

Kingsway Primary School

Valley Gardens, Kingsway, Gloucester, GL2 2AR

Inspection dates 10–11 October 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school

- The school has made rapid improvements in all aspects since its last inspection and pupils now achieve well. Pupils with disabilities and those with special educational needs are well supported and make good progress. Pupils who are behind in their reading, writing or mathematics receive well-delivered help and many pupils make big strides in their learning.
- The quality of teaching is good. Teachers encourage pupils to become reflective independent learners. Children in the Early Years Foundation Stage make good progress as a result of good leadership and teaching.
- Pupils enjoy school and feel safe. Pupils behave well as a result of an effective whole-school approach to behaviour management.
- The Learning Mentors play a significant role in supporting pupils who are at risk of not doing well.
- The headteacher has successfully promoted a strong belief throughout the school that all pupils can improve and succeed. The governing body shares this belief and constructively challenges the school to achieve this ambition. Robust monitoring and evaluation systems have been set up which clearly identify what needs to be improved and follow up actions are effective.
- The school provides the pupils with a wide range of interesting curricular opportunities. It makes good provision for the pupils' spiritual, moral, social and cultural development.

It is not yet an outstanding school because

- Attainment and progress in writing are not yet as good as they are in reading and mathematics because the pupils do not always get enough practice of their speaking skills to develop their range of vocabulary.
- The headteacher and her deputy currently have a very heavy workload because the monitoring role of the new middle leaders is not yet fully established and so they are less confident about making decisions.

Information about this inspection

- The inspectors observed teaching in all classes. In total, they visited fifteen lessons. One of them was a joint observation with the headteacher. One-to-one sessions were observed and some pupils were heard reading. In addition, pupils' work from the current and previous years was scrutinised.
- Inspectors had discussions with the headteacher, senior and middle leaders, teachers, members of the governing body, representatives from the local authority, some support staff and pupils.
- Inspectors looked at a range of documentary evidence, including the school's tracking of pupil progress and documents relating to safeguarding, monitoring and special needs.
- Inspectors took account of 33 responses to the Ofsted's Parent View online survey and spoke to some parents at the end of the school day. They reviewed the results of the school's own surveys.

Inspection team

Huw Evans, Lead inspector

Additional Inspector

Christine Huard

Additional Inspector

Colin Lee

Additional Inspector

Full report

Information about this school

- This school is a comparatively new one and opened in 2008. It serves a large new housing estate with approximately 50% social housing.
- The area has recently been recognised as an area of high social deprivation.
- Admissions for the school have been rapid and the school has grown significantly from the previous inspection from 217 to 338 pupils and the school is now larger than average.
- The ethnic background of the pupils is mainly White British.
- The service family population has grown and now accounts for 15% of the school numbers.
- The proportion of pupils who are known to be eligible for free school meals and for whom the school receives additional income (pupil premium) is above average
- The school has a much higher proportion of pupils supported through school action than most other schools. The proportion of pupils supported through school action plus or with a statement of special educational needs is above the national average.
- The school exceeded the government's floor standards which set the minimum expectations for pupils' attainment and progress.
- The school belongs to the Quedgeley Learning Community.

What does the school need to do to improve further?

- Increase the number of pupils who achieve well in writing by:
 - building on opportunities for language development in the Early Years Foundation Stage
 - increasing the focus on speaking and listening skills in Key Stage 1 in order to develop pupils' vocabulary and creative ability
 - providing targeted speaking and listening support for pupils with poor language skills in Key Stage 2 in order to feed into and develop their writing skills.
- Consolidate the skills of middle leaders so that they are confident in monitoring the effectiveness of their areas of responsibility.

Inspection judgements

The achievement of pupils is good.

- Pupils' achievement has improved considerably since the previous inspections. This is a result of improved teaching, stronger leadership and prompt attention to any underperformance. The proportion of pupils attaining expected levels in reading, writing and mathematics have increased significantly. The proportion of pupils making and exceeding expected progress is improving rapidly.
- The achievement of children in the Early Years Foundation Stage is good. Children start school with well below age-related expectations, especially in language, reading, writing and calculation. They make good progress during the year and are close to average in most areas at the end of Reception although still below average in reading, writing and calculation. There is a strong focus on developing children's independent skills. The use of a planning wall helps the children decide what they are going to choose and to start talking about what they are going to learn. The outdoor environment is exciting and used well to develop children's skills.
- Nearly two thirds of the cohort passed the Year 1 phonics test, showing good progress from entry. Focused teaching for reading has resulted in accelerated progress, with attainment close to average at the end of Years 2 and 6. Pupils said they enjoyed reading and the frequency with which they read at home and school is a factor in their good progress.
- Attainment at Key Stage 1 is improving but still below average, especially in writing. Nevertheless, pupils are now making expected progress. Many of the pupils entering the school for the first time in Years 1 and 2 are attaining below expected levels in reading, writing and mathematics. Although pupils' writing is improving significantly, the school does not always provide enough support for pupils to develop their language skills in order to develop their creativity and enlarge their vocabulary.
- Progress in Key Stage 2 is good and the school exceeded the targets set for it in all areas. A much higher percentage of pupils are attaining in line with, or above, age-related expectations in English, mathematics and science because of the very good links made across other subjects which enables them to use the skills and knowledge they have gained in other subjects.
- Pupils make good progress in most lessons. They are encouraged to think about their learning and participate well.
- Disabled pupils and those who have special needs make particularly good progress. They benefit from well-targeted support from staff. Intervention sessions observed reflected the high expectations of the support staff, and the progress made by the pupils in the sessions was outstanding.

The quality of teaching is good.

- The quality of teaching is typically good and there is some evidence of outstanding teaching. Particular strengths of the teaching include the use of questions to assess learning and challenge pupils' thinking, demonstrations and clear explanations of tasks and activities which maintain a good pace of learning, and regular whole-class input to deal with any errors or misconceptions.
- In the well-planned lessons, pupils know and understand what they are learning. They are given time to think about their work and, through marking their own work and the work of others, they can identify success and what they need to do to further improve.
- Lessons engage and interest the pupils. The focus on linking subjects in lessons contributes well to the pupils' understanding and their ability to apply knowledge. Teachers use information from assessment well to plan work that is matched precisely to pupils' needs.
- The teaching for pupils who have special educational needs is good and some outstanding teaching was observed. Support staff have high expectations of the pupils who receive additional support and are effective in narrowing the gaps in pupils' performance.
- The quality of marking has improved since the last inspection. Guidance is consistent and

developmental. Pupils respond to teachers' comments in their books and this two-way communication contributes to them making faster progress.

- Good relationships between adults and pupils help lessons to run smoothly. Teaching assistants are well deployed and effective in encouraging pupils to tackle work on their own. They complement the work of the teachers in enabling pupils to become independent learners.

The behaviour and safety of pupils are good.

- Behaviour throughout the school is typically good and there is a strong inclusive and supportive ethos. Pupils and staff say there has been a huge improvement since the introduction of a new whole-school behaviour policy. One member of staff reflected the success of this by saying 'Everybody takes responsibility for behaviour.' As a result of this, pupils have a good attitude to learning.
- Pupils feel safe at school. One pupil reflected the views of many by saying that 'The staff care for you; if you're unhappy, they make you happy.'
- Bullying is rare and dealt with effectively. A very few parents raised some concerns about this which were fully investigated by the inspection team. Pupils reported that incidents have reduced. They have a good understanding of the types of bullying, including racial harassment and cyber bullying. They could explain the difference between disagreement and bullying.
- The school provides good support for pupils whose circumstances may make them vulnerable. The Learning Mentors play an important part in their development by extending the support provided within the school to families. As one pupil said, 'They give us things to do to make us feel better.' One of the mentors is employed all year round and this ensures continuity of support through the holidays.
- Attendance is average, but this is a great improvement. It is due to the school's clear guidance and a firm stance on absence.

The leadership and management are good.

- Outstanding leadership by the headteacher, ably supported by the deputy, has created a team of staff who believe that every child can improve and succeed and are committed to ensuring this happens.
- School self-assessment is strong. The focused use of data analysis, systematic monitoring and evaluation of the quality of teaching and learning have been key in driving accelerated pupil progress. The performance management systems are linked to improving the quality of teaching in line with the new teaching standards, and targets are well focused on pupil progress. Staff are supported by appropriate professional development opportunities and coaching, which have contributed to the improvement in teaching.
- The leadership of the Early Years Foundation Stage is strong. Effective actions have been put in place to support the significant number of pupils who start school with very limited pre-school provision and this has been instrumental in improving the progress they make.
- The role of the middle leaders has developed well in an environment of rapidly increasing staff numbers but their monitoring role is not yet fully established as they take little part in monitoring lessons within their own phase and subject areas.
- Focused support from the local authority has enabled the school to improve. Their involvement has lessened as the school has improved.
- The school provides its pupils with a broad and balanced curriculum. Cross-curricular themes work well in engaging pupils from Reception to Year 6. Core subject leaders monitor the curriculum and they ensure that the needs and interests of pupils are met. The school offers an exciting range of extra-curricular opportunities, including horse riding. All pupils have access to these opportunities.
- The school makes good provision for pupils' spiritual, moral, social and cultural development.

Links with a local church, and assemblies, as well as the exciting curriculum, provide good opportunities for them to be thoughtful and reflective.

- The school responds well to the views of parents and as a result has made changes to the website and provided greater access to school policies, amongst other things. The school organises a range of events to engage parents and the school newsletter provides good and useful information.
- The rapid progress made in raising achievement, improvement in the quality of teaching and the development of the leadership team since the previous inspection demonstrate that the school has good capacity for further improvements.
- **The governance of the school:**
 - The governing body has a good understanding of the issues facing the school as a result of high mobility and constant changes. They have aligned their actions to the needs of the school and perform a key role in self-evaluation.
 - The actions of the governing body committees link into the school action plan well so that they are fully involved in school improvement and can provide appropriate challenge.
 - The governor responsible for special needs works very closely with the coordinator and they have developed an ever-changing register, which ensures that the right children get the support they need for the appropriate time. Pupils' progress is rigorously tracked and monitored.
 - The governing body have been key in ensuring that the needs of pupils receiving pupil premium are addressed and that funding is appropriately allocated.
 - The governing body ensure that all statutory requirements are met regarding safeguarding. It ensures that the school promotes equal opportunities for all pupils and that there is no discrimination.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	135353
Local authority	Gloucestershire
Inspection number	402694

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	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	338
Appropriate authority	The governing body
Chair	Pam Keevil
Headteacher	Paula Needham
Date of previous school inspection	9–10 March 2010
Telephone number	01452 881800
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