

# Kingsway Primary School

## Inspection report

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<b>Unique Reference Number</b>	117936
<b>Local Authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	312753
<b>Inspection dates</b>	18–19 March 2008
<b>Reporting inspector</b>	Eric Jackson

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	357
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Malcolm Boatman
<b>Headteacher</b>	Mr Liam Jackson
<b>Date of previous school inspection</b>	1 July 2004
<b>School address</b>	Fountayne Street Goole DN14 5HQ
<b>Telephone number</b>	01405 763716
<b>Fax number</b>	01405 763716

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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

Kingsway is a larger than average primary school serving an area of considerable deprivation. There is a Children's Centre on site, and a large school nursery. Almost all the pupils are White British, although there are a small but growing number of East European migrants, some of whom are at an early stage of learning English. There is high pupil mobility, and a large number of students join and leave the school during the academic year. The proportion of pupils with learning difficulties and/or disabilities is above average, as is the proportion eligible for free school meals. A major refurbishment of the school buildings, including a completely new Foundation Stage unit, is due to begin this term. The school is part of a local schools' Excellence cluster. A new headteacher was appointed in September 2007.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

Kingsway is a satisfactory school. The quality of education it provides has declined since its last inspection, but action is being taken to improve its provision and outcomes for the pupils. The headteacher provides clear and direct leadership. He has worked well with staff and governors to focus on raising standards and improving behaviour. One parent summarised the views of many: 'The school seems to have come on in leaps and bounds. It is well run and the teachers are absolutely amazing.'

Standards in recent years have been consistently well below average in English, mathematics and science and there has been some underachievement. Although current standards are below the expected level for pupils in Year 6 they are improving. Effective measures have been introduced to ensure that currently almost all pupils make at least satisfactory progress. Children in the Nursery and Reception classes make good progress from low starting points.

Pupils have good attitudes to learning, enjoy coming to school and behave well. Their parents and carers overwhelmingly support the school, recognising its good provision for personal development and the staff's vigilant care for pupils' safety and well-being. They also welcome the positive and welcoming atmosphere for learning. This was illustrated in a well attended infant concert, celebrating the world travels of Barnaby Bear.

Teaching and learning are satisfactory. Where teaching is good, pupils are active, interested and challenged to improve. The focus on younger girls' and older boys' achievement is having a positive impact on their achievement. Occasionally, support for individuals or groups, including higher attaining pupils, does not help pupils to make fast enough progress in English, mathematics and science. This is because of confused procedures, with the information gained from assessment not being used sharply enough to push pupils on. There is a necessary focus on literacy and numeracy which is leading to improved achievement across the school. All the subjects of the curriculum are taught, and information and communication technology (ICT) and physical education (PE) are prominent.

Leadership and management are satisfactory. The headteacher has speedily tackled key areas requiring improvement and the current development plan is well focused and effective. He has kept governors and staff well informed of the school's status through accurate evaluation of provision and pupils' achievement. There are still some weaknesses in the deployment of senior and middle managers and in their role of monitoring and evaluating the work of the school, particularly pupils' progress. However, staff and governors are optimistic and determined to raise standards and improve the quality of education.

## Effectiveness of the Foundation Stage

### Grade: 2

Provision in the Foundation Unit is good and assessment procedures are outstanding. When children start in the Nursery their skills and knowledge are well below those typical for their age. They make good progress and enter Year 1 at levels broadly in line with those expected for their age. Teaching is good, including for those children needing extra support. There is a good balance between child initiated and teacher focused activities, taught through various themes which capture the children's imagination well. Excellent assessment procedures are in place to inform the teachers of children's progress and to plan good activities to meet children's needs. Children are well cared for and staff make sure children are aware of how to stay safe

and healthy. They settle into routines well and learn to take account of each other's needs. Provision for play and activities outside is inadequate and limits the scope of outdoor learning. However, a new Foundation Stage unit is being built with dedicated outdoor learning space. The coordinator leads and manages the provision well and deploys the enthusiastic staff effectively.

### **What the school should do to improve further**

- Raise achievement and standards in English, mathematics and science, particularly for girls in Key Stage 1, boys in Key Stage 2 and potential high attaining pupils across the school.
- Plan work and activities that directly meet the assessed learning needs of all pupils, providing challenge and focused support as required.
- Deploy senior and middle managers more effectively to regularly and accurately monitor and evaluate pupils' progress to ensure that each pupil is achieving the levels of which they are capable.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

Standards in English and mathematics at the end of Years 2 and 6 have been significantly below average for some years when very few pupils reached higher than expected levels. In the results of national tests in 2007, girls attained much lower levels than boys in Year 2 and boys attained much lower levels than girls in Year 6 tests. Pupils' achievement overall from Year 2 to Year 6 over 3 years was also in the lowest 10% compared to that of similar pupils nationally, although girls' achievement was close to average in 2007.

Evidence from the inspection indicates that progress is currently satisfactory. This shows an improvement on previous years. Although standards are below expected levels in Year 6 they are rising. Pupils make satisfactory gains in the focus areas of English and mathematics, and also in science. Girls make at least satisfactory progress and a significant number make better progress in Years 1 and 2. In Years 3 to 6, boys' progress is also satisfactory and sometimes better, although there is still a high proportion of pupils in Year 6 whose standards are well below expected levels for their age. More able pupils are not always sufficiently challenged and could make more progress. Pupils with learning difficulties and/or disabilities and those learning through English as an additional language make sound progress. A funded project to accelerate learning for pupils in Year 5 is proving successful, with many pupils making better than expected progress over two terms. Challenging targets have not been met recently, but the school believes that pupils in Year 6 are on track to achieve this year's targets.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development and well-being are good. Pupils say that they enjoy coming to school because they like all the lessons and after school clubs. Their enjoyment of school is reflected in their positive attitudes to learning and good behaviour in and around school. The atmosphere in school is happy and calm. The staff promote healthy lifestyles well and pupils are fully aware that they need a sensible diet and plenty of exercise to stay healthy. Attendance

fluctuates but is close to the national average because school staff work effectively with pupils and their parents in improving attendance. Initiatives such as the Industry Day help pupils understand the world of work and their academic standards equips them satisfactorily for their future lives.

Social, spiritual, and moral development is good. Cultural development is satisfactory. Pupils do not learn enough about the diversity of British society. Pupils are polite, friendly and caring towards each other. There is a good understanding of the difference between right and wrong, for example, pupils understand that bullying is not tolerated in school. Members of the school council participate in school decision making. They have introduced some changes such as new benches in the playground, but would like to be even more involved. Pupils gain an understanding of the wider community through fund raising for charities and involvement with the local church.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are satisfactory. The staff create and maintain good working relationships with pupils so that behaviour is good and lessons flow smoothly. The good teaching is characterised by careful planning to meet the needs of different groups, good pace, and with pupils enjoying and engaged in worthwhile activities. Where teaching is satisfactory, it ensures that most pupils make progress, and that learning targets are followed, but there is insufficient focus on the separate needs of individuals or specific groups of pupils including the more able. Lesson planning, marking and academic guidance are not consistent across the school. There are strengths in some classes where teachers highlight pupil successes and aspects for further development but in others, there is insufficient time given for pupils to act upon the marking. Where support staff are deployed effectively, pupils achieve satisfactorily, including pupils with learning difficulties and/or disabilities or those at an early stage of learning English. However, there is sometimes too little challenge for supported individuals or groups to help them make the required progress.

### **Curriculum and other activities**

#### **Grade: 3**

The curriculum is satisfactory. Although it does not fully meet the needs of all pupils it does cover all aspects of the National Curriculum. The school has the Basic Skills Quality Mark and a national award for ICT, and these awards are evidence of at least satisfactory provision in these areas. Focused learning of letters and their sounds has a positive impact on pupils' achievement, particularly in accelerating the progress made in writing. There are interesting and varied programmes of personal, social and health education that aid pupils' personal development. The staff provide a varied range of additional activities and visits to places of interest, for example, after-school clubs include gym, netball, recorder and 'Family ICT'. These activities add to pupils' enjoyment and broaden their view of life. A week of theme-based learning, such as 'Castles', has also been introduced to broaden the curriculum. Plans are in place to make further links between subjects in order to make the learning more meaningful for the pupils.

## Care, guidance and support

### Grade: 3

Care, guidance and support are satisfactory. They are most effective for pupils' personal development and well-being. All required safeguarding and child protection procedures are in place. Learning and behaviour mentors work successfully with the school's welfare officer to help pupils with social, emotional and attendance difficulties. This helps many pupils to cope effectively in lessons and in the playground. Academic support and guidance are satisfactory. As the proportion of pupils needing extra help is above average, this is a considerable task involving a high number of support staff as well as teachers. However, there is little effective evaluation of this support in terms of pupils' progress. This is because systems to monitor progress over time for individuals and groups are not clear, specific or robust enough. This leads pupils with learning difficulties and/or disabilities and those learning English as an additional language generally making only satisfactory progress, when the school's targets aim for accelerated progress.

## Leadership and management

### Grade: 3

The headteacher has quickly determined the right priorities to raise standards and improve the quality of education for the pupils. He has set out for staff, governors and parents an achievable set of goals that are being successfully worked towards through good teamwork. Staff with management responsibilities show a willingness to help the school move forward, but the leadership and management structure is still embryonic. Some staff have a wide range of responsibilities whilst other capable staff have too narrow a focus. There are systems in place to monitor and evaluate the progress being made, but there is insufficient clarity about which measures and assessments are the most useful to help staff plan new learning for different groups of pupils. The school runs smoothly, and there is efficient administrative support. Parents feel that the school is developing well. Governance is satisfactory and governors are keen to fulfil their roles, willingly attending extra meetings to oversee the school's work. Given the enthusiasm of the staff and governors, and the imminence of a refurbished school more fit for purpose, the school is well placed to achieve its ambitious targets.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
Effective steps have been taken to promote improvement since the last inspection	No
How well does the school work in partnership with others to promote learners' well-being?	3
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## Text from letter to pupils explaining the findings of the inspection

20 March 2008

Dear Pupils

Inspection of Kingsway Primary School, East Riding of Yorkshire,  
DN14 5HQ

It is an exciting time for you all at Kingsway with the changes to the school building about to begin. You will remember that Mrs Murphy, Mrs Martin and I visited your school recently. We came to check how well you are looked after, and how the school helps you to develop and learn.

We found that your school provides a satisfactory education for you. We also found that the staff give you good help to develop the skills you need to get along with others and get the best out of yourself. Your good behaviour, good manners and good attitudes to your work and play are a credit to you and your parents, and to your school. Please thank your parents for sending back the questionnaires. These helped us to make our judgements.

Your teachers and support staff work hard to help you learn. Most of you try to do your best. The younger children in Foundation do really well. We have asked the staff to find new ways to give you the right tasks and activities to help you to make faster progress, as some of you need to catch up to the levels you should be at, especially in literacy and numeracy. You can help the staff by concentrating hard on your work, and not being satisfied with second best. This can be difficult sometimes, but it's worth the effort. We have also asked staff to check closely that you are making as much progress as possible.

Mrs Martin and I loved the Barnaby Bear concert – you young children managed to get your mouths round some big words very well, and sang and spoke up really well. I'm a bit deaf, but I heard everything because you were so clear! We also really enjoyed reading some of the older children's writing. There were some very persuasive letters to the Council! And we saw Year 4 having a 'whale of a time'!

We hope that the changes to your school run smoothly, and wish all of you the very best in your future lives.

Yours sincerely

Mr Eric Jackson

Lead inspector