

Kingsway Primary School

Inspection report

Unique reference number	122716
Local authority	Nottinghamshire
Inspection number	380519
Inspection dates	23–24 April 2012
Lead inspector	Susan Hughes

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	Gary Barnes
Headteacher	Kate Burns
Date of previous school inspection	19 September 2007
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Age group	4–11
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Introduction

Inspection team

Susan Hughes

Additional Inspector

David Westall

Additional Inspector

This inspection was carried out with two days' notice. The inspection team visited 18 lessons taught by eight teachers, of which three were observed jointly with the headteacher and deputy headteacher. Meetings were held with parents and carers, groups of pupils, members of the governing body and staff. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection. They observed the school's work, and looked at monitoring information, improvement plans, analysis and tracking of pupils' progress, and records of classroom observations. They also looked at pupils' work, listened to pupils read and checked attendance. Inspectors analysed questionnaires submitted by 31 staff, 100 pupils and 95 parents and carers.

Information about the school

Kingsway Primary School is an average-sized school. The proportion of pupils from minority ethnic backgrounds is well below that in other schools nationally, as is the proportion which speaks English as an additional language. The proportion of pupils known to be eligible for free school meals is broadly average. The percentage of pupils supported by school action plus or with a statement of special educational needs is broadly average. The school meets the government's current floor standards for pupils' attainment and progress. The school has been awarded the International School Award for the second time, along with a range of other accreditations including Investors in People, Investors in Pupils, Healthy Schools Gold award and Eco Schools Silver 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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- Kingsway Primary School is a good school. It is not yet outstanding because standards are still broadly average and some more-able pupils do not make as much progress as they could. Parents and carers overwhelmingly agree with the inspection team that the caring ethos of the school provides a safe and secure environment which meets the needs of almost all pupils.
- Children start school with skills below those of others nationally, particularly in reading and writing. They get off to a good start in the Early Years Foundation Stage and continue to make good progress throughout the school. Attainment at the end of Key Stage 2 is broadly average. Standards are not higher in mathematics because problem-solving skills are not always well enough developed. In English, more capable pupils do not always have enough opportunities to develop their writing skills through extended writing.
- The quality of teaching is good. Lessons are well planned and teachers engage pupils through their enthusiasm and good subject knowledge. In the most effective lessons, teachers know just when to intervene with well-judged questions and when to stand back and let pupils work things out for themselves.
- Behaviour and safety are good. Pupils show a mature respect and acceptance of each other's differences and needs. They feel they can talk openly about any learning difficulties without attracting adverse attention.
- The strong leadership and governance of the school ensure that areas for development are identified and addressed successfully, even though there is currently a very small leadership team. The good leadership of teaching and effective management of performance are reflected in the trend of rising standards in mathematics and reading.

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What does the school need to do to improve further?

- Raise standards in English and mathematics, especially for the most capable pupils, by ensuring that:
 - the development of mathematical problem-solving skills is given more emphasis in the curriculum
 - pupils are given more opportunities to produce extended pieces of writing, especially to embed their skills in organising texts and creating more complex sentence structures.

- Distribute the leadership and management responsibilities so that more staff are involved in checking the school's performance and in strategic planning.

Main report

Achievement of pupils

Most parents and carers rightly feel that their children make good progress and that their individual needs are met. From a lower-than-average starting point in the Early Years Foundation Stage children make good progress. Although this closes the gap between them and others nationally, children's skills are still below national expectations when they start in Key Stage 1. Continued good progress throughout Key Stages 1 and 2 results in pupils reaching broadly average attainment in both mathematics and English by the end of Key Stage 2.

The teaching of phonics (the sounds that letters make) has resulted in improving standards of reading and pupils demonstrate good phonic knowledge. Standards have risen over the last three years and are now broadly average by the end of Key Stage 1. For example, pupils in Year 2 were able to sound out and decipher unfamiliar words for geographical features when labelling pictures of landscapes. In Key Stage 2 pupils demonstrated fluency in reading and an understanding of texts in line with national expectations. Although standards in English throughout the school are showing an upward trend, some potentially higher-attaining pupils do not make as much progress as they should. This is because they do not have enough opportunities to develop their higher-level writing skills through extended writing where they make independent choices about what and how they write rather than being told exactly what to do by the teacher.

Pupils make good progress in mathematics and standards have risen over recent years. Teachers demonstrate good subject knowledge and instil confidence in pupils which encourages them to meet their high expectations. For example, pupils in Year 1 were able to find number bonds to 10, 20 and even 50. Pupils in Year 5 demonstrated a sound understanding of representing and interpreting different types of data. However, pupils are not given enough opportunities to use their mathematical knowledge and skills in problem-solving situations which would present an appropriate level of challenge for more-able pupils.

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

There is no marked difference between the attainment of boys and girls. Pupils who are eligible for free school meals do as well as their peers. Pupils with disabilities and those with special educational needs make good progress as a result of well-targeted support by the school.

Quality of teaching

Most parents and carers agree with the inspection team that their children are taught well. Planning is thorough and takes into account pupils' differing needs and starting points. Excellent relationships mean that pupils are keen to learn and most feel that adults in the lessons help them achieve. In most lessons, a good pace moves pupils on in their learning and teachers' questioning checks understanding and challenges thinking. Pupils in Year 6, for example, were able to hypothesise and verify ideas about different forces acting on a falling body – whether it be a parachutist, a playdough mouse or a piece of paper. Pupils throughout the school are encouraged to question and wonder about the wider world. In the Early Years Foundation Stage, children were thrilled to find a ladybird while preparing to plant strawberries and all gathered round to see this little wonder.

Occasionally, however, the pace of lessons is too slow and tasks are directed too closely by the teacher, offering pupils fewer opportunities to initiate activities and develop their problem-solving and writing skills. This means that sometimes more-capable pupils do not make the progress they could.

Pupils who are disabled or who have special educational needs make good progress in lessons because teachers plan carefully to ensure their specific needs are met. Support staff are well briefed and effective, helping pupils without creating a dependency culture. There is a good balance between in-class support and individual or small-group support outside the classroom

Work in books reflects the good teaching and good progress made by most pupils. Teachers' marking gives clear guidance on how to improve and is closely linked to pupils' individual or group targets. In most cases, pupils respond to teachers' comments, demonstrating that they have understood, but this is not yet consistent across the school. Pupils say that they get regular homework and feel that it helps them with their learning as it is always relevant to what they are doing in class.

Behaviour and safety of pupils

Pupils behave well in and around school. In lessons, they demonstrate positive attitudes to learning and readily share resources and ideas. Just occasionally, attention wanders in lessons where pupils have to sit and listen to their teachers for a little too long. On these occasions, pupils become passive rather than active learners.

Pupils are proud to take on the role of 'Playground Buddy' and feel it is important to

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ensure everyone feels safe and happy at playtimes. They show a mature understanding of pupils for whom good behaviour is a challenge and feel it is their role to help them rather than make judgements. Incidents of bullying, including prejudice-based bullying, are rare. Although a very small minority of parents feel that bullying is not dealt with effectively, most pupils say that if any does occur, it is dealt with swiftly and effectively.

Parents and carers overwhelmingly agree that the school looks after their children well. One parent commented, 'The school provides a friendly and welcoming environment for the children and parents alike.' Pupils are taught to stay safe, for example, through lessons on internet safety, drug abuse resistance education for pupils in Year 6 and children and safety education for pupils in Year 2. They are given responsibilities such as acting as junior road safety officers to make others aware of traffic dangers.

Most pupils are happy to come to school, so it is surprising that the attendance rate is only average. Despite the school's best efforts, too many parents choose to take their children on holiday during term time.

Leadership and management

The leadership and management of the school are good. Members of the governing body are visibly active in monitoring the school's performance during visits linked to specific curriculum areas and linked class visits. They have a clear understanding of the school's strengths and areas for development and hold the senior staff to account for continued school improvement. The good leadership of teaching and effective management of performance is reflected in the school's accurate self-evaluation which informs whole school management performance targets. This has had a positive impact by raising standards in mathematics and reading.

Parents and carers appreciate the strong leadership qualities of the headteacher, referring to her as 'fantastic', 'great' and 'top class', while staff talk about her 'excellent, supportive leadership'. Although the senior leadership team is currently very small due to recent staff changes, the rise in standards in reading and mathematics demonstrates effective self-evaluation and good capacity to improve. However, leadership roles have not been extended to other members of staff to ensure a more balanced distribution of responsibilities.

Relationships and communications with parents and carers are well developed and appreciated. A very large majority feel that they are kept well informed and that the school responds well to any concerns raised. One parent commented on good opportunities provided, especially the family cooking sessions. Almost all parents and carers feel that the school helps them support their children's learning.

The leadership team has developed good relationships with a range of agencies. This means that pupils whose circumstances may make them vulnerable and those with disabilities or special educational needs are well supported by key professionals.

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Pupils also have the opportunity to share experiences in the local community, such as visiting the local church and singing at local care homes. The school also supports neighbouring schools through the 'Achievement for All' project by sharing elements of good practice and expertise.

The planned curriculum is good because it is relevant and stimulating. Pupils talk enthusiastically about enrichment activities such as the airport experience in school. However, pupils are not always given enough opportunities to develop their learning and skills through more open-ended problem-solving tasks. Literacy and communication skills are used effectively across all subjects, while mathematical skills are developed in other subjects, but to a lesser extent. The spiritual, moral, social and cultural education of pupils underpins the curriculum and is evident in the way pupils conduct themselves in lessons and around school. Pupils in Year 3 demonstrated a mature understanding of different types of relationships and were able to reflect on what makes a good friend. Pupils in both Key Stages 1 and 2 responded well in demonstrating how a good audience behaves while pupils from Year 7 in a local secondary school performed piano recitals in assembly. Activities such as Indian dancing, African drumming, hand-bell ringing and visiting drama groups support the school's drive to widen pupils' understanding of local and world cultures.

The leadership of the school has ensured that the arrangements for safeguarding comply fully with current requirements. Records and checks are robust and appropriate policies and practices provide a safe environment for the pupils and staff. The school promotes equality and tackles discrimination, providing good support for pupils whose circumstances may make them vulnerable.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards:	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



25 April 2012

Dear Pupils

Inspection of Kingsway Primary School, Nottingham, NG17 7FH

Thank you for making us so welcome when we visited your school recently. Kingsway Primary School is a good school. We agree with you that the teaching is good and the school provides a safe learning environment. You play a valuable part in this by behaving well in lessons and around school. Well done!

You make good progress in lessons and this means that when you leave school at the end of Year 6 you are well prepared for secondary school. However, sometimes there are not enough opportunities for some of you to tackle more complicated problems in mathematics or to think about how you can produce longer pieces of writing.

Your headteacher and deputy headteacher lead the school well. But they cannot do this by themselves and now need to spread the jobs among other members of staff.

To help make your school even better, there are a few things we are asking your headteacher and teachers to do. These are:

- make sure there are more opportunities for you to tackle problems in mathematics
- give you more opportunities to decide how you can develop your writing skills in longer pieces of writing
- share out the responsibility for leading the school so that more staff are involved

You can help by making sure you continue to try hard in lessons.

Yours sincerely

Susan Hughes
Lead inspector

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