

Kingsway Primary School

Inspection report

Unique Reference Number	119985
Local Authority	Leicestershire
Inspection number	313468
Inspection dates	15–16 January 2008
Reporting inspector	Timothy Bristow HMI

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	300
Appropriate authority	The governing body
Chair	Julie Tomlinson
Headteacher	Mike Maguire
Date of previous school inspection	27 March 2003
School address	Kingsway North Braunstone Leicester LE3 3BD
Telephone number	01162 898525
Fax number	01162 896500

Age group	4–11
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and two Additional Inspectors.

Description of the school

Kingsway Primary School is above average in size. Children generally join the school with skills that are below national expectations. The proportion of pupils from minority ethnic groups is below average. The proportion of pupils who have free school meals and who start school outside normal admission dates is above average. The school has the Investor in People award.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school. Strong leadership, supported by an energetic and enthusiastic team, has continued to improve the provision since the last inspection. Consequently, pupils' achievement, personal development and well-being are good. The school's capacity for improvement is good. Achievement is good because pupils make good progress from their low starting points and, by the end of Year 6, standards are average.

Pupils' personal development and well-being have some outstanding features. Pupils feel extremely safe in school. They demonstrate an exceptionally mature and responsible attitude to their own safety and that of others. Older pupils are keen to take responsibility for the safety of younger children. Most pupils have adopted extremely healthy lifestyles by taking great delight in regular exercise, extra sporting activities and choosing to eat healthy food. An outcome of this is that the school was one of the first to gain the Healthy Schools award.

Pupils enjoy coming to school. Their behaviour is good. The calm way that pupils came into school and settled quickly to their work on a very wet day is an example of the self-discipline and good attitudes that they demonstrate. Attendance is only satisfactory. This is because a small minority of families do not ensure that their children come to school every day. Many older pupils willingly take responsibility for the smooth running of the school. For example, pupils work as office volunteers or supervise younger children in the playground. Pupils take responsibility for the regular fundraising activities and have good links with the local community. For example, pupils have been involved in sending books to Africa and toys to Romania. Pupils' well-developed social skills and good progress in their basic skills means that their preparation for the future is good.

Teaching and learning are good. Staff successfully work together to plan well-structured lessons that are pitched at the correct level for most pupils. The talented teaching assistants ably support pupils in lessons. In some lessons, however, pupils do not get sufficient opportunities to develop their creativity and independent learning skills. The good curriculum rightly ensures that pupils make good progress in their basic skills. The care, guidance and support received by pupils are good. The pastoral support is a particular strength, ensuring that pupils feel very safe and secure.

Leaders successfully use information about pupils' work and regularly check the quality of lessons to improve provision. This has ensured that pupils make good progress, exceeding the challenging targets set for them.

Effectiveness of the Foundation Stage

Grade: 2

Children make a good start in the Reception classes. The majority of children join school with levels of skills and knowledge below those expected, especially in speaking and listening. They make good progress so that by the time they enter Year 1, they have narrowed the gap considerably between the standards they achieve and national expectations. The leadership and teaching in the Reception classes is good and nursery nurses and teaching assistants provide very good support. Many interesting opportunities are provided to improve children's speaking and listening skills and, consequently, the progress they make is good. For example, a group of boys and girls used the role-play area well to develop a story about princesses and knights.

There is a good system for tracking children's progress although, due to recent staff changes, this is not being used consistently.

What the school should do to improve further

- Improve the attendance rate of the minority of pupils who are regularly absent by adopting strategies that will ensure that they come to school every day
- Give pupils more opportunities to be creative and independent learners.

Achievement and standards

Grade: 2

From their good start in Foundation Stage, pupils continue to make good progress in Key Stage 1. Standards have risen since the last inspection. In 2007, pupils in Year 2 achieved standards that were average in reading and mathematics. Writing has improved, and pupils in Year 2 achieved standards that were above average. In 2007, Year 6 pupils, whose standards were below average when they were in Year 2, exceeded their targets by achieving average standards in English, mathematics and science. The gap between the standards achieved by boys and girls in writing and science is greater than average. The school has improved provision in order to bridge this gap but these changes are too recent to have shown through in their impact on standards. Pupils who receive additional literacy and numeracy support and the small proportion who speak English as an additional language make good progress.

Personal development and well-being

Grade: 2

Pupils form excellent relationships with each other and the adults with whom they work and, as a result, behaviour is consistently good. The vast majority say how much they enjoy school and appreciate the wide range of rewards they have for showing care and concern for each other. The spiritual, moral, social and cultural development of pupils is good and has improved since the time of the last inspection. The school has made positive moves to improve attendance, which was below average last year and is currently average. Rightly, holidays in term time are actively discouraged and unexplained absences are dealt with rigorously, but still too many families take their children out of school in term time.

Pupils' understanding of how to lead a healthy lifestyle and keep safe is outstanding, with even the youngest pupils knowing the importance of a healthy diet and regular exercise. Pupils demonstrated this by reporting that participation in cross-country running practice enabled them to build up their stamina for competitive racing. Without exception, pupils report that bullying is extremely rare and that they can talk to any adult if they do have a problem. Pupils make a good contribution to the life of the school and to the wider community. Older pupils especially enjoy the responsibility of looking after younger pupils at lunchtimes and encouraging them in their play. Pupils' good attitudes and ability to work cooperatively demonstrate that they are well prepared for the next stage in their education.

Quality of provision

Teaching and learning

Grade: 2

Teachers make good use of a range of techniques in order to motivate and interest pupils in the lessons. For example, good use is made of group work to help pupils to develop their

thinking skills. Well-managed lessons ensure that pupils' behaviour is good. In some outstanding lessons, questioning is highly sophisticated and pupils give extremely articulate, thoughtful answers. Assessment is good, giving pupils the opportunity to evaluate their own work and that of their peers. There are, however, insufficient opportunities for some children, especially the higher achievers, to be independent and creative in their work. For example, in science lessons, pupils who are more able are not sufficiently encouraged to form their own ideas when devising experiments.

Curriculum and other activities

Grade: 2

The curriculum is very successful in ensuring that most pupils make good progress when developing basic skills. A range of additional activities are used successfully to improve the rate of progress of different groups of pupils. Satisfactory links are made between subjects, making lessons more interesting for pupils. Opportunities planned for pupils to practise in other subjects the skills taught in English and mathematics lessons are inconsistent. The curriculum makes a good contribution to pupils' personal development, providing a broad range of enrichment and extra-curricular activities which serve to enhance pupils' engagement and enjoyment. Older pupils report that they particularly enjoy 'Thinking Club', which gives them the opportunity to debate a range of issues.

Care, guidance and support

Grade: 2

Pupils thrive in the very secure and caring environment established by the school. Excellent induction procedures ensure that pupils quickly settle. This makes a significant contribution to their personal development and well-being. Staff know the pupils very well, supporting the most vulnerable particularly effectively and working in close partnership with outside agencies. Child protection and health and safety procedures are rigorous and help to ensure pupils' well-being.

The school's assessment procedures keep careful track of the pupils' progress. Effective use of this information has ensured that pupils get additional help to accelerate their progress if they need it. Procedures for marking pupils' work and giving them advice have improved since the last inspection. They are particularly good in English but not used as consistently well in other subjects.

Leadership and management

Grade: 2

The leadership of the headteacher and deputy headteacher are very good. Talented subject leaders ably support them. Recent staff changes mean that some newly-appointed leaders have had insufficient time to have an impact on the work of the school. Leaders are fully aware of the school's strength and weaknesses. The equality of opportunity is good because of the high quality of care received by pupils. The school has used assessment information very well to set the challenging targets that have contributed to the good progress made by pupils. Governance of the school is good. Governors regularly check the work of the school, demonstrating that they are knowledgeable and fully able to hold the school to account. The majority of parents support the work of the school. The school provides good value for money.

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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?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

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	1
The extent to which learners adopt safe practices	1
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	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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

Dear Pupils

Inspection of Kingsway Primary School, Braunstone LE3 3BD.

I would like to thank you for the way you welcomed us into your school. I am sure you remember that we came to look at the work you were doing and to talk to you and your teachers.

We could see that you thoroughly enjoy coming to school. You are well behaved, polite and considerate. You demonstrate an excellent attitude to staying healthy and we were very impressed at how much you know about this subject. We agree that you feel extremely safe and show great initiative when helping others. You try your best in lessons and produce good work. Most of you are very keen to come to school every day, even when you feel unwell, but a small number of you do not come as regularly as you should.

Your headteacher, Mr Maguire, and all the other adults who work in school are doing a good job. They are very caring and provide you with a good education. They work hard to try to make sure you all do as well as you can in lessons.

To make things even better, I have asked the school to do the following:

- find ways to make sure that all of you come to school every day
- allow you to try to use more of your own ideas in your work.

You can help your teachers by continuing to work hard and by making sure that you do not miss school unnecessarily.

Yours sincerely

Tim Bristow Her Majesty's Inspector



17 January 2008

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Tim Bristow
Her Majesty's Inspector