

# Kingsway Primary School

## Inspection report

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<b>Unique Reference Number</b>	122716
<b>Local Authority</b>	NOTTINGHAMSHIRE LA
<b>Inspection number</b>	314373
<b>Inspection dates</b>	19–20 September 2007
<b>Reporting inspector</b>	Ronald Cohen

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	216
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Gary Barnes
<b>Headteacher</b>	Mrs Kathryn Burns
<b>Date of previous school inspection</b>	5 July 2004
<b>School address</b>	Kingsway Kirkby-in-Ashfield Nottingham Nottinghamshire NG17 7FH
<b>Telephone number</b>	01623 408259
<b>Fax number</b>	01623 408287

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

Kingsway Primary is a slightly smaller than average school to the north of Nottingham, serving a community which is predominantly ex-coal mining. The economic decline of both mining and textiles has resulted in an area of considerable socio-economic disadvantage. However, the number of pupils claiming Free School Meals is lower than the national average, despite being eligible. Pupils are almost exclusively of white British Heritage. The number of pupils with special educational needs is slightly lower than average.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good school where pupils make good progress both academically and socially. Some features are outstanding. Everyone associated with the school values highly its strong sense of community, where adults and pupils care for each other, and pupils feel very secure and happy. Very good links with other partners, agencies and schools greatly enhance the learning opportunities for pupils. Parents rate the school highly and appreciate its outstandingly warm and caring atmosphere. Pupils enjoy good relationships with the staff and say they like their teachers and the way they help them to learn. Consequently, pupils have positive attitudes to learning.

Children in Reception make good progress from starting points below national expectations. The high emphasis given to developing effective learning habits through independent and teacher-led activities results in most children reaching the standards expected by the time they start Year 1. Throughout Years 1 to 6, good teaching and a stimulating curriculum interest pupils, who consequently work hard. By the end of Year 6, standards are in line with national averages, although standards in English, and particularly in writing, are not as high as those in mathematics. Standards in science are above average. Although, teaching and learning are good overall, the best features of teaching, particularly the pace of lessons, are not fully consistent across the school.

Pupils' personal development is good and helps them to achieve well. They become more mature, work together well and develop good social skills. They enthusiastically carry out an extensive range of responsibilities, and have an excellent understanding of the need to eat healthily and take frequent exercise. Pupils are prepared well for the next stage of education and their future lives.

Leadership and management are good. The headteacher presents an excellent role model and has successfully created a very effective staff team. All share a strong commitment to raising standards, and the targets they have set reflect this. Monitoring and evaluating procedures are well organised and, consequently, the school has an accurate view of its performance. Governors provide good support and challenge. Finances are well managed and the school gives good value for money. The effective steps taken to promote improvement since the previous inspection show good capacity to improve further.

## Effectiveness of the Foundation Stage

### Grade: 2

Children settle quickly into the school because teachers reinforce routines and expectations. Children quickly feel part of the school community, helped by excellent links with the Rocking Horse Nursery. The school actively encourages parents to support their children's learning. Children make good progress in all areas of development. Their standards of attainment rise to meet national expectations over the year. While many children exceed the goals expected in their personal, social and emotional development, their speaking skills lag a little behind. A particular strength is the way that teachers regularly check progress and intervene to plan activities to balance play with structured learning. A clear focus each day, such as writing and number work, helps progress. Children enjoy the activities and learn to work and play in groups. They are particularly well looked after, so they feel safe and secure in their area and in the wider school. Learning is exciting because the curriculum is good and provides a wide range of

interesting and varied features. Children learn Spanish and have fun speaking the language, counting and singing in it. This opportunity supports children's personal development and knowledge and understanding of the world. The outdoor play area helps children develop physically and socially but there is limited opportunity to explore and investigate the natural environment.

### **What the school should do to improve further**

- Increase the variety of opportunities for pupils to write in different styles to raise their standards in English.
- Make the best features of teaching consistent throughout the school.

## **Achievement and standards**

### **Grade: 2**

Children in the Reception class make good progress because they are presented with a rich variety of well organised activities and most reach the standards expected by the time they enter Year 1. The good start in Reception is built upon well, and good progress results in broadly average standards by the end of Year 2, although reading and writing are the weakest areas of pupils' development. By the end of Year 6, standards are average overall. There have been fluctuations in individual subject areas. In 2006, mathematics was the weakest area. Provisional results for 2007 show a weakness in writing. The school is aware of this and has planned improvement. However, these pupils did not benefit from the currently high level of provision in Foundation Stage and Key Stage 1, and their standards represent good achievement from a well below average starting point. Pupils with learning difficulties and/or disabilities make good progress because they are well supported.

## **Personal development and well-being**

### **Grade: 2**

Pupils enjoy learning, have good attitudes towards work and relate warmly to adults and to each other. Behaviour is good in lessons and around the school. Pupils readily take up the opportunities they are given to show initiative, both in formal situations, such as the school council, and informally, such as helping to present assemblies. Attendance is satisfactory and improving, but, despite the school's efforts, a small number of parents continue to take their children on holiday during term time. The provision for spiritual, moral, social and cultural development is good. It is part of school life and pupils become increasingly positive members of the school and wider communities. For example, they engage in singing and bell-ringing in the local community, and raise funds for charities such as Children in Need. Outstanding strengths of pupils' personal development are their eager and successful adoption of safe practices and healthy lifestyles. The latter particularly contributes to the high number of pupils engaging in extra-curricular sports. Pupils are prepared well for the next stage of education and their future lives.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teachers plan their lessons well and clearly explain what is to be learned at the outset. Classes are well managed and orderly so that pupils learn in a calm atmosphere. Clear explanations and

effective questioning ensure purposeful learning. Teachers use resources skillfully to make learning interesting and motivate pupils. Teaching assistants work well with teachers and support pupils with learning difficulties and/or disabilities effectively so that they make good progress. Teachers make increasingly effective use of assessment information to plan challenging, well-paced lessons. Most lessons run at a brisk pace, which maintains pupils' interest and enthusiasm. However, in a few lessons, the pace is sluggish and pupils lose interest and make slow progress.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum has some outstanding features. A parent commented, 'My son has settled well and loves singing Spanish songs.' Pupils receive a wide range of experiences and enjoy learning through well-chosen topics, especially in Years 1 and 2. Spanish is provided for all pupils and enables them to improve their use of language and better understand the wider-world community. The curriculum is enriched by opportunities for pupils to develop personal and interpersonal skills through extra-curricular courses. There is a wide range of clubs and sports tournaments, including visits by coaching staff from Nottingham Forest Football Club. Visits to local businesses help to improve understanding of how commerce works. The emphasis on raising achievement in basic skills is also an appropriate preparation for the future. Personal, social and health education is strong and contributes especially well to pupils' understanding of how to stay healthy and safe. The arrangements for pupils to transfer to the next stage of learning are very good.

## **Care, guidance and support**

### **Grade: 1**

Outstanding care, guidance and support contribute very well to pupils' enjoyment of school and good progress. Pupils said, 'We are happy at school and pleased to come back after holidays.' Parents are positive about the support their children receive and appreciate the information they get about progress. Monitoring of progress is comprehensive and used to help each pupil make good progress. Academic guidance is a strong feature. Pupils are very aware of their personal targets, and their work is marked clearly to show them how to improve. Assemblies are used well to commend and reward. Teachers make full use of support services to meet the needs of pupils with learning difficulties and/or disabilities to ensure they make good progress. Child protection and health and safety procedures are very robust and regularly reviewed by governors. Teaching assistants and lunchtime supervisors help pupils in a caring and positive manner. Children in Reception are well inducted into the life of the school by pre-school visits.

## **Leadership and management**

### **Grade: 2**

The head teacher makes an outstanding contribution. Ably supported by the deputy head and senior leadership team, she sets clear direction for the work of the school and ensures a common sense of purpose. This strong team enjoys the support and the cooperation of the whole staff. There is a sharp focus on improving pupils' learning, standards and progress alongside a firm commitment to ensuring the highest levels of care and personal development. Monitoring and evaluation are thorough and rigorous and include monitoring of the school's targets. Detailed records identify targets for improvement and the impact of action taken. Governance is good.

Governors hold the school to account for its performance and check regularly for themselves how well it is doing. Any dips in performance are quickly identified and action taken to remedy them.

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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	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	3
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	1
The extent to which learners adopt safe practices	1
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?	1

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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	2
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**

22 September 2007

Dear Pupils

Inspection of Kingsway Primary School, Nottingham, NG17 7FH

Thank you for being so friendly when we visited your school earlier this week. We enjoyed talking to you and looking at your work.

Your school gives you a good education, and some things about it are excellent. You told us how much you enjoy coming to school, and we could see how well you play and work together. Your behaviour is good. The staff look after you very well so you feel safe and confident to ask them for help, or to share your worries. Your school is good at giving special help in learning to those who need it. You all know very well how to stay safe and healthy, and you particularly enjoy the good opportunities to take part in sport.

You are making good progress in your learning because the work you do and teaching you receive is good. We found that most of your lessons are really exciting, and you certainly enjoy Spanish. Teachers mark your work so you know how to do even better next time. I want your headteacher to make sure that all your lessons are as good as the best. I also want her to make sure your teachers help you do even better in English, especially in writing.

I am sure all this will be done because everybody has your best interests at heart. I also feel sure that you will help your teachers by continuing to work hard to do your best at everything - just as you are doing now.

I wish you and your teachers all the best for the future.

Ron Cohen

Lead Inspector