

# Inspection of Kingsway Primary School

Kingsway, Kirkby-in-Ashfield, Nottingham, Nottinghamshire NG17 7FH

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Inspection dates: 15 and 16 November 2022

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

## What is it like to attend this school?

Kingsway Primary is a warm and friendly school. Pupils said that their teachers are supportive, kind and encouraging. The school's 'Kingsway KIT' values of kindness, independence and teamwork are a central feature of this school.

Pupils said that bullying is rare. They trust staff to resolve incidents quickly. Relationships between staff and pupils are very positive.

Leaders are ambitious for all pupils. The school is inclusive. Staff make sure that all pupils, including those with special educational needs and/or disabilities (SEND), receive the support they need to thrive and achieve well. Pupils are well prepared for the next stage of their education.

Children in the early years make a good start to their time in school, learning new knowledge and skills.

Pupils respect differences between people. Pupils commented that: 'It doesn't matter who you are, you are welcome here.'

Pupils benefit from a range of extra-curricular activities, including sports clubs, cooking club and being members of the popular school choir. There is also a balance-bike club for younger children. Pupils enjoy opportunities to develop leadership skills by being members of the class or school council, or by being kindness ambassadors.

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

Leaders have high expectations of what pupils can achieve. Leaders have recently reviewed and set out an ambitious curriculum, which identifies the knowledge and skills that pupils need.

Most teachers use assessment well to check pupils' understanding during lessons. Teachers constantly check pupils' learning, identify any misconceptions and give clear feedback in lessons. Mathematics is a strength. Staff use assessment well to understand what pupils know and to plan for pupils' next steps. Pupils respond well to teachers' guidance. They know that recap activities and practice in lessons will help them to become better mathematicians. In both mathematics and reading, staff act swiftly to correct misconceptions or to help pupils who are at risk of falling behind. However, in some foundation subjects, teachers do not identify misconceptions in pupils' written work.

Most teachers deliver the curriculum effectively. They present information clearly and choose activities that help pupils build up their knowledge and skills over time.

However, this is not always the case. In some foundation subjects, teachers do not choose activities to help pupils to develop knowledge in a clear and structured way. Leaders and staff work together to identify pupils with SEND. They work well with other professionals to ensure that these pupils get the specialist support that they need. Teachers think carefully about how they deliver the curriculum for pupils with SEND. They identify these pupils' needs and provide teachers with the detailed information they require to support these pupils in their learning. Pupils with SEND achieve well.

Learning to read early is a priority. Leaders have introduced a new programme to teach phonics. This has got off to a good start. Pupils learn phonics right from the start of school. Pupils in the early years use their phonic knowledge to read and write simple words. Pupils read books that match the sounds they know. Teachers swiftly identify pupils who fall behind. These pupils are well supported to catch up. Pupils often read to adults in school, to practise and develop their reading skills.

Children in the early years enjoy their learning and play together well. Staff focus on communication and language development. This ensures that children can talk confidently about their learning and cooperate well with each other. They take turns and share equipment.

Pupils are friendly and polite to visitors. They behave well in lessons and work hard. Staff use the school's behaviour system consistently well.

The promotion of pupils' personal development is a strength. There are opportunities for pupils to learn about healthy eating. The personal, social and health education curriculum helps them to develop respect for one another and for different faiths. Leaders and teachers support pupils' wider personal development well, both through the curriculum and through the wide range of extra opportunities on offer. These activities include clubs and also a wide range of enrichment opportunities that support the curriculum, such as a trip to the Holocaust museum.

Governors have a broad range of skills and experience. They support and challenge leaders effectively. Leaders engage well with staff. They provide regular training and consider staff well-being and workload. Staff feel well supported and are proud to work at Kingsway Primary.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders know pupils and their families very well. Leaders take their safeguarding responsibilities very seriously. There is a strong culture of safeguarding, and effective systems are in place to keep pupils safe. Staff receive regular and appropriate training. Records are well maintained. Leaders take prompt action in response to any concerns.

Pupils learn how to keep themselves safe. This includes when they are online.

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

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

- Leaders have not implemented a clear assessment and feedback policy. In some subject areas, pupils' misconceptions are not identified. Pupils do not learn as well as they should. Leaders should ensure that the curriculum and assessment policy is implemented consistently well throughout the school.
- Leaders have developed a broad and ambitious curriculum. Some aspects of the foundation curriculum have been recently designed and developed. Leaders need to ensure that teachers deliver the curriculum effectively so that pupils' knowledge and skills build over time.

## **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 information from Ofsted Parent View 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.

## **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>	122716
<b>Local authority</b>	Nottinghamshire County Council
<b>Inspection number</b>	10227221
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	337
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Mr Ian Lowrey
<b>Headteacher</b>	Mrs S Bradbury
<b>Website</b>	<a href="http://www.kingsway.typepad.com">www.kingsway.typepad.com</a>
<b>Date of previous inspection</b>	31 January 2017, under section 8 of the Education Act 2005

## Information about this school

- The school does not use any alternative educational providers.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspectors deep dived into the following subjects: early reading, mathematics, art, physical education and history. For each deep dive, inspectors discussed the curriculum with curriculum leaders, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of pupils' work.
- Inspectors considered the range of documents that the school keeps with regard to safeguarding. They spoke with pupils, staff and governors about safeguarding arrangements.

- Inspectors met with governors and spoke to a representative of the local authority. They spoke with parents at the beginning of the school day and took account of views expressed through Ofsted Parent View.
- Inspectors spoke with groups of staff. They also took into account the views shared through the survey for staff.

### **Inspection team**

Dawn Ashbolt, lead inspector	His Majesty's Inspector
Steve Tague	Ofsted Inspector
John Spragg	His Majesty's Inspector

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