

# King's Road Primary School

King's Road, Firswood, Old Trafford, Manchester, M16 0GR

**Inspection dates** 4–5 July 2013

<b>Overall effectiveness</b>	Previous inspection:	Outstanding	1
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils achieve well. They make good progress to reach average standards in reading, writing and mathematics by the end of Key Stage 2.
- Children make good progress in the exciting Early Years Foundation Stage.
- Teaching is good and some is outstanding. Exemplary relationships between adults and pupils are a key strength.
- Pupils' behaviour is exemplary. All groups of pupils feel valued, extremely safe and fully included in the life of the school.
- Parents say their children are extremely safe in the school and those spoken to by the inspectors say they are very pleased with the quality of care their children receive.
- Senior leaders and governors have developed a strong sense of teamwork which has resulted in consistently good achievement for all pupils.
- The interesting range of activities offered by the school makes an outstanding contribution to pupils' spiritual, moral, social and cultural development.

### It is not yet an outstanding school because

- Teachers do not always plan and adapt learning in lessons to suitably challenge all pupils to achieve their best.
- Marking does not always show pupils how to improve their learning or provide them with enough time to follow up on the feedback.
- Subject leaders and the governing body do not fully check that all pupils learn as well as they possibly can in all the subjects they study.

## Information about this inspection

- The inspectors observed 29 lessons or parts of lessons.
- Meetings were held with senior leaders, staff, members of the governing body, a representative of the local authority and groups of pupils.
- Inspectors examined the school's own documentation relating to pupils' progress, the school's view of its own performance and policies relating to safeguarding.
- The inspectors listened to pupils from Years 1, 2, 5 and 6 read and spoke informally to pupils during playtimes and lunchtimes.
- There were only eight parental responses received at the time of the inspection from the on-line questionnaire (Parent View) which could not be viewed by the inspectors. However, the inspectors took account of the school's own parental survey and also spoke informally to groups of parents at the end of the school day.
- Inspectors took account of the nine responses to the staff questionnaire.

## Inspection team

Clare Henderson, Lead inspector	Additional Inspector
Diane Buckle	Additional Inspector
Faheem Chishti	Additional Inspector

# Full report

## Information about this school

- This is a larger than average-sized primary school.
- The proportion of pupils known to be eligible for the pupil premium is above average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children who are looked after by the local authority.
- The proportion of disabled pupils and those with special educational needs supported through school action is below average. The proportion supported at school action plus or with a statement of special educational needs is above average.
- The proportion of pupils from minority ethnic groups is well-above average.
- The proportion of pupils who speak English as an additional language is well-above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- There is a breakfast and after-school club that is not managed by the school and subject to a separate inspection by Ofsted.

## What does the school need to do to improve further?

- Raise the quality of teaching to outstanding by making sure that teachers:
  - always plan and adapt learning in lessons to suitably challenge all pupils to achieve their best
  - ensure marking of work always shows pupils what they need to do to improve their learning and that enough time is allowed for them to act on that written advice.
- Raise the quality of leadership and management to outstanding by ensuring subject leaders and the governing body work together further to check that all pupils learn as well as they possibly can in all the subjects they study.

## Inspection judgements

### The achievement of pupils is good

- Most children start school with skills that are below those typical for their age and low in their speaking and social skills. Children's speaking and listening skills and the enrichment of their vocabulary are promoted well. This is enhanced through an exciting play-based curriculum. As a result, children make good progress, from their individual starting points, in their learning in the Early Years Foundation Stage.
- All pupils in Years 1 to 6, including those who speak English as an additional language, achieve well and make good progress because the school ensures pupils are provided with equality of opportunity to achieve well.
- Pupils' achievement is not outstanding because teachers do not always plan for or adapt learning in lessons to ensure all pupils are suitably challenged to achieve their best.
- Pupils get off to a good start with their reading. Good quality teaching of letter sounds from an early age enables them to tackle unfamiliar words and develop a love of reading. This enjoyment of reading continues as they move up through school. Pupils, to whom the inspectors spoke to about their reading in Years 5 and 6 for instance, were eager to say how much they love reading. One pupil said, 'books are like television in your head'.
- Test results at the end of Year 6 in 2012 were average in reading and writing and below average in mathematics. These results were similar to those achieved in 2011 in reading and writing but lower in mathematics.
- Given this dip in pupils' achievement in mathematics, a high focus was given to extending their mathematical skills through problem solving and developing their reasoning skills in all year groups.
- This focus has been successful as the mathematics dip has been remedied and activities which demand high levels of reasoning skills are evident in all classes and particularly in the outstanding lessons observed in the Year 6 classes.
- Disabled pupils and those who have special educational needs make good progress from their individual starting points because their needs are closely identified and they receive specific additional support from skilled teaching assistants.
- Pupils who benefit from the pupil premium funding make similar and often better progress compared to other pupils in the school because money is spent wisely on meeting their individual needs.
- The attainment of the pupils known to be eligible for free school meals in 2012 in reading, writing and mathematics was above that of those pupils who were not eligible for free school meals.

### The quality of teaching is good

- Pupils' good progress and achievement are attributable to the good and at times outstanding teaching they receive. This view is supported unanimously by the parents the inspectors spoke to and by pupils who say 'teachers make our learning fun'.
- Among the strong features of teaching are the outstanding relationships evident between adults, parents and pupils. Parents say they feel very welcomed and included in all activities the school has to offer.
- In lessons where achievement is good and in some lessons outstanding, pupils are given work that gets the most out of them and they know fully how they can succeed in their learning because teachers check on their understanding and adapt lessons to make sure that pupils are always challenged to do their best work. However, this is not consistent in all lessons.
- Pupils are fully involved in checking the quality of their own and the work of their classmates

and the setting of regular homework helps them to see how they can improve and accelerate their learning. However, marking of pupils' work does not always show them how to improve their learning or provide them with enough time to follow up on the feedback.

- Reading is taught well. The high focus on teaching letter sounds and spellings has raised pupils' confidence to tackle unfamiliar words. Older pupils have time to read regularly and this ensures they know a good range of authors.
- The teaching of pupils eligible for pupil premium funding is well managed with appropriate resources available, which encourage them to achieve well.
- The teaching of disabled pupils and those with special educational needs is good because all adults and, particularly skilled teaching assistants, ensure pupils receive support which is well matched to their needs. As a result, all pupils have equality of opportunity and potential discrimination is tackled well.
- Teachers make a strong contribution to the outstanding provision for pupils' spiritual, moral, social and cultural development. For instance, pupils in the Early Years Foundation Stage developed these skills exceptionally well as they worked together to find, discuss and excitedly reflect on the different qualities of mini beast found in the outdoor environment.
- Good quality teaching of drama, music, sports and modern foreign languages is successful in extending pupils' enjoyment of school and their good achievement.

### **The behaviour and safety of pupils** are outstanding

- Pupils' behaviour observed by inspectors in both lessons and around the school is outstanding. This has an extremely positive effect on pupils' good achievement.
- Pupils very much enjoy school and have excellent attitudes to learning. The respect and care they show for their classmates and adults is exemplary.
- School records show that behaviour is typically excellent around the school and over time. Pupils' genuine enjoyment of school has a positive effect on their good achievement.
- Systems for recording and for following up the rare incidents of misbehaviour are consistent and secure. Strong links with educational partners and the work of the parental liaison adult ensures all pupils and their families are given appropriate support and guidance.
- In discussion, pupils were certain that bullying is rare and, when it occurs, it is dealt with swiftly by the teachers. They clearly understood the various forms bullying might take but were equally sure it was not part of life at their school.
- Pupils are very proud of their school and willingly take part in a wide range of activities, which allow them to present their opinions and bring about change. An example of this is members of the school council have represented their classmates in designing the new school building and buying playground equipment, such as the adventure trail.
- All groups of pupils feel safe and are acutely aware of what constitutes unsafe situations. They know how to keep themselves and others safe, including while using the internet. Pupils and staff receive training in e-safety.
- Attendance has risen steadily during the past three years and is broadly average. This is because the importance of going to school to learn is clearly explained to pupils and parents. Absence is followed up very rigorously by the highly effective attendance officer.

### **The leadership and management** are good

- The school is well led by the caring senior leaders. Together with the governing body, they check to make sure their plans for improvement, which include the building of their new school, are working. They enjoy the support of staff, who say the school is a happy place to work.

- School leaders regularly check the quality of teaching. Targets set for teachers concentrate on raising pupils' achievement, and are well linked to training and to teachers' salary progression. However, all subject leaders are not fully involved in checking how well pupils progress in all subjects of the curriculum.
- Senior leaders and staff work effectively to prevent discrimination and ensure that all pupils have equal opportunities to enjoy the full curriculum.
- The school promotes pupils' spiritual, moral, social and cultural development exceptionally well. Pupils' learning is greatly enriched by residential visits, sports, artistic opportunities and clubs.
- School leaders receive good quality support from the local authority. They use external reviews provided to confirm their accurate view of the school's strengths and the areas to improve.
- Arrangements for safeguarding pupils and child protection procedures fully meet statutory requirements.
- School leaders have strong partnerships with parents and the local community. Parents and, particularly those from minority ethnic groups, say they are well informed about the work of the school because of regular newsletters, adults on hand to translate information into home languages and the informative website. As a result, parents are very supportive of the school.
- **The governance of the school:**
  - Governors are well informed and have received training to ensure that they have the necessary skills to carry out their roles. They know the key strengths and weaknesses of the school. They are fully aware of how the pupils are achieving compared with other schools nationally. However, they do not work closely enough with subject leaders to check how well pupils learn in all subjects of the curriculum. The headteacher is held to account with rigorous performance targets. Governors are fully aware of the performance of staff and their pay levels. In conjunction with the headteacher, the governors manage the school's finances efficiently, including the use of the pupil premium funding.

## 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

<b>Unique reference number</b>	106322
<b>Local authority</b>	Trafford
<b>Inspection number</b>	412161

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	478
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	John Richards
<b>Headteacher</b>	Richard Lait
<b>Date of previous school inspection</b>	8 January 2007
<b>Telephone number</b>	0161 881 3571
<b>Fax number</b>	0161 881 7213
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