

Kingsway Primary School

Inspection report

Unique Reference Number	106334
Local Authority	Trafford
Inspection number	319310
Inspection dates	8–9 July 2008
Reporting inspector	Angela Westington HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Schools the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	127
Appropriate authority	The governing body
Chair	Mr Colin Cull
Headteacher	Mrs Alison Bowden
Date of previous school inspection	27 March 2007
School address	Kingsway Park Davyhulme Urmston Manchester M41 0SP
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Introduction

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

Description of the school

Kingsway School is a smaller than average primary school, for pupils aged three to eleven. The school serves an area of mixed social and economic status; the proportion of pupils entitled to free school meals is average. The percentage of pupils with learning difficulties and/or difficulties, and those with a statement of special educational needs is slightly above average. The school's population is predominantly White British with few pupils from minority ethnic backgrounds or at the early stages of learning English.

The school has gained the Activemark for physical education, the Primary Quality Mark for basic skills and National Healthy School status.

At the inspection of March 2007, the school was judged to require Special Measures. This inspection is the third monitoring visit, deemed a full inspection.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

In accordance with section 13 (paragraph 4) of the Education Act 2005 HMCI is of the opinion that the school no longer requires special measures.

Kingsway Primary School is now a good school with many strengths. The issues identified as weaknesses at the last inspection have been tackled successfully and the school is well placed to continue its improvement. The staffing issues that held back the school's progress have been resolved; the quality of teaching, the curriculum and the provision for pupils' safety, care and guidance are all good. As a result, pupils' standards and achievements and their personal development are also good. Leadership and management are good and improving. The committed and dedicated headteacher now has the support of increasingly effective senior and middle managers. Together they form a strong team and provide clear direction, and there is a palpable sense of purpose and unity in the school. Governors continue to offer satisfactory support and fulfil statutory requirements, but lack the breadth of skill and expertise to challenge the school into the higher performance of which it is capable.

Standards across the school have risen significantly and the most recent 2008 unvalidated national test results for 11-year-olds show a significant improvement, especially in mathematics and in the numbers of pupils gaining the higher levels. Work on improving the curriculum is bearing fruit and is evident in the higher quality of teaching and the raised levels of pupils' enjoyment and engagement. Pupils make good progress now. Work in books is of a good standard and is particularly improved in writing and science. Nevertheless, the recent improvements have illustrated the potential that Kingsway pupils have to achieve highly across a broad front. A major priority for the school is to build upon the recent improvements and challenge its pupils, especially the more able, to achieve even more across all subjects, not just in the core. For this reason, as the school continues its review of the curriculum, it needs to be vigilant in ensuring that the changes build and strengthen subject knowledge and skills.

Effectiveness of the Foundation Stage

Grade: 1

The provision in the Foundation Stage is outstanding. The Nursery and Reception classes are led exceptionally well by the deputy headteacher who is very ably supported by the teaching assistants. The team's careful and sensitive observation and planning ensure that the children are very happy and very well cared for. The Foundation Unit is a very safe and secure environment. The children's intellectual needs are catered for very well and as a result, they make significant gains in their learning. The increased emphasis on teaching letters and sounds and the sharper focus on progress in mathematics has resulted in the children attaining very high standards. Children in the Nursery and Reception classes make very good progress in acquiring a range of skills, including personal and social skills. For example, in a very successful physical education lesson, for both age groups, using large apparatus, even the youngest children displayed confidence and skill in manoeuvring themselves around, ensuring they acted safely, responding to instructions and afterwards dressing themselves. Almost all children will meet the goals expected for this age group and a very large proportion will exceed them.

What the school should do to improve further

- In the light of the high standards being attained by children in the Foundation Stage, set commensurately high expectations for future attainment in Years 1 to 6.

- Increase the proportion of pupils gaining the higher levels across the curriculum including in national tests in Years 2 and 6.
- In planning the new curriculum ensure that due attention and rigour are paid to the progressive teaching and learning of subject knowledge and skills.
- Strengthen the governing body skill base in order to improve its strategic oversight of the school.

Achievement and standards

Grade: 2

The standard of pupils' work and their achievement have improved considerably since the last inspection. Standards are now high and pupils' achievement is good.

At the time of this inspection, the school had received the most recent, unvalidated 2008 national test results for 11-year-olds. These show a substantial improvement in results on previous years, especially in mathematics and in the proportion of pupils gaining the higher levels in each of English, mathematics and science. The work in pupils' books reflects this improvement and is indicative of a change in teachers' expectations of what pupils can achieve. For example, the work in science books across the school is now of a high standard, even in Key Stage 1 where there are examples of very detailed and careful observational drawings and diagrams and well laid out records of simple experiments. Pupils in Years 1 to 6 are writing at length, in a range of styles, to a high standard. In mathematics, the school's work on plugging gaps in pupils' knowledge is evident in the increased focus in books and lessons on mental arithmetic, written calculation and data handling. In Key Stage 2, the provision of more challenging reading material for more able pupils has resulted in their reading ages increasing at a faster rate than is the norm.

In Key Stage 1, the unvalidated data for the 2008 national assessments also show an increase in the proportion of pupils gaining higher levels and this too is reflected in pupils' books. The greatest improvement is in pupils' writing. For example, Year 1 children write well, in lined books, setting their work out, spelling words, using a good range of letter sound combinations and high frequency words, and displaying a good knowledge of simple punctuation.

Standards in information and communication technology (ICT) are much higher than at the time of the previous inspection and pupils make good progress in this subject. They are acquiring a good range of skills and knowledge including in control technology.

Given the success that its pupils are now achieving, the school has recognised that they are capable of doing even more across a wider range of subjects.

Personal development and well-being

Grade: 2

Pupils' personal development is good. The school sets high expectations for behaviour and the pupils behave consistently well in lessons and around the school. The pupils seen in lessons and playtimes worked and played together in a friendly and cooperative manner. Pupils are taught well to cooperate and work hard, individually and in groups. The resulting good concentration, the strong pastoral care and the broad curriculum and extra-curricular activities, combine to support pupils' good spiritual, moral, social and cultural development. They develop a clear awareness of other cultures and beliefs. The school goes to some lengths to help pupils to think about relationships and to consider the impact of their behaviour on others. They are

encouraged to commit themselves to actions which help others, for example in fundraising for charity, or contributing to the improvement of the school through suggestions proposed within the school council. Healthy living is taught in a variety of effective ways. Pupils develop a good understanding of the value of exercise and sensible eating habits. They enjoy their time in school and can readily see relevance and value in what they are learning. Attendance has improved and is average. Pupils grow in confidence and by the time they are ready to leave in Year 6 they are well prepared to move on to secondary school. Their good attainment in literacy, numeracy and ICT helps to equip them for their future studies and work.

Quality of provision

Teaching and learning

Grade: 2

Teaching is now good and there is some that is outstanding. Teachers are enthusiastic, responsive to pupils and manage their classes well. Lessons are rigorously planned and organised and relationships are good. There is no evidence of the boredom and reluctance to engage by some pupils that characterised lessons previously. In the mixed-age classes, the provision for the two age groups is clearly distinguished and across the year groups, the work is generally well matched to the needs of the different ability groups, although there is scope for the more able to be challenged further, particularly where teaching is satisfactory.

Teaching assistants are well trained and well deployed: they play a pivotal role in supporting small groups of pupils and those who need additional help. Teachers use the interactive whiteboard technology very well and a wide range of software and resources that engage and stimulate pupils. The marking of pupils' books is much more consistent and teachers commonly provide targets or next steps for learning. They use assessment data well to monitor pupils' progress, identify those that may be falling behind or have gaps in their knowledge. Teachers have been assiduous in ensuring that these gaps are plugged through additional lessons for whole classes or support for groups and individuals. Consequently, across the year groups, pupils' progress is accelerating.

Curriculum and other activities

Grade: 2

The curriculum is good. All subjects of the National Curriculum are timetabled regularly. They are planned, organised and resourced well. Religious education, personal, social and health education, and French are also well covered. A wide range of extra-curricular activities enriches pupils' experience and helps them to learn from a range of adults as well as their teachers. The school effectively uses these direct experiences, for example a visit to a local water park, to stimulate pupils' motivation and increase their insight into subjects such as geography. Pupils receive a broad, balanced and interesting education. This is a major factor in their good progress and high levels of enthusiasm. The curriculum is well managed by subject coordinators who strive to ensure proper coverage throughout the school and to support staff to achieve this. Staff have been very effective in embedding new methods for the teaching of phonics in the Foundation Stage and the teaching of literacy and numeracy throughout the school. The curriculum for ICT is good and has been significantly improved since the last inspection. This is supported by a good range of computers, laptops and interactive whiteboards. Staff and pupils use this range competently to strengthen and enliven learning. This competence has been strengthened by effective staff training, with strong support from the local authority.

Pupils with learning difficulties have their needs carefully assessed. Their lessons are well tailored to meet their needs and help them to experience the same curriculum as their peers. This is aided considerably by the teaching assistants who often work with them. The school is planning to improve the curriculum further by forging links between subjects to strengthen learning. Staff are aware of the need, in reorganising the curriculum in this way, to ensure that subject knowledge and skills are covered progressively within the topics being planned.

Care, guidance and support

Grade: 2

The school gives good care, guidance and support to all of its pupils. The staff work diligently and cooperatively to bring this about. Pupils are well known by the staff. They say they feel safe and secure in the school and that they know exactly who to turn to when they have a problem. They also believe that staff consider their views. There are good examples of how the school council has identified issues and influenced the school to resolve them. The school provides a calm, well ordered and purposeful environment for both academic learning and personal development. There are good procedures for tracking the progress pupils make, and for giving them clear advice and support to make further progress. Teachers set pupils realistic and specific targets for progress. Pupils know their targets, understand them and report that they help them to focus their efforts and keep them on their toes. Pupils with learning difficulties, or those otherwise at risk, are carefully assessed and their teachers, teaching assistants and learning mentor give them tuition well tailored to their specific needs. Pupils are given a clear insight into the choices available to them for secondary education. Procedures for promoting the health and safeguarding of pupils are up-to-date and meet statutory requirements. Staff work diligently to put them into practice.

Leadership and management

Grade: 2

Leadership and management, and their impact on teaching and standards, have improved significantly since the last inspection. They are now good, as is the school's capacity to bring about further improvement. The headteacher has charted a clear course for development. She has implemented this and tackled the issues raised in the last inspection vigorously. She is supported strongly by the deputy headteacher and middle managers and there is a productive spirit of cooperation and high morale among the staff. The work of the school is closely monitored by the headteacher who has an accurate understanding of how well it is doing and of the areas which are to be developed further. Planning to bring about this improvement is clear and effective. It has improved recently, initially with the specialist help of staff from the local authority, but now it is carried out entirely within the school. The school runs smoothly and administration is very effective. Governors are more involved in school life and in monitoring its effectiveness than when the school was last inspected. They carry out all statutory functions properly and provide satisfactory oversight of the school. However, there is scope to strengthen the governing body's skill base in order to improve its strategic oversight of, and challenge to, the school. In managing future improvements, the school needs to pay close attention to the very high standards that have been reached by the children in the Foundation Stage and ensure that commensurately high expectations are set so that future attainment in Years 1 to 6 builds upon these.

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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	1
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
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	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	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	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

Text from letter to pupils explaining the findings of the inspection

Inspection of Kingsway Primary School, Urmston, M41 0SP

Thank you for making Mr Toft and me feel so welcome and for being so helpful when we visited your school recently. We really enjoyed talking with you, looking at your work and finding out about the things you like doing. Thank you especially to those of you who met with us and told us all about your school. We understand why you enjoy it and why you are proud of it.

As you know, I have visited your school a few times now, with different inspectors, to see how the school is getting along, because it needed some extra help. Well, I am delighted to tell you that I shall not be coming again because your school is now a good school and there are lots of good things about it. In a way, I'm sorry I won't be visiting again, but I think Mrs Bowden and the grown ups won't mind this too much!! J

These are just some of the things that Mr Toft and I agree are good about your school.

- Your work is of a high standard and you are making good progress due to the good teaching. Some of you are making even faster progress because you are filling in gaps in your knowledge and learning things that you didn't know before. Others of you are racing ahead in your reading, and all of you have improved your writing, your mathematics and science work. So well done and keep it up!!
- The children in the Foundation Stage are doing brilliantly and we think that Mrs Rimmer and the ladies who help her are doing an outstanding job. Well done Mrs Rimmer! I really enjoyed watching the Reception and Nursery children doing their physical education lesson. You older children wouldn't believe how good the little ones are at climbing the apparatus.
- You behave well and you are developing into sensible young people. The school takes good care of you and does its very best to ensure that you know the right way to behave and that you are caring people. Some of you carry out important roles in school because you enjoy having responsibilities. Lots of you told us that you enjoy school now and find it interesting and exciting. That's great to hear.

Now that you are all doing well, we have asked Mrs Bowden and the grown ups to make sure that all of you make as much progress as you can, especially now that the children in the Foundation Stage are getting off to such a good start. This means that really, you could all do well across a range of subjects and activities. The teachers are looking at how the subjects in school can be made even more interesting but still ensure that you are taught important skills and knowledge. When they do this we know that you will help them by continuing to work hard and enjoy school.

Good luck! We wish you well.