaders are working on plans to improve it, but these are not yet bringing about significant changes.
- Although standards are improving, the rate of progress for the most-able pupils is not rising fast enough, particularly in reading.
- The impact of pupil premium funding is not being tracked and measured clearly enough.
- The school’s website does not meet statutory requirements.

The school has the following strengths

- The recently appointed deputy headteacher is providing significant additional capacity to shift the school forward.
- English and Mathematics leaders have a better understanding of what they need to do and are being well supported by the deputy headteacher.
- Standards in mathematics are improving quickly.
- Standards in phonics (letters and the sounds they represent) are continuing to rise, and phonics is taught well.
- Pupils behave well, they enjoy coming to school, are happy and like their teachers.
- The quality of care, guidance and support provided by the Family Liaison Team, particularly for vulnerable pupils and those new to the United Kingdom, is good.
- Governors are now challenging the school more robustly and are beginning to hold it to account.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching, learning and assessment in reading and writing in order to accelerate pupils' progress by ensuring that:
 - comprehension reading skills are taught well throughout the school so that pupils clearly understand the books they choose
 - regular and rigorous checks are made on the accuracy of assessment information, particularly in the early years and in reading
 - improvements seen in the teaching of spelling, grammar and punctuation become firmly secure in pupils' writing
 - teachers make sure pupils apply the same standards of writing in all aspects of the curriculum
 - support for the most-able pupils in all areas is targeted, measured and reviewed.

- Increase the capacity and effectiveness of the leadership to improve the school by:
 - developing a process which enables all leaders to have a reliable and detailed overview of the quality of teaching and learning in the school
 - providing high-quality, timely information to governors so that they can see where the school's work is having the intended impact and where further action is required
 - evaluating the impact of pupil premium funding and the school development plan
 - supporting new middle leaders in their roles of curriculum leadership and SENCO so they can be more effective in ensuring that the curriculum is planned out and is broad and balanced and that the school's website meets statutory requirements
 - securing greater accuracy of information about pupils' attainment and cross-checking that it is supported by the evidence from observations of pupils' learning and the work in their books.

- An external review of the use and impact of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

Effectiveness of leadership and management requires improvement

- Since the previous inspection, the headteacher has not tackled the areas for improvement quickly enough. Consequently, standards have not risen as much as they should have done. It is only since the appointment of the deputy headteacher, and a very recent restructure of the leadership team and staffing, that things have started to move and change for the better. Therefore many of the issues raised at the last inspection are yet to be fully addressed.
- The new staffing structure has allowed senior leaders to appoint staff who have the potential to develop into strong leaders into key roles. Weak teaching has been tackled and teachers are now receiving appropriate support and guidance.
- Teachers say that the deputy headteacher has been a catalyst for change and they value the challenge and support he gives them. He provides an effective role model for teachers by working alongside them to demonstrate high standards of teaching, particularly in mathematics. He has introduced a regular and more robust monitoring system to ensure that all leaders hold teachers accountable.
- Under the deputy headteacher's direction, the English and mathematics leaders have tackled some of the weaker teaching, resulting in changes to staffing and improvements in some aspects of teaching. These leaders also ensure that teachers, including newly qualified teachers, receive appropriate support and development to improve. This has led to newly qualified teachers getting off to a positive start, particularly in mathematics and writing. This has all come late in the day and there has been insufficient time for this to make the quality of teaching and pupils' progress consistently good throughout the school.
- Other middle leaders, new to their roles, are getting to grips with their responsibilities. For instance, the curriculum leader is introducing a new curriculum and has checked for coverage in all subjects. Again, this is very recent and there is much to do to ensure that pupils have access to a well-taught and broad and balanced curriculum.
- Written self-evaluation is not as accurate as it needs to be and leaders have not finalised school development plans for the year ahead.
- Pupils are beginning to understand what being British is, and specific work on British values has been built into the new curriculum.
- Pastoral support is well led and managed. Leaders of this provision know pupils and their families well and established systems and procedures ensure that pupils are supported and ready to learn. The school works closely with families.
- Leaders are using the pupil premium to support disadvantaged pupils through small group work, individual teaching and the use of adults to target key skills such as speaking and listening. Clear plans are in place, but there is no analysis to measure their impact.
- The impact of the primary physical education and sport funding can be seen around the school. Pupils take part in competitions and have access to specialist coaches. Older pupils have access to a wide range of sports clubs. Analysis of how effective this has been is still to be done.
- Some assessment information is not fully secure because leaders are not checking that teachers' judgements accurately match where the pupils are in their learning. This has resulted in an over-generous view of what pupils can do. The deputy headteacher has recently introduced testing to check the accuracy of assessment accuracy for older pupils.
- The local authority has been supporting the school over the last two years, but checks have not been rigorous enough.
- **The governance of the school:**
 - The governors are keen for the school to improve and have increased the level of challenge to the headteacher, although this comes from some, not all, governors. However, senior leaders are not providing all the information needed in a timely manner for governors to read and digest so that they can consider the questions they want to ask. On occasions, leaders have not responded to governors' requests for information or acted upon directives governors have given.
 - The governors insist on regular meetings with school leaders, and individual governors are becoming more confident in their role by visiting the school to check on what leaders say and see first-hand how the provision is progressing.
 - The governors have not ensured that the school's website meets statutory requirements, for example in describing the curriculum and its impact.

- The arrangements for safeguarding are effective. Pupils feel safe in school because staff are trained appropriately in relation to child protection and safeguarding. Policies are reviewed regularly.

Quality of teaching, learning and assessment requires improvement

- Over time teaching, learning and assessment have been too variable to ensure that pupils make consistently good progress, particularly in reading and writing. There are positive signs that with some improvements to teaching quality an increasing proportion of pupils are making swifter progress.
- Teaching has brought about improvements in pupils' style of writing, but teachers' work on developing spelling, punctuation and grammar is not coming through strongly in pupils' writing in English and other subjects. Younger pupils are not given support with their pencil grip or letter formation during lessons and as a result poor writing habits are not tackled early. Consequently, across the school, handwriting is not consistent and presentation of work generally in subjects other than English is of a lower quality.
- The teaching and development of pupils' comprehension skills was an area for improvement from the last inspection and remains so. Younger pupils are not being given access to books that allow them to read with fluency and apply their knowledge of phonics. This has resulted in some of the least-able pupils struggling with reading and losing interest, which is reflected in the progress these pupils make.
- Teachers' expectations of the most-able pupils are not high enough in reading. Older pupils could retrieve information from the text, but found difficulty in backing up their answers and using inference skills to tackle more challenging questions.
- Although there are marked improvements in the teaching of phonics, which can be seen in improved outcomes in Year 1, pupils do not always understand what they are reading.
- In most classes pupils are being given appropriately challenging work in mathematics and standards are rising. In 2015, more pupils achieved the higher levels of attainment in mathematics and the proportion of pupils making more than expected progress was broadly average. However, there is still a reliance on teaching the shortcuts of mathematics rather than focusing on the deeper learning that is needed to fully secure pupils' understanding.
- The quality of marking and feedback has improved and pupils confidently tackle the areas for improvement identified by their teachers. However, in some classes, pupils are not given the time they need to address basic errors, nor do teachers check that pupils apply what they have learned.
- Overall, teaching assistants make an effective contribution to pupils' learning. They are deployed effectively to support individuals and small groups; they play a positive role in ensuring that pupils are on task and ready to learn.
- Pupils who have additional needs are very well catered for throughout the school, particularly pupils who are new to the United Kingdom. These pupils receive high levels of support to ensure that they are supported with early English acquisition.
- Targeted teaching for small groups is well used to help pupils who have been identified as having particular gaps in their learning. Disabled pupils and those with special educational needs are well supported in all classes and teachers regularly check their understanding to ensure that they know what to do.

Personal development, behaviour and welfare are good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. The Family Liaison Team provides an effective link between home and school and other agencies supporting pupils. It ensures that parents have access to the support they need so that their children are happy, safe and well-cared-for. This means all pupils feel included.
- Parents value the high level of support the school provides and the regular access to teachers, who meet and greet them before and after school. Consequently, any issues are dealt with quickly and any queries can be answered. Home-school links are good and the breakfast club provides disadvantaged pupils with a free meal to give them a healthy start to the day. It also enables working families to drop pupils off earlier in the mornings.
- Pupils are taught about how to keep safe online. Older pupils show a good understanding of potential issues.

- Training in life skills supports pupils as they learn to become responsible citizens. This includes first aid, road safety and cycle safety. The use of posters displayed in corridors encourages pupils to have ambition and high expectations.
- Pupils have a clear understanding of what constitutes bullying. They say that bullying rarely happens and if it does, teachers sort it out quickly. Behaviour workers carry out a special 'watch' system which ensures that particularly vulnerable pupils are monitored more closely.
- During lunchtimes pupils play happily with each other. They are well supervised by a large team of staff and movement around the school is calm and orderly. Staff are polite and friendly, providing positive models of behaviour which influence pupils' good behaviour over the busy lunchtime.
- Pupils enjoy a wide range of outings and residential experiences which help to broaden their horizons and expand their knowledge of the local area.
- Pupils new to the United Kingdom are cared for and integrated well so that they quickly feel part of the school community and adopt the high standards of behaviour they see around them.

Behaviour

- The behaviour of pupils is good. Positive relationships between adults and pupils result in a harmonious and inclusive school where all feel valued. Pupils are happy to be in school and the youngest pupils settle in very quickly, as do those entering later year groups.
- Adults expect good behaviour and attitudes to learning and school displays reinforce this in abundance. Parents spoke about how much they enjoy attending celebration assemblies. Systems such as 'the Sorting Room' are available to support pupils with any issues linked to behaviour.
- A minority of parents were not as positive about behaviour on Parent View, Ofsted's online survey of parents. However, parents who spoke with the inspectors informally during the inspection and the school's own surveys were almost all very positive about behaviour and how effectively the school deals with any issues.
- Occasionally some pupils do not always show consistently positive attitudes to learning and can switch off unless adults intervene.
- The school works hard to ensure that all pupils attend regularly. Absence is followed up quickly through telephone calls and home visits. The use of reward systems such as 'Going for Gold' and 'Flapjack Friday' ensures that attendance is a high priority. Attendance rates are broadly average. Rates for persistent absence are falling.

Outcomes for pupils

require improvement

- In 2015, too few Year 6 pupils reached the higher levels of attainment in all subjects, in particular reading. The proportion of pupils making more than expected progress was below last year's average in writing and reading.
- Lack of high expectation and challenge has meant that the most-able pupils are not reaching the higher levels of attainment at the end of Key Stage 1 either.
- Pupils' progress across the school is inconsistent because of the variable quality of teaching they have received over time. New systems have been put into place as a result of leaders identifying this and they are now challenging lack of progress and holding teachers fully accountable.
- The proportion of pupils in early years who are reaching a good level of development has been around the national average. Leaders are aware they need to improve systems to check the accuracy of this information, particularly in reading.
- Attainment in grammar, spelling and punctuation has significantly improved and now results are in line with national averages at all levels.
- In 2014, standards at the end of Key Stage 1 were below the national average for the most-able pupils and too few pupils were reaching the expected level of achievement in reading and writing. 2015 information shows that standards have significantly improved in all areas, particularly in mathematics. Current assessment information shows that more pupils are reaching the expected Level 2 at the end of Key Stage 1 in all subjects.

- The proportion of pupils in Year 1 reaching the required standard in the national phonics check is in line with the national average and the majority of pupils who do not meet the standard have done so by the end of Year 2.
- Over time, attainment at the end of Key Stage 2 has risen. More pupils reached the expected standard in 2015, and test results are moving closer to national averages. Gaps are narrowing for disadvantaged pupils, except in reading.
- Pupils' progress is strongest in mathematics and writing, and evidence from pupils' work shows that this is continuing across the school. However, the progress in reading is not as strong because teachers' assessments are not accurate enough and higher-level reading skills are not being taught consistently to younger year groups of pupils.
- Pupils make most progress in Year 6, and this is because most of the interventions are targeted here to enable pupils to catch up.
- Teachers know the individual pupils in their class well and discuss their needs at meetings to consider their progress. At a whole school level, however, systems are not yet fully developed to allow senior leaders to measure the performance of groups.

Early years provision

requires improvement

- Early years requires improvement because teaching is not consistently good. Monitoring information is not sharp enough to improve teaching significantly. Senior leaders have not checked this aspect of the school's work with sufficient rigour.
- Assessments about what children know and can do when they join Reception do not match the evidence seen in 'learning journals' and from what has been recorded in their Nursery and pre-school settings. They are overly negative. Some aspects of children's development are higher than teachers assess them to be, particularly children's personal and social development. Inspectors saw children who were settled and eager to learn.
- Teachers in Reception do not have high enough aspirations for the most-able children. Time is wasted establishing routines and undertaking assessments despite a number of these children having attended the school's own Nursery and other 'good' settings in the area and already knowing what is expected of them. For example, as seen on inspection, no heed was taken of the children's known starting points in mathematics. This meant some able children spent too much time doing things they had already grasped.
- Starting points in Year 1 in writing and mathematics generally match teachers' assessments at the end of the Reception year. However, assessment in reading at the end of the early years is not accurate. This results in low-ability pupils reading books that are too challenging, which turns them off reading at a young age. 'Learning journals' show little evaluation of how children's reading skills are improving.
- Despite significant investment in the outdoors and training for adults in how to plan to use the provision, teachers do not make full and effective use of this resource to promote children's learning and development. At no point in the inspection were children seen outside.
- Although staff say daily checks and risk assessments are made for play and outdoor activities, the systems and procedures used lack the rigour seen in the main school systems. Child protection procedures follow the school's systems and staff training is up to date. Work with the family liaison officer has supported improvements in attendance, even for the youngest children and, as in other phases in the school, vulnerable children are well cared for.
- Children make good progress in the Nursery. Children entering at low levels of development benefit greatly from having up to five terms in the setting.
- The early years has a number of strengths, in particular the positive relationships and warm and welcoming environment. Parents are very happy with how adults look after their children and they feel well informed. They find staff approachable and say their children are happy and safe. Children behave well and have settled into new routines quickly.

School details

Unique reference number	117936
Local authority	East Riding of Yorkshire
Inspection number	10002131

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Maintained
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	460
Appropriate authority	The governing body
Chair	Shane Scarr
Headteacher	Liam Jackson
Telephone number	01405 763716
Website	www.kingsway.eriding.net
Email address	kingsway.primary@eastriding.gov.uk
Date of previous inspection	26–27 September 2013

Information about this school

- Kingsway Primary School is a larger than average-sized primary school.
- The school is expanding and numbers on roll have increased since the time of the last inspection.
- There have been significant changes to the structure of the school's leadership team since September 2014.
- Most pupils are of White British heritage. However, there are a growing number of pupils arriving at the school who are new to the United Kingdom.
- The proportion of disabled pupils and those with special educational needs is above that seen nationally.
- The proportion of pupils eligible for the pupil premium is well above average. The pupil premium is additional government funding for disadvantaged pupils known to be eligible for free school meals and children who are looked after by the local authority.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The school has a maintained Nursery on site.
- The headteacher is also the headteacher at Barmby-on-the-Marsh Primary School.

Information about this inspection

- Inspectors observed 20 lessons. Most teachers were observed at least once. Two lessons were jointly observed with senior leaders.
- Work in pupils' books was scrutinised with the deputy headteacher and the literacy leader.
- Inspectors observed pupils' behaviour at breaktimes, lunchtimes and around the school.
- Discussions took place with the headteacher, senior and middle leaders, teachers, pupils, governors and a local authority advisor.
- Inspectors took account of the 54 responses to the online questionnaire (Parent View) and the school's own consultation with parents. They also met with parents before and after school.
- A number of documents were examined, including information about pupils' progress and school improvement.
- Records relating to safeguarding, behaviour and attendance were also scrutinised.

Inspection team

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