

# Inspection of Kingsway Primary School

Kingsway Park, Davyhulme, Urmston, Manchester M41 0SP

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Inspection dates: 25–26 September 2019

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Requires improvement**

Early years provision

**Requires improvement**

Overall effectiveness at previous inspection

Good

## **What is it like to attend this school?**

Pupils enjoy school. They listen to their teachers and teaching assistants, and they work hard. They behave well in lessons and at playtimes because teachers make the rules clear and remind pupils of them quickly if needed. Pupils and their parents and carers told us that there is no bullying and that everyone in the school feels safe. The school takes great care to help pupils and their families at difficult times in their lives.

Pupils like taking part in the many extra activities, such as cooking, gardening and choir, that staff organise for them. Having representatives from each class in the school parliament shows them how to make a difference by voting. Pupils chose new equipment for the playground, and they helped decide on after-school clubs. As pupils get older, staff give them more and more responsibility. The older ones enjoy helping younger ones with their reading. Pupils are proud when their parents see them getting certificates for work and behaviour during 'Well Done Assemblies'.

Pupils told us that they sometimes find their work too hard or too easy. Throughout school, pupils do not do as well as they could in some subjects, including English, mathematics and science.

## **What does the school do well and what does it need to do better?**

After the last inspection, leaders, including the governors, made plans for improvement. They made some difference but not enough for pupils to do as well as they should. They have not checked well enough whether teaching in each subject is organised well enough to give all pupils enough knowledge and skills to move on in their learning.

Staff feel supported by the headteacher in making changes. Parents enjoy going into school to see how their children learn and finding out how to help them at home.

Leaders make sure that pupils spend enough time on mathematics and English, while still studying the range of subjects required by the national curriculum. There is a well-structured plan in all subjects except science. In some subjects, such as history and geography, teachers make time to go over previous work so that pupils remember it and use it when learning new things.

In some classes, teachers use the mathematics and English plans to make sure that lessons follow on from each other so that pupils learn well. However, some teaching does not follow the agreed plans and misses out things which pupils need to understand before moving on.

Leaders have not properly organised the order in which pupils are expected to learn things in science. Most science lessons are unconnected and do not build on past

learning. Some teachers do not explain points clearly. In contrast, pupils' learning of history and geography is very well planned so that their knowledge and understanding builds up over time.

Teachers check where pupils are up to, and they keep records. However, in most subjects, including English and mathematics, they do not use this information well to reinforce and build on what pupils already know and understand.

Pupils enjoy reading. Everyone in the school understands its importance. Each class has a library with books graded according to difficulty. However, because teachers do not always use what they know about pupils' reading skills, the books they choose are sometimes not pitched at the right level. The tasks that teachers set for pupils are also often pitched wrongly. When pupils fall behind, not enough is done to make sure that they catch up quickly with their classmates. Teachers do not use a wide range of strategies to build pupils' fluency. Too often, pupils read words and sentences hesitantly.

Staff plan well for pupils with special educational needs and/or disabilities so that they reach their full potential. Leaders make sure that disadvantaged pupils have the same learning opportunities as their classmates.

In the early years, staff make sure that children settle quickly into Nursery and Reception. Adults look after them so that they are safe and happy. Children listen, share and take turns. They enjoy learning through play, but the planning of mathematics and reading does not help them to read and use numbers well enough by the start of Year 1. Teachers observe children and make notes about what they already know. However, they do not use these observations well enough to plan for children to move on.

Through lessons, assemblies and trips, leaders make sure that pupils broaden their horizons and learn about other places, peoples and religions. The curriculum helps pupils to build strength of character. They learn about facing difficulties, they learn to accept and give help and they learn to make the right choices. Teachers help pupils to approach life optimistically.

## **Safeguarding**

The arrangements for safeguarding are effective.

The school's governors know how important safeguarding is. Alongside the headteacher, they make sure that the school's policies and actions keep everyone safe. Leaders, staff and governors have had training in all areas of safeguarding, and all adults in the school know how to spot if a pupil is in danger. Staff bring in specialists when needed. The school keeps good records of all safeguarding issues. Staff and visitors show pupils how to keep themselves safe, including when online. Pupils say they feel safe in the school and staff and parents agree.

## What does the school need to do to improve?

### (Information for the school and appropriate authority)

- Leaders, including governors, should check whether teachers are planning and teaching the curriculum as they intend. They should ensure that teachers have sufficient subject and pedagogical knowledge and expertise to sequence teaching so that all pupils acquire the appropriate knowledge and skills by the agreed times over the school year.
- In mathematics and English, teachers should take care to plan teaching which follows the sequence of the curriculum which leaders have outlined. In this way, they should ensure that they break subject matter up logically and that their lessons build on each other so that pupils can use what they already know to learn more.
- There are weaknesses in the science curriculum and in how some teachers explain and exemplify ideas which are new to pupils. Leaders should ensure that the planned curriculum is well thought out and that it meets the expectations of the national curriculum. They should also make sure that teachers have the skills and knowledge to explain subject matter clearly.
- Teachers gather a great deal of information about pupils' knowledge and skills. They should use this to plan teaching so that pupils can use what they know and understand to make greater progress in their learning.
- Teachers and leaders should ensure that the extra support that staff give to pupils who are falling behind, especially in reading, enables them to catch up with their peers as quickly as possible. Teachers should develop strategies to teach pupils to read with less hesitation, especially when they read familiar texts and words which do not follow the usual rules of spelling.
- By the end of Reception, too few children have made enough progress in reading and mathematics. In addition, at the end of Year 1, too few pupils meet the expected standard in the phonics check. Leaders should construct a more ambitious curriculum for the early years so that pupils can make a better start to Year 1. In addition, teachers in the early years should respond more quickly to the wealth of information that they gather about pupils. They should use it to plan future work so that all children are challenged and make enough progress.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## **Further information**

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	106334
<b>Local authority</b>	Trafford
<b>Inspection number</b>	10087759
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	215
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Sue Morford
<b>Headteacher</b>	Iain Lewis
<b>Website</b>	<a href="http://www.kingswayprimary.co.uk">www.kingswayprimary.co.uk</a>
<b>Date of previous inspection</b>	4–5 November 2014

## Information about this school

- Kingsway is a smaller school than average.
- The school runs a breakfast club.

## Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- We visited lessons.
- We observed and spoke to pupils during lessons and at playtimes.
- We met formally with four groups of pupils to talk about their work and their experiences in the school. An inspector heard a range of pupils read.
- We held discussions with staff, middle and senior leaders, members of the governing body and two representatives of the local authority.
- We looked at a range of documentation, including arrangements for safeguarding.
- We considered 16 responses to Parent View, Ofsted's online questionnaire, including 16 free-text comments. We also considered 17 responses to Ofsted's

online questionnaire for staff and 16 responses to Ofsted's online questionnaire for pupils.

- As part of this inspection, the subjects which we considered in detail were reading, mathematics, science and history.

### **Inspection team**

Liz Kelly, lead inspector

Ofsted Inspector

Trish Merritt

Ofsted Inspector

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Piccadilly Gate  
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