

Inspection of The Kingsway School

Foxland Road, Cheadle, Cheshire SK8 4QX

Inspection dates: 28–29 January 2020

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Previous inspection grade Good

What is it like to attend this school?

The headteacher and staff are working to make this good school even better. They have demonstrated the capacity to make this happen. They prepare pupils well for successful and happy lives.

Pupils come to this school from many different backgrounds. They gel quickly and get along well. Pupils that we spoke to told us that they feel safe. They can be themselves in this school community. Bullying is rare. It is sorted out quickly if it does happen.

Pupils are happy, confident and upbeat. They value education. Pupils are considerate of others, behave well and try hard in class.

Most pupils achieve well in their examinations. Staff are always thinking of new ways to provide a stimulating and ambitious curriculum. At its best, such as in art and English, the curriculum is very strong. Here, pupils are inspired by their learning. They have opportunities to think hard and tackle complex ideas. In most other subjects, the curriculum is delivered well. Pupils are provided the knowledge and skills they need to be successful.

Pupils value the wider curriculum. It provides pupils with extra activities and school trips. Many pupils use these opportunities. Staff think about and add to what they provide, so that there is something for everyone.

What does the school do well and what does it need to do better?

Leaders make sure that pupils get to learn those things which will enrich their lives. They also want pupils to achieve good examination results. The quality of education which pupils receive has really improved since the last inspection. Pupils get a good deal across almost every subject.

Leaders have tackled disadvantaged pupils' weak attendance and achievement. The attendance of many disadvantaged pupils has improved this year. Their better attendance helps these pupils achieve well. However, some disadvantaged pupils, and some pupils with special educational needs and/or disabilities (SEND), still do not attend regularly enough. These pupils sometimes miss out on important learning.

This is a large school, of almost fifteen hundred pupils. Leaders collect information about pupils regularly. Often leaders use this information well. For example, they have listened to pupils' concerns about a lack of healthy catering options provided at break and lunchtimes. At other times, leaders do not analyse and act upon the information they have collected so well.

Teachers visit the primary schools from which pupils come. This gives them a good understanding of what pupils who are joining the school in Year 7 know and can do.

As a result, as soon as pupils start at the school, teachers are able to plan work which is securely built on pupils' prior learning.

Staff plan a wide-ranging and thought-provoking curriculum in key stage 3. Teachers prepare pupils well to study subjects at key stage 4. They also make sure that pupils who do not follow a subject through to GCSE have the knowledge and skills they need to be well prepared for the future.

The key stage 4 curriculum is designed to spark pupils' interest. Curriculum plans are delivered well. Staff provide subject expertise and enthusiasm. They do not overly focus on examination skills and practice questions. Instead, they place emphasis on more ambitious activities. These activities encourage pupils to think more deeply and develop a wider range of knowledge.

Pupils follow courses at key stage 4 which match their needs and interests. Many pupils choose to follow academic courses. Arts-based and technical courses are also popular. Leaders make sure that pupils know of the English Baccalaureate (EBacc) opportunities. A significant proportion of pupils follow courses which meet the requirements of EBacc. This includes disadvantaged pupils and pupils with SEND.

Pupils learn about life in and around Stockport and the wider world. Pupils are well prepared to contribute and make a difference to the world in which we live.

Trustees play their part in shaping the school's vision. However, some trustees need further training, so that they are fully conversant with The Equality Act 2010. Nevertheless, trustees help secure a good quality of education for all pupils, including those with SEND and disadvantaged pupils. This includes those pupils in the specially resourced provision for pupils with SEND (specially resourced provision). Leaders check that pupils in the specially resourced provision have equal access to the curriculum and are included in all aspects of school life.

Safeguarding

The arrangements for safeguarding are effective.

Staff take pupils' well-being and safety seriously. Staff training is regular and up to date. Staff know what to look out for if pupils are at risk. They know how to deal with concerns. Leaders ensure that vulnerable pupils and families receive appropriate support. Pupils know how to keep themselves safe, including when they are online. They know whom to talk to or contact if they are worried or unhappy.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Most pupils attend school regularly. This helps them achieve well. The attendance of disadvantaged pupils has improved markedly since the last inspection. However, a minority of disadvantaged pupils and some pupils with SEND do not attend

often enough. This means that they miss out on important learning. Leaders should continue to improve the attendance of these pupils, so that they attend regularly and achieve well.

- Leaders take the time to collect useful information about all aspects of school life. Where this is analysed and used promptly to inform leaders' actions, the school is at its best. At other times, this information is analysed and used less reliably. Leaders should ensure that they use the information they collect effectively, to continue strengthening the school's good provision.
- Leaders and staff make sure that the school's policies and curriculum focus on equality well in school. However, some trustees do not demonstrate a fully clear understanding of their roles, specifically their duties with regard to The Equality Act 2010. These few trustees need further training to ensure that they have a secure understanding of their roles and responsibilities in relation to The Equality Act 2010.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	142509
Local authority	Stockport
Inspection number	10122004
Type of school	Secondary comprehensive
School category	Academy converter
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	1,483
Appropriate authority	Board of trustees
Chair of trust	Gary Keown
Headteacher	Joanne Lowe
Website	www.kingsway.stockport.sch.uk
Date of previous inspection	16 January 2019, under section 8 of the Education Act 2005.

Information about this school

- A small proportion of pupils attend alternative provision at Broadstones School and The Pendlebury Centre.
- The school includes specially resourced provision for 18 pupils aged 11 to 16 years of age. These pupils have severe learning difficulties and complex needs.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- We held meetings with the headteacher, senior and subject leaders and the school improvement partner. We held a telephone conversation with trustees and with a representative of the local authority.
- We reviewed the school's records of safeguarding checks and referrals to the local authority. We spoke with staff about how they keep pupils safe. We also asked the pupils about how they keep themselves safe and what to do if they have concerns.
- We took account of the views of the 122 pupils who responded to Ofsted's online pupil questionnaire.

- We held discussions with staff and considered the responses of 13 staff to Ofsted’s online staff questionnaire.
- We considered the views of the 241 parents and carers who completed Parent View, Ofsted’s online survey, including the 112 free-text responses.
- In considering the quality of education, we concentrated in depth on art, English, history, mathematics and science. We discussed the arrangements for the curriculum and teaching with the headteacher, senior leaders, subject leaders and teachers. We visited lessons and then talked with pupils about what they had learned. We looked at examples of pupils’ work in their exercise books and folders in these subjects.

Inspection team

Stephen Ruddy, lead inspector	Ofsted Inspector
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Elizabeth Haddock	Ofsted Inspector
Alyson Middlemass	Her Majesty’s Inspector
David Hermit	Ofsted Inspector

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