

# Kingsway Community Primary School

## Inspection report

---

<b>Unique Reference Number</b>	130872
<b>Local Authority</b>	Warwickshire
<b>Inspection number</b>	315638
<b>Inspection dates</b>	21–22 February 2008
<b>Reporting inspector</b>	George Falconer HMI

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	112
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jasminder Nagra
<b>Headteacher</b>	Brendan Lee
<b>Date of previous school inspection</b>	1 September 2003
<b>School address</b>	Baker Avenue Leamington Spa CV31 3HB
<b>Telephone number</b>	01926 426896
<b>Fax number</b>	01926 426896

---

<b>Age group</b>	4–11
<b>Inspection dates</b>	21–22 February 2008
<b>Inspection number</b>	315638

---

© Crown copyright 2008

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

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

## Description of the school

The school is smaller than average and serves a community of mainly high social and economic disadvantage, with most of the pupils coming from the local area. The percentage of pupils eligible for free school meals is above the national average. The percentage of pupils from minority ethnic groups is higher than the national figure, as is the percentage of pupils whose first language is not English. The school has a much higher percentage of pupils with learning difficulties and/or disabilities than found nationally. Pupils generally enter school with abilities below, and sometimes well below, those expected.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

There is no doubt that this school makes a positive difference to its pupils' lives. It is a satisfactory school and one that provides a warm, caring and stimulating environment. Pupils enjoy coming to school and clearly demonstrate a joy for learning right from the time they start in the Foundation Stage up to Year 6. Leadership and management are satisfactory overall. The headteacher is highly competent and knows his school well. The deputy headteacher gives strong support to the headteacher, as does the chair of governors who acts as a good 'critical friend' in helping to develop new strategies that enhance the quality of teaching and learning. The governing body as a whole is beginning to work as a coherent group in order to give better support to the school. The leadership and management team agrees with the inspection in seeing the need to develop a much tighter focus on the monitoring, tracking and intervention strategies across the school in order to raise attainment further. The quality of teaching and learning is satisfactory overall, and that observed during the course of the inspection was mainly good and pupils made steady progress. Pupils do better in reading, speaking and listening, and science than they do in mathematics and writing. The curriculum and other activities are satisfactory overall. It is broad and balanced, fulfils statutory requirements and meets the needs of most pupils. Standards reached are below average. The level of care given to the pupils is good and there are sound assessment and academic support systems in place. These are developing well to achieve a greater level of consistency across the school. Overall, care, guidance and support are satisfactory. Pupils hold the school in high esteem and so do many of the parents. The school has the right emphasis on nurturing the pupils to get the best out of them and this is reflected in the good levels of personal development and well-being. One parent wrote that this is the best school in Leamington Spa.

## Effectiveness of the Foundation Stage

### Grade: 3

The Foundation Stage is warm, caring and inviting and it promotes parental involvement well. Children generally make satisfactory progress. The Foundation Stage leader and the senior management team work hard to develop strong links with parents and carers and this is beginning to pay off in terms of parents taking a greater interest. The school is aware of the children's needs on entry through the very sound assessment strategies that are continually being developed and refined. The school recognises that communication, language and literacy, personal, social and emotional development and mathematical development are key elements to develop because children fall short of the expected levels in these areas.

## What the school should do to improve further

- Improve standards in the core subjects, particularly in writing and mathematics.
- Make sure that the leadership and management team, including the governing body, raises attainment across the year groups through regular and focused monitoring of teaching and learning. 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**

The latest national test results show that the amount of progress pupils make between Key Stages 1 and 2 is improving. This is borne out by what was seen during the inspection. Whilst standards are below average, pupils make steady progress throughout the school. However, pupils in Key Stage 1 do not do quite as well in writing and there are fewer higher attainers than national figures show. Recent results at Key Stage 2 show a slight upturn in the right direction towards standards reaching the national averages. Performance in science is better than seen in the four previous years, and attainment in English is stronger than it is in mathematics. There is no great variation in the attainment of different groups of pupils. Most pupils with learning difficulties and/or disabilities make satisfactory progress overall, as do pupils with English as an additional language and pupils from minority ethnic groups.

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

### **Grade: 2**

Personal development and well-being are good, with pupils greatly valuing their time in school. This is mainly due to the very good positive relationships between each other, teachers and other staff in school. This is where the school has focused its attention and has been very successful. Pupils are happy, feel safe and secure and can talk to adults if they have any concerns. Pupils are well supported in their learning and most pupils know how much progress they are making. The majority of the older pupils know their targets. They adopt healthy lifestyles, with regular opportunities to participate in physical activity. The school operates an annual 'Health Day'. There are also links to other institutions to promote healthy lifestyles, and the Life Bus visits school annually. Pupils learn the difference between right and wrong. They work well together and enjoy working in vertical family groups and in teams. Personal, social and emotional development is a strength, and spiritual, moral, social and cultural development is promoted well. Personal development and well-being impact positively on pupils' self-esteem and on their progress in learning. There is a very good ethos developed in the school, and behaviour is good as a result. The school has sound links with the local community, where pupils enjoy helping others. Attendance, although improving, is still below the national average.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The quality of teaching and learning is satisfactory overall in terms of meeting the full range of learners' needs. Teachers are well prepared for their lessons. Planning shows that they have a good command of the subject and a good knowledge of the pupils. Classrooms are bright and colourful and provide good learning environments. Often, pupils are reminded of their targets that are displayed on the walls, but this is not consistent in all classrooms. Typically, lessons are well planned and prepared. There is competent support given by teaching assistants to individuals and groups. Pupils are made aware of the learning objectives as well as what is expected of them in terms of outcomes. The majority of pupils are engaged in learning and there is a sense of real interest in discovery. Pupils enjoy the subject focus and can discuss their findings enthusiastically. Where there is the opportunity to research using the computers, the added dimension is clearly evident in terms of the work produced. Sometimes, where the lesson

structure is not demanding enough, the pace at which pupils learn varies and a minority of pupils do not work as hard as they could.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum is broad and balanced and fulfils statutory requirements. It is generally well organised and provides progression steps for the pupils as they move up through the school. Good use is made of the computers, the available whiteboards and information and communication materials to promote learning and this clearly enhances the opportunities for teachers and pupils. Wherever possible, the school plans for pupils to visit places of interest such as Warwick Castle and London and this has a positive impact on pupils' perspective of history and geography as well as on how other people live. Pupils enjoy physical education and occasionally there are after-school clubs that they can join in with, including football. The school is now in the process of developing its curriculum enrichment further in order to give pupils more opportunities to develop wider interests and to be able to participate in a wider range of physical activities.

## **Care, guidance and support**

### **Grade: 3**

Care, guidance and support are satisfactory overall, although the quality of care itself is good and is what makes this school and its ethos so inviting for pupils. Child protection arrangements are up to date and robust and the school pays close attention to elements of health and safety so that the pupils can work and play in a safe and happy environment. Pupils state that the school actively and successfully promotes good behaviour both in classrooms and outside of classrooms. This was evident during the inspection. Guidance and support for pupils in their work, although satisfactory, is not yet consistent in the monitoring, tracking, intervention and evaluation systems across the year groups. The school is aware of this and is working towards a greater level of consistency. Good communications exist with external agencies to support individual pupils' care, when required.

## **Leadership and management**

### **Grade: 3**

The leadership and management of the school are satisfactory overall. The headteacher provides good leadership and support to his staff as well as to pupils and parents alike. Several parents took the time to write about how good the school is for their children and commented on the thoughtful and sensitive approach of the headteacher. The school works well to provide an equality of opportunity to all groups of pupils and actively celebrates and supports cultural diversity. The deputy headteacher plays a strong role in supporting the headteacher. The leadership and management team as a whole, including the governing body, works satisfactorily with the headteacher and gives satisfactory levels of support to raise levels of attainment for pupils. It realises that more focused monitoring of teaching and learning will inform them of how well the school is operating and how best they can continue to improve achievement and raise standards. The inspection agrees with this observation. Subject co-ordinators are working hard to promote their subjects and some monitor the quality of the work through looking at planning and lessons. Not all subject leaders yet have a fully developed monitoring role. The headteacher knows the school well and knows what improvements are necessary. The continued

development of the distributed leadership and management team, including the governing body, is a key area for further development. The school has a satisfactory capacity to improve and gives satisfactory value for money.



## Annex A

## Inspection judgements

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

### 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	Yes
How well does the school work in partnership with others to promote learners' well-being?	3
The effectiveness of the Foundation Stage	3
The capacity to make any necessary improvements	3

### 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	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	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

---

**Annex B****Text from letter to pupils explaining the findings of the inspection**

23 February 2008 Dear Pupils Inspection of Kingsway Community Primary School, Leamington Spa CV31 3HB Thank you very much for being so warm and welcoming when I visited your school. I was impressed with your politeness and good levels of behaviour and it was easy to see why you enjoy your time so much at Kingsway. It provides a good, safe and caring environment for you. The Year 6 pupils who spoke with me said that they liked the lessons and thought the teachers worked really hard. They do indeed. Your teachers work hard with you right from the time you enter Reception to when you leave at the end of Year 6. As you move up through the school, you make steady progress but the headteacher and teachers want to give you an even better opportunity to do well. I have asked Mr Lee, the governors and the staff to look even more carefully at your work and your lessons to decide on ideas that will help you improve and reach even higher scores in the future. The areas of numeracy and some areas of literacy are the areas to focus on. You can play your part by working well all the time and by always trying your best. Kind regards George Falconer Her Majesty's Inspector

23 February 2008

Dear Pupils

**Inspection of Kingsway Community Primary School, Leamington Spa  
CV31 3HB**

Thank you very much for being so warm and welcoming when I visited your school.

I was impressed with your politeness and good levels of behaviour and it was easy to see why you enjoy your time so much at Kingsway. It provides a good, safe and caring environment for you. The Year 6 pupils who spoke with me said that they liked the lessons and thought the teachers worked really hard. They do indeed.

Your teachers work hard with you right from the time you enter Reception to when you leave at the end of Year 6. As you move up through the school, you make steady progress but the headteacher and teachers want to give you an even better opportunity to do well.

I have asked Mr Lee, the governors and the staff to look even more carefully at your work and your lessons to decide on ideas that will help you improve and reach even higher scores in the future. The areas of numeracy and some areas of literacy are the areas to focus on. You can play your part by working well all the time and by always trying your best.

Kind regards

George Falconer  
Her Majesty's Inspector