

# Inspection of Kings Road Primary School

Kings Road, Firswood, Manchester M16 0GR

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Inspection dates: 27 and 28 June 2023

**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?**

Pupils feel exceptionally well cared for at this school. This was best summed up by pupils, who said that they feel 'cherished' by their teachers. Pupils spoke particularly highly about the 'Hub', which is a safe space that they can go to at lunchtimes to speak with their teachers about anything that is worrying them. This makes them feel safe.

Relationships between pupils and staff are very positive. Pupils show high levels of courtesy and care towards all members of their school community. Pupils rarely fall out with each other. Leaders take appropriate actions to deal with any occasional bullying concerns when they arise.

Leaders have high expectations for what all pupils, including those with special educational needs and/or disabilities (SEND), should learn. In many subjects, pupils achieve well.

Staff expect pupils to behave well. Pupils meet these expectations. Pupils are extremely well-mannered. They conduct themselves very well throughout the school day. They are attentive in their lessons, so any disruptions to learning are minimal.

Pupils enjoy the annual 'Mantle of the Expert' weeks, in which they immerse themselves in role-playing activities linked to historic periods and events. Pupils also get various opportunities to learn different musical instruments, such as the ukulele.

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

Leaders have ensured that there is a broad and balanced curriculum offer from the Nursery Year to Year 6.

Leaders have identified what pupils should learn by the end of each year. In some subjects, such as English and mathematics, leaders have broken down what pupils need to know into small, sensible steps that help them to build on their knowledge securely over time. Pupils, including those with SEND, achieve well in these subjects. However, in some other subjects and in parts of the early years curriculum, leaders have not been as specific about the knowledge that pupils should learn. In these subjects, teachers sometimes do not teach all the important content that pupils need to know. Occasionally, teachers do not teach content in a logical order. In turn, pupils do not build their knowledge as securely as they could in these areas of the curriculum.

In most subjects, teachers use appropriate assessment strategies to establish how well pupils are learning. In these subjects, teachers provide clear guidance to help pupils correct their errors and misconceptions.

Leaders ensure that pupils with SEND have their needs identified and met. Staff adapt their delivery of the curriculum well for pupils with SEND so that they can

access the same ambitious curriculum as their classmates. Leaders have an equally strong commitment to ensuring that this is also true for the many pupils who are new to speaking English as an additional language. Leaders have developed a well-established programme of effective support for these pupils so that no time is wasted in helping them with any language barriers that they have.

Leaders promote a love of reading in various ways. They have thoughtfully considered the books that teachers read to pupils so that pupils experience authors and characters that often reflect the diverse community at the school. Pupils enjoy these books. Children learn to read through the phonics programme as soon as they start in the early years. Staff are well trained in teaching this programme. They ensure that pupils read books which are mostly well matched to the sounds that they know. Leaders ensure that highly skilled staff provide effective additional support to pupils who might be struggling to read fluently. As a result, many pupils learn to read confidently as soon as they should.

Leaders cater for pupils' personal development well. Pupils have opportunities to debate issues in different curriculum subjects. Pupils access clubs that range from sports to music and reading. Leaders ensure that clubs take place throughout the school day so that those who cannot stay for after-school clubs do not completely miss out. Older pupils have ample opportunities to take on many leadership roles that are available. These include school council roles and head pupil responsibilities. Leaders provide other experiences, such as school trips and visitors to school, which broaden pupils' horizons and enrich the curriculum further.

Pupils show high levels of self-control when moving around the school. They behave well during breaktimes and lunchtimes. They enjoy their lessons and take pride in their work. Low-level misbehaviour is rare. This is also true for children in the early years. Teachers are kind and considerate when supporting pupils who occasionally need to reflect on the impact of their actions on others.

Leaders are taking actions to improve the attendance and punctuality of all pupils. They have implemented different school-wide initiatives to promote regular attendance and to ensure that pupils arrive at school on time. However, leaders' actions and the systems that they use to track attendance and punctuality sometimes lack the rigour that is needed. At times, this hinders their ability to remove the specific barriers that are preventing pupils from attending regularly and getting to school on time. This means that these pupils continue to miss out on important learning.

Staff are overwhelmingly positive about leaders' and governors' actions to create a positive working environment. There is a strong team spirit at the school. Staff feel well supported by leaders and by their colleagues. Staff morale is high.

## Safeguarding

The arrangements for safeguarding are effective.

Staff are well trained to identify any signs that might suggest a pupil is at risk of harm. They have a clear and consistent understanding about what to do to report any concerns that they may have about pupils' welfare. Leaders take effective actions in response to any concerns about a pupil's safety. In the main, leaders keep appropriate records of such concerns and their responses.

Leaders are attuned to the additional safeguarding risks present in the local area. Leaders have put effective measures in place in response to the specific issues their school community faces.

Pupils learn how to stay safe, including when online.

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

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

- In some subjects, and in the early years curriculum, leaders have not clarified the important knowledge that they expect pupils to learn. As a result, teachers are sometimes unclear on what they should teach pupils. In turn, this sometimes prevents pupils from acquiring all the important knowledge that they need. Leaders should clearly identify their expectations about what pupils will learn and when teachers will teach it.
- A sizeable number of pupils do not attend school regularly and do not get to school on time. This means that they miss out on important parts of their learning. Leaders should refine their systems and actions that are intended to improve pupils' attendance and punctuality so that pupils do not frequently miss out on their schooling.

## 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>	106322
<b>Local authority</b>	Trafford
<b>Inspection number</b>	10268818
<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>	678
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Peter O'Keefe
<b>Headteacher</b>	Darren Morgan
<b>Website</b>	<a href="http://www.kingsroadschool.com">www.kingsroadschool.com</a>
<b>Date of previous inspection</b>	23 January 2018, under section 8 of the Education Act 2005

## Information about this school

- This is a larger than average-sized primary school.
- Leaders make use of one registered alternative provider.

## Information about this inspection

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

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors conducted deep dives in these subjects: early reading, history, art and design, computing and mathematics. They met with subject leaders and teachers. They visited lessons, looked at examples of pupils' work and talked with groups of pupils about their learning. The lead inspector heard pupils read to a familiar adult.
- Inspectors also considered the curriculum, spoke with pupils about their learning and evaluated their work in some other subjects.

- The lead inspector spoke with a group of governors. He spoke with a representative of the local authority. He also spoke to the school's external improvement partner.
- Inspectors talked to staff about their workload and well-being.
- Inspectors met with the leaders who are responsible for attendance, behaviour and pupils' personal development.
- Inspectors spoke with pupils about safeguarding and their wider experience of school.
- Inspectors looked at a range of policies and documents related to pupils' welfare and education. They observed pupils' behaviour in lessons and around the school.
- Inspectors reviewed leaders' policies and procedures to keep pupils safe. They discussed safeguarding arrangements with leaders and staff. They also checked the school's records of the suitability of staff to work with pupils.
- Inspectors took account of the responses to Ofsted's online surveys for staff and pupils.
- Inspectors met with parents and carers at the start and end of the school day. They took account of the responses to Ofsted Parent View, including the free-text responses.

### **Inspection team**

David Spruce, lead inspector	His Majesty's Inspector
Wendy Tracey	Ofsted Inspector
David Woodhouse	Ofsted Inspector
Ruth Moran	His Majesty's Inspector

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