

Kingsway Primary School

Inspection report

Unique Reference Number	135353
Local Authority	Gloucestershire
Inspection number	341641
Inspection dates	9–10 March 2010
Reporting inspector	Mike Capper

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	217
Appropriate authority	The governing body
Chair	Jan Mabson
Headteacher	Paula Needham
Date of previous school inspection	Not previously inspected
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Introduction

This inspection was carried out by three additional inspectors. The majority of time was spent looking at learning; 13 lessons were observed and eight teachers were seen. Meetings were held with governors, staff and groups of pupils. The inspectors observed the school's work and looked at teachers' planning, the school's assessment information and safeguarding policies, and samples of pupils' work. Inspectors analysed questionnaires from staff and pupils, as well as 107 from parents and carers.

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

- the effectiveness of teaching at meeting the differing needs of pupils
- how well the school ensures that newly arrived pupils get off to a good start when they join Kingsway
- the impact of leadership on school improvement
- the impact of the curriculum on pupils' enjoyment of school.

Information about the school

This new school, which opened in September 2008, is located on a new estate of a mix of private and rented housing on the edge of Gloucester. Pupils continue to arrive on an almost daily basis and the school has more than doubled in size in the last year. The proportion of pupils identified as having special educational needs and/or disabilities is above average. Most, but not all, of these pupils have moderate learning difficulties. Virtually all pupils are of White British heritage.

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?

3

The school's capacity for sustained improvement

3

Main findings

This satisfactory school is moving forward at a steady pace as it strives to manage the many challenges caused by its constantly changing intake. Members of staff and pupils are very welcoming to new arrivals, helping them to settle quickly and to get off to a good start.

Pupils' achievement is satisfactory. When pupils join the school, many are not working at the levels expected for their age. Pupils make satisfactory progress as they move through the school, including in the Early Years Foundation Stage, although attainment remains below average at the end of Year 6. Although there is some good teaching, much of it is satisfactory and this means that progress is not even across the school. Teachers are enthusiastic and hard working but they do not always meet differing needs well enough. They plan some interesting work, but do not give pupils enough opportunities to take responsibility so that they are more engaged in the learning process.

Pupils are happy at school. They are very clear about the importance of adopting healthy lifestyles and they feel very safe. This is supported by the school's good safeguarding systems and the strong partnerships that have been established with outside agencies. Leaders have worked successfully to unite staff and pupils in their new school. Links with a school in Spain help to strengthen cultural awareness, but pupils have a limited knowledge of cultures other than their own.

There are satisfactory systems for evaluating school effectiveness and leaders are beginning to have a positive impact on pupils' learning. They have shown that there is a satisfactory capacity for further improvement in the way that they have used data sharply to identify and tackle potential underachievement in the current Year 6. However, the pace of change has been slowed by the high number of staff at the start of their careers in the school which has meant that leadership responsibilities have fallen on a few staff. Monitoring sometimes lacks rigour and clarity and where support has been given, for example to improve teaching, it is not checked well enough to see that it is ensuring sustained improvement. The school has suitable arrangements to seek and respond to the views of parents and carers. Leaders know that not all parents and carers are happy and that they need to do more to strengthen the home-school partnership.

What does the school need to do to improve further?

- Move satisfactory teaching to good by:

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- ensuring that teachers consistently plan work that is pitched at the right level for all pupils
- ensuring that teachers give pupils more responsibility in lessons so that they are less passive in their learning.
- Improve the effectiveness of leadership and management by:
 - reviewing staffing structures so that responsibilities are shared amongst more staff
 - monitoring provision more rigorously so that leaders can be sure that it is improving quickly enough
 - working with parents and carers to strengthen the home-school partnership.
- Give pupils more opportunities to learn about cultures other than their own.

Outcomes for individuals and groups of pupils**3**

Most pupils enjoy school and their achievement is satisfactory. In lessons, pupils make largely satisfactory progress. They do best in lessons when there is good challenge and opportunities to work independently. For example, in a good literacy lesson, pupils tried hard and developed new skills quickly. The task of writing scripts in preparation for filming the interview of a visiting policeman was engaging and pupils used their good information and communication technology (ICT) skills. Where progress in lessons is satisfactory, it is because work is not matched well enough to differing needs leading to some pupils losing interest. In a lesson where pupils looked for information in science books, they did not concentrate and they made slow progress. When learning about sorting data in a numeracy lesson, a group of pupils were enthusiastic because the work involved looking for wildlife in the school grounds, but learning was satisfactory because there was not enough challenge. Pupils with special educational needs and/or disabilities are given sound support in lessons and make satisfactory progress.

Pupils are happy at school and are very welcoming to newcomers. They take responsibility enthusiastically and the school council gives them a good voice. They learn to manage budgets through enterprise projects, such as running a 'Tapas Caf□□' in school and they have a good understanding of how to look after the environment. Pupils have enjoyed learning about Spain and taking part in a 'Global Awareness Day', but their knowledge of cultures other than their own is limited. Good links with local churches help pupils to develop good spiritual awareness.

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

How effective is the provision?

Adults take good care of pupils and their safety is given the highest priority. There is a strong partnership with outside agencies to support pupils who are finding home or school life difficult. The school continues to work hard to improve attendance, but there are still some families who have not been responsive to these efforts. There are clear systems for managing difficult behaviour. These are applied effectively in most, but not all, classes.

Teachers work hard to make learning enjoyable and they make good use of interactive whiteboards to introduce new skills and to bring subjects alive. Teachers plan thoroughly for lessons, but there are times when work is not pitched at the right level for all and pupils are not engaged well enough in their learning. A strength in teaching is the way that marking and 'Ladders for Success' help pupils understand how to improve their work.

The curriculum soundly promotes basic skills. Work is planned around themes and this helps to make learning enjoyable, with ICT being especially well embedded into everyday learning. However, some science topics are not studied in sufficient detail and the curriculum includes too few opportunities for pupils to learn about cultures other than their own.

The school provides a good range of clubs to support pupils' personal development. There is a good partnership with other schools and groups to enrich the curriculum. For example, pupils from a local secondary school support Year 6 pupils in making a television programme.

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These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	3

How effective are leadership and management?

Senior leaders have ensured that their ambitions and drive for improvement are satisfactorily shared by staff and governors. However, the difficulty in delegating leadership responsibilities due to the high number of new staff and budgetary constraints mean that senior staff are taking on too much. Consequently, monitoring is not rigorous enough to check that improvement is being sustained. Governors have received extensive support to help them understand their role and are beginning to provide more challenge to the school.

The school promotes equality and tackles discrimination satisfactorily. Leaders are beginning to do the right things to ensure that progress is more even across the school. The school's contribution to community cohesion is satisfactory. In the first year that the school has been open, leaders have rightly focused on establishing a sense of community and pulling a disparate group of pupils and families together. This is now established and the school is extending this further by acting as a hub for the local estates which currently have few other facilities. Pupils have some opportunities to learn about life in other parts of the world, but their understanding of life in multicultural Britain is less strong and leaders have rightly identified that they now need to tackle this.

There are good safeguarding procedures. Members of staff are vigilant in identifying and responding to any potential dangers that pupils may encounter.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	2

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	
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

When they join the school, nearly all the children are working at levels below those typically expected for their age. They make satisfactory progress from these comparatively low starting points, although attainment remains below average by the end of the Reception Year. Children make the best progress in personal, social and emotional development, benefiting from adults' patient and sensitive support and the many opportunities they have to work independently. There is a happy atmosphere in lessons with children working hard and behaving sensibly. When children work together as a group, they are well supported. For example, children improved their writing skills quickly when an adult sat with them and guided them in what they could do better. Children's learning is sometimes slower when they are working independently. This is because adults miss some opportunities to extend learning through challenging questioning or discussion. Children like their 'Learning Journals' which show clearly their progress over time.

Leadership has developed an interesting curriculum, with good use being made of the well-resourced outdoor area to support learning. The team is improving provision steadily, but there is not enough monitoring to check that everything is going well enough. Senior school leaders know that they need to increase their knowledge of the early years curriculum so that they can take a more active role in evaluating provision.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

There was a relatively high return of questionnaires. Those received were mainly positive, with many parents and carers feeling their children are kept safe and enjoy coming to school. Positive comments included 'a very welcoming school' and 'staff are

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friendly and helpful'. About a quarter of parents raised concerns about some aspects of the school's work. Their major worry was about how the school tackled unacceptable behaviour. Inspectors found that there is occasionally some bad behaviour and that usually this is dealt with effectively. However, there are rare occasions when unacceptable behaviour has a negative effect on learning because it is not managed well enough. Other concerns about leadership and management, pupils' progress, how successfully differing needs are met and how well the school takes account of parents' views are reported on elsewhere in the report.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils 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 107 completed questionnaires by the end of the on-site inspection. In total, there are 217 pupils registered at the school and in child-care provision.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	63	59	42	39	0	0	0	0
The school keeps my child safe	60	56	41	38	4	4	0	0
The school informs me about my child's progress	47	44	52	49	6	6	1	1
My child is making enough progress at this school	49	46	40	37	12	11	3	3
The teaching is good at this school	59	55	43	40	3	3	0	0
The school helps me to support my child's learning	44	41	43	40	15	14	1	1
The school helps my child to have a healthy lifestyle	44	41	60	56	1	1	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)	39	36	50	47	6	6	3	3
The school meets my child's particular needs	41	38	49	46	10	9	4	4
The school deals effectively with unacceptable behaviour	36	34	39	36	19	18	9	8
The school takes account of my suggestions and concerns	35	33	47	44	11	10	9	8
The school is led and managed effectively	45	42	39	36	14	13	4	4
Overall, I am happy with my child's experience at this school	46	43	50	47	10	9	1	1

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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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.



11 March 2010

Dear Children

Inspection of Kingsway Primary School, Gloucester GL2 2ZZ

Thank you for welcoming us to your school and completing the questionnaire. At the moment, your school is providing a satisfactory education. This means that we found some good things in the school but also some things that need improving.

Here are some of the things we found out about your school.

- Satisfactory teaching means that you make steady progress as you move through the school.
- You play and work together happily in the Reception Year. It is lovely to see so many smiling faces as you come into school in the morning!
- You make a good contribution to the life of the school. It is great that you are so welcoming to children when they first start school.
- All adults in school are kind and caring and they give suitable help to those of you who find work difficult.
- You are kept safe and develop a good understanding of how to stay healthy.
- The headteacher, teachers and governors know what needs improving and are taking the right steps to move things forward more quickly.

This is what we have asked your school to do now.

- Make sure that senior leaders are not taking on too much and check more carefully how well the school is doing so that it can improve more quickly.
- Improve teaching by making sure that your work is not too hard or too easy for you and that you are given more opportunities to take responsibility for your own learning.
- Work more closely with parents and carers so that they feel happy about everything the school is doing.
- Make sure that you get more opportunities to learn about different cultures.

We wish you all well for the future. You can help your teachers by always behaving sensibly.

Yours sincerely

Mike Capper

Lead inspector

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