

Kingsway Primary School

Inspection report

Unique Reference Number	106334
Local Authority	Trafford
Inspection number	336659
Inspection dates	13–14 July 2010
Reporting inspector	Jim Kidd

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	144
Appropriate authority	The governing body
Chair	Mrs Annette Stenbridge
Headteacher	Mrs Alison Bowden
Date of previous school inspection	8 July 2008
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Introduction

This inspection was carried out by two additional inspectors. They observed 12 lessons or part lessons and all seven teachers were visited at least once in their classrooms. Inspectors held meetings with pupils, parents and carers, senior and middle leaders, support staff, members of the governing body and the School Improvement Partner. They observed the school's work and looked at development planning, monitoring information on pupils' attainment and progress, minutes of governors' meetings and reports produced by the local authority. In addition, inspectors analysed 41 questionnaires returned by parents and carers, 10 completed by staff and 56 returned by pupils in Key Stage 2.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- whether improvements in attainment, suggested by data, are being maintained
- how and with what impact the school is attempting to accelerate the progress of boys in Key Stage 2
- the impact of the school's work in improving pupils' attendance
- how the school is attempting to raise pupils' confidence, aspirations and hopes for the future
- the extent, quality and impact of governors' involvement in monitoring school performance and in strategic planning.

Information about the school

This school is smaller than average. The percentage of pupils known to be entitled to free school meals is broadly average. There is an average proportion of pupils with special educational needs and/or disabilities but more pupils with a statement of special educational needs than usually seen. Most pupils are White British but the percentage of pupils from minority ethnic heritages is increasing over time. There are currently no pupils at early stages of learning English as an additional language. Kingsway Primary has been accredited with National Healthy Schools and intermediate International School status, holds the Activemark for its work in physical education and has achieved the Racial Equality (Gold) award.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good and rapidly improving school. Pupils feel extremely safe and secure and teaching and support staff take outstanding care of each individual, helping all pupils face the future with real confidence. As pupils themselves say, 'Our school makes us feel that everyone is equal and we love everything about Kingsway.' Indeed, children get off to an excellent start in the outstanding Early Years Foundation Stage and their personal and social development is particularly impressive in the setting.

In both key stages pupils achieve well in the core subjects of English, mathematics and science and reach above average levels of attainment by the time they leave at the end of Year 6. Standards in English have been above average at least for some years. Although attainment in mathematics is improving and is above average overall, progress in this subject lags a little behind that made in English. The school recognises that it needs to place more emphasis on enabling pupils to hone their numeracy skills in real-life situations and that more practical activities are of the essence if progress and standards are to continue to rise.

Pupils enjoy school and behave well. The school council meets regularly and is always full of ideas about how to make the school even better. Pupils' spiritual, moral, social and cultural development is outstanding and they have a keen awareness of the diversity of cultures in the United Kingdom. They know that 'different' does not mean 'wrong' or 'inferior' and the school is a racially harmonious community as a result. Pupils are justly proud of their fundraising activities for their partner school in Kenya. Attendance is average overall but there are still a significant number of pupils who do not attend as regularly as they should.

Teaching is good and relationships in the classroom are a strength. The curriculum comprises a wide range of enrichment activities and pupils and their parents and carers are particularly positive about the themed approach during 'topic' lessons. These foster pupils' key skills well and also help them to see the important links between subjects. Staff at all levels of experience and responsibility play an active role in monitoring the work of the school. Governors have strong links with subject coordinators and are proactive in checking progress. As a result, self-evaluation is accurate and the school therefore has good capacity to sustain improvement. The headteacher and staff are justly proud of the impact of their work on raising pupils' aspirations and self-esteem. As staff say: 'Our pupils are central to our work. We want them to be happy and we want them to succeed in everything they do.'

What does the school need to do to improve further?

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- Further improve pupils' progress and attainment in numeracy by:
 - - providing them with more opportunities to practise and reinforce their mathematical skills in real-life situations
 - - giving them more practical activities in lessons which challenge them to find things out for themselves.
- Raise the attendance of those pupils who do not come to school as regularly as they might by extending the engagement with parents and carers in order to emphasise the vital link between good attendance and pupils' progress and achievement.

Outcomes for individuals and groups of pupils**2**

Pupils look forward to the 'Wake up, shake up' session in the playground each morning and then enter their classrooms with smiles on their faces, eager to find out what the day has to offer. They love their school, enjoy learning and are only too keen to show visitors their classrooms, their books and the models they have made.

Attainment has improved year on year since the previous inspection and is now consistently above average by the time pupils leave. Indeed, there are examples of well-above-average standards in English in the current Year 6 class. Pupils from all groups, including those with special educational needs and/or disabilities, make good progress across the school. The school's work to accelerate the progress of boys has borne fruit and they now make the same good progress as girls. Standards in mathematics have risen over time but remain slightly below those in English. Opportunities for pupils to reinforce their mathematical skills in real-life situations exist but these are not embedded in all years.

Being members of the school council, playground leaders and members of the eco committee are just three examples of the responsibilities pupils take to help run the school and to support their peers and younger pupils. The vibrant display in the hall, on corridors and in classrooms is a further testament to pupils' outstanding awareness of cultures and religions which are different from their own. They are delighted to talk about their work for the Genesis School in Africa, for example, why they have completed work on the International Day of Peace and the reasons behind their involvement in vegetable gardening. They have a good understanding of what makes a balanced diet and speak with pride about the three hours of physical activity they have each week and also about the games in which they are involved as part of the link with a local sports college. Pupils' good achievement, the above average standards they reach and their growing self-esteem mean that they are well prepared for the next stage in their education and for life beyond.

These are the grades for pupils' outcomes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Teaching is consistently good across the school and there are examples of outstanding practice. Comprehensive lesson planning, excellent use of teaching assistants and opportunities for pupils to work in pairs and groups to act as learning resources for each other are integral to the teaching in all key stages. Consequently, pupils enjoy collaborating with their classmates. In an outstanding personal, social and health education (PSHE) lesson, for example, pupils made perceptive comments about how to cope with change after considering a variety of examples during small-group discussion with their peers. On occasions, there is too much direction of activities by the teacher, pace slows as a result and a minority of pupils become a little restless. Ongoing assessment during lessons is good and adults have an accurate awareness of the progress their charges are making and where extra support is needed. In most lessons pupils are encouraged to assess the quality of their own work and also that of their classmates.

The curriculum is improving apace. The programme for personal development (part of PSHE) in particular continues to have a profound effect on raising pupils' self-esteem and their confidence in what they can achieve in school and also when they leave for secondary education and beyond. Pupils are very positive about the scheme and comment: 'PSHE helps us think about how we feel and gives us chances to talk about this with our friends. It makes us think about the future and to set our sights higher.' There is a wide range of enrichment activities, some of which are targeted at specific groups, and the residential visit is a highlight of the school year. Teachers are now looking to accelerate pupils' progress in mathematics and are aware that opportunities

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for them to take part in more practical activities, so that they can research for themselves, are underdeveloped.

Pastoral care is outstanding in every respect. The impressive team of teaching assistants and also the very effective learning mentor recognise the inextricable link between pupils' emotional well-being and the progress they make. Pupils are grateful for the one-to-one counselling they receive when they are experiencing personal problems and parents and carers, too, speak highly of how the school sees their offspring as individuals and meets their needs closely. Pupils identified as being in circumstances which make them vulnerable are able to take full advantage of everything the school has to offer as a result of the eminently sensitive way in which they are treated. 'Circle time', for example, is highly regarded by pupils who say that it does much to make them feel happier and more settled. One parent spoke for many with the comment, 'Every child at Kingsway has the opportunity to shine.'

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The forward-thinking headteacher leads by example and, along with the talented and committed senior leadership team, engenders high levels of teamwork among all staff, both teaching and non-teaching. Subject coordinators, for example, say, 'Our headteacher and leaders are very much involved with the welfare of the pupils, give us full support and are continuously driving the school forward.' Professional development for staff is a major strength and, as a result, teachers and teaching assistants both have a keen understanding of the different ways in which their pupils learn.

Governors have strong links both with senior and middle leaders and are actively involved in evaluating the school's performance in all areas of its life. They provide unstinting support for the school but also hold the leadership team to account with increasing rigour and play an important role in development planning.

The school's engagement with parents and carers is good and the learning mentor is proactive in fostering home-school relationships. Efforts to emphasise that regular attendance is the key to ensuring that pupils achieve as well as they should have not been entirely successful with a minority of families.

The school has completed a detailed audit of the area it serves and has produced an action plan to promote community cohesion further. Pupils are involved in a range of local activities. Their contribution to the global picture is enhanced by their links with

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their partner school in Kenya.

There are good partnerships with a variety of other schools and outside agencies, some of whom, the community police officer for example, visit school regularly to advise pupils on safe practices. Safeguarding and child protection arrangements are robust and meet national guidelines. Relevant staff training is fully up to date. The school promotes equality of opportunity well and its receipt of the Racial Equality Gold award demonstrates that discrimination in all its forms is challenged relentlessly.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Parents and carers speak with one voice about the Early Years Foundation Stage and comment: 'We have never met a more enthusiastic, caring staff. This is a wonderful setting.' Indeed, the Early Years Foundation Stage is outstanding and children make exceptional progress in their learning, particularly in their personal, social and emotional development. Children's skills on entry vary from year to year but are generally below age-related expectations. Excellent teaching, a wide range of exciting activities in both Nursery and Reception and bespoke support for each individual ensure that children become more and more confident in counting, in identifying letters and sounds and in early writing. The curriculum is an ideal balance between teacher-led and child-initiated activities. 'Why don't we get into a line with our parrot number cards?' they say in Nursery when their teacher asks, 'What shall we do next?'

Outdoor provision is of high quality and children have so much confidence in the range of learning opportunities open to them that they are desperate to show visitors what

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they are able to do. As they say in Reception, 'We are looking for mini-beasts but it is too cold for them today and we can't find any even if we use our magnifying glasses!' Leadership and management are of the highest order and engender outstanding levels of teamwork both from teachers and support staff, all of whom have an enviable understanding of how children learn through play. Relationships between children and between children and the adults who work with them are very warm indeed. Mutual trust and respect abound in both Nursery and Reception and parents and carers have a variety of opportunities to support their sons and daughters with their learning.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

All parents and carers who returned the questionnaires believe that their offspring enjoy school, that Kingsway keeps them safe and that the teaching they receive is good. A very large majority are entirely satisfied with that the school does for their sons and daughters and a typical comment is, 'Staff at Kingsway are very approachable and we feel privileged that our children are pupils there.' A very small minority believe that the school does not inform them about their children's progress. Inspectors found no evidence to support this view and are aware, for example, that the school organises three parents' evenings annually for parents and carers.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Kingsway Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 41 completed questionnaires by the end of the on-site inspection. In total, there are 146 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	26	63	15	37	0	0	0	0
The school keeps my child safe	27	66	14	34	0	0	0	0
The school informs me about my child's progress	22	54	15	37	4	10	0	0
My child is making enough progress at this school	18	44	21	51	2	5	0	0
The teaching is good at this school	23	56	18	44	0	0	0	0
The school helps me to support my child's learning	15	37	25	61	1	2	0	0
The school helps my child to have a healthy lifestyle	19	46	22	54	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	18	44	22	54	0	0	0	0
The school meets my child's particular needs	14	34	26	63	0	0	0	0
The school deals effectively with unacceptable behaviour	17	41	21	51	1	2	0	0
The school takes account of my suggestions and concerns	20	49	19	46	1	2	0	0
The school is led and managed effectively	22	54	16	39	2	5	0	0
Overall, I am happy with my child's experience at this school	24	59	15	37	1	2	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



15 July 2010

Dear Pupils

Inspection of Kingsway Primary School, Manchester, M41 0SP

Thank you for the warm welcome you gave us when we came to inspect your school recently. We enjoyed talking to you and watching you learn and we are particularly grateful to those of you who came to talk to us on Tuesday and Wednesday. We really enjoyed the assemblies and we certainly won't 'judge a book by its cover' ever again! You asked us how the inspection was going so I thought I would write and let you know what we found.

Kingsway is a good school and it is improving all the time. The adults take excellent care of you and they do a lot to raise your confidence. The teaching you receive is good and you are reaching standards which are above what we normally see in many schools. Your standards in English have been above average for some time now and although your work in numeracy is improving and is above average too, it is not quite as good as your work in English. I have asked your teachers to give you more chances to practise your skills in mathematics in real-life situations and also to give you more practical things to do so you can find things out for yourselves. I am sure they will do this because your headteacher and all the other staff are always looking for ways to make your school even better.

Your behaviour is good in lessons and around school and you also have an excellent understanding of cultures and religions which are different from your own. You always try to solve any problems you may have with your classmates by talking to them and listening to what they have to say. Well done! Most of you attend school well but there is a small number of you who don't. I have asked your school, therefore, to talk more to your parents and carers to make sure everyone understands why it is so important to attend school regularly. You have a big part to play in this too!

Best wishes to you all and thanks again for being so kind, friendly and polite to us.

Yours sincerely

Jim Kidd

Lead Inspector

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