

# Queenswood School

Independent school standard inspection report

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## **Purpose and scope of the inspection**

This inspection was carried out by Ofsted under Section 162A of the Education Act 2002, as amended by schedule 8 of the Education Act 2005, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.<sup>1, 2</sup>

## **Information about the school**

Queenswood School is an independent day school which provides full-time education for up to 50 girls and boys aged from four to 11 years. There are currently 31 pupils on roll. There are no pupils with a statement of special educational needs. The school was last inspected by Ofsted in June 2008 when it operated under the name of Wakefield Tutorial Preparatory School. Originally established in 1937, the school moved to its current premises in April 2009. It is situated in a former local authority nursery school building in the centre of Morley. The school also has use of an adjacent church hall which is used for physical education activities. The Early Years Foundation Stage is provided in a single Reception class. The proprietor is also the headteacher.

The school mission statement is: 'to offer our children a balanced education in a quiet, caring environment in which they are able to reach their full potential, both academically and as people.'

## **Evaluation of the school**

The school provides a good and improving quality of education for its pupils and fully meets its aims. The effectiveness of the Early Years Foundation Stage is good. Due to an outstanding curriculum and good teaching pupils make good progress. Pupils' spiritual, moral, social and cultural development, their behaviour and the provision for pupils' welfare, health and safety are outstanding. The school has improved since the last inspection and has ensured that a sick room is provided and implemented a whole-school tracking system to record pupils' attainment. The school now meets all the regulations for continued registration as an independent school. Arrangements for safeguarding meet all the requirements.

## **Quality of education**

The curriculum and other activities are outstanding in meeting the range of needs and interests of pupils. All the subjects of the National Curriculum are provided and all the required areas of learning are covered in the school's schemes of work. There is a strong emphasis on teaching the basic skills and knowledge for the core subjects of English, mathematics and science. For example, phonic skills are timetabled

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<sup>1</sup> [www.legislation.gov.uk/ukpga/2002/32/contents](http://www.legislation.gov.uk/ukpga/2002/32/contents).

<sup>2</sup> [www.legislation.gov.uk/ukpga/2005/18/contents](http://www.legislation.gov.uk/ukpga/2005/18/contents).

regularly and all pupils receive tuition in spoken English leading to examinations for the English Speaking Board. The performing arts are a significant strength of the school's provision. Music and drama are successfully integrated into many lessons across the curriculum. Pupils have frequent opportunities to perform in assemblies, school plays and concerts. For example, pupils linked up with another local school for a production of *Joseph and his Amazing Technicolor Dream Coat*. There are several sporting links with other schools which enable pupils to participate in a wide range of activities. All pupils receive swimming lessons each week. French is taught to pupils in Years 3 to 6. Pupils enjoy science challenge days in other local schools. Many educational visits are organised and these bring learning to life for pupils through inspiring first-hand experiences. For example, pupils in Year 5 and 6 attended a workshop at a local playhouse where they studied *Macbeth* as part of their Shakespeare topic. A wide range of extra-curricular activities is offered, including opportunities to learn outdoor skills such as orienteering. The school is developing a significant number of international links which are enriching pupils' learning experiences.

Teaching and assessment are good; they meet the full range of pupils' needs. Teaching is characterised by a traditional and instructional approach. Pupils respond well, showing interest and excellent concentration. There are very good relationships between pupils and staff and this makes a significant contribution to pupils' progress. Staff know pupils' individual needs well and this information is used to provide good guidance and support when learning activities are underway. The small numbers of pupils in each class means that pupils receive close attention and prompt support. There is some variation in the quality of teaching across different subjects. In the best lessons, such as in music, the teacher's expert subject knowledge and high standard of musicianship is used very effectively in demonstrations and to sharply focus the pupils on specific points of learning. For example, in a singing lesson, the teacher played the piano while singing the lines to be learned. The pupils practised and the teacher brought about rapid improvement by reinforcing the teaching points, allowing groups of pupils to perform and then extending their learning by building on the lines learned. In some other lessons, pupils' learning is slower because the planned objectives for learning are too broad, resulting in all pupils attempting similar tasks which are challenging for some but too easy for others.

The school has a range of formal assessment procedures to check regularly on pupils' attainment and progress. These include the use of national test materials in Years 2-6 and standardised reading and spelling tests in Years 1 to 6. In response to the last inspection, a whole-school tracking system now records the outcomes of these tests. The school is currently developing a continuous assessment system to complement the formal tests. These improved procedures are not yet fully utilised to provide clear and rigorous evaluations of pupils' progress. The data are not consistently used to fully inform the level of challenge for pupils in all lessons. For example, in Years 5 and 6, many pupils achieve well in developing their skills and knowledge in the core subjects, but are not always challenged to apply their skills through enough investigative and problem-solving activities. In part, this is because teachers do not use the tracking data well enough to inform their lesson planning.

Overall, pupils make good progress in their learning. From above average starting points they attain high standards. In the lessons seen by the inspector pupils made mostly good progress. A scrutiny of pupils' work supports this judgement. The school's data show pupils attaining highly across all the core subjects in each year group. Consequently, by Year 4, many pupils are performing at the level expected nationally for pupils in Year 6. The breadth of the outstanding curriculum ensures that the older pupils continue to make progress. Many pupils are successful in their application to the secondary schools of their choice and some achieve scholarships.

## **Spiritual, moral, social and cultural development of pupils**

The quality of provision for pupils' spiritual, moral, social and cultural development is outstanding. The impact of the headteacher's strong direction and leadership is seen in the outstanding behaviour of pupils. The headteacher sets high expectations for everyone and leads by example. As a result, pupils are treated warmly, respectfully and fairly by all staff, and in return, pupils respond by being polite, courteous and very well mannered. Pupils say that they enjoy coming to school which is reflected in their good attendance. Many opportunities are provided for pupils to reflect on their learning, such as in an assembly which used a fable by Aesop to teach pupils a moral message. Pupils develop confidence and high self esteem because staff consistently praise their efforts and reward their achievements.

Pupils say that their school is like a family. Older pupils show care and concern for younger children helping them to learn and by acting as good role models at the dining table, on the yard or in assemblies. In this way, pupils develop outstanding social skills and learn to be tolerant and understanding of others' needs. Pupils are knowledgeable about their own and other faiths. Opportunities are provided for pupils to learn from other pupils in contrasting schools in the United Kingdom and overseas. There are many opportunities for pupils to learn through involvement in the local community. For example, many visits are made to a home for the elderly through a friendship group. Pupils deliver harvest gifts, sing for residents and share activities and celebrations such as a recent 100<sup>th</sup> birthday.

## **Welfare, health and safety of pupils**

The overall welfare, health and safety of pupils is outstanding. The school meets the requirements of the Equality Act 2010. Robust and thorough policies and procedures are in place; these are very much regarded as active working documents and are reviewed annually. Staff have an excellent knowledge of all the procedures. Staff are trained appropriately for first aid and in respect of child protection requirements. The proprietor ensures that the recruitment checks and vetting procedures for staff meet all the regulations. The school premises are regularly risk assessed with very careful consideration given to any potential dangers related, for example, to fire and security. Staff care for pupils vigilantly and pupils say they feel very safe in school. The school operates as a particularly inclusive community; pupils say that no-one feels left out. Pupils are encouraged to develop strong friendships. The outstanding school curriculum strongly promotes healthy eating and provides a wide range of

physical education activities. Pupils told the inspector how much they all enjoy school lunches (which all pupils take) and how they are encouraged to make healthy choices. They speak knowledgeably about healthy eating and know which choices are best for them.

### **Suitability of staff, supply staff and proprietors**

All the required safeguarding checks on staff are made, such as those by the Criminal Records Bureau, and are recorded appropriately in a single central register.

### **Premises and accommodation at the school**

The school premises and accommodation provide a suitable environment for pupils to learn and achieve. The building is arranged on a single floor and provides three classrooms and a hall which operates as a classroom for most of each school day. There is a kitchen, an office and suitable washrooms and toilet facilities together with a separate sick room. Outside, the school has a hard-surfaced yard, a soft-cushioned play area and a large garden which provides dual use for children in the Early Years Foundation Stage and for all pupils during breaks from lessons. Additionally, a local church provides a large hall.

### **Provision of information**

The school ensures that parents and carers are well informed about the school through a comprehensive school prospectus. This provides all the required details. Reports are sent home and include extensive information about pupils' attainment and progress. There are regular newsletters. The school complies with all requests from Ofsted and the Department for Education for information about the school.

### **Manner in which complaints are to be handled**

The school's complaints policy and procedures fully meet the requirements.

### **Effectiveness of the Early Years Foundation Stage**

The overall effectiveness of the Early Years Foundation Stage is good. Staff know the children well and ensure that they make good progress from starting points which are mostly above those expected for children of a similar age. All the required safeguarding procedures are in place. There is good support from teaching assistants. Communication with parents and carers is good. Arrangements for transition from pre-school settings are in place and include visits by school staff to these providers. This helps ensure that children make the transition to school smoothly. Day-to-day contact with parents and carers is achieved by face-to-face handover in the classroom at the start of the school day. The outdoor provision has been improved since the last inspection.

Outcomes for children are good. Children show great enjoyment in the activities provided for them to learn. They are articulate in speech, fluent in the early techniques for reading and express their ideas with confidence. Children work well individually and in small groups. They show support for each other and consideration for each other's feelings. Behaviour is exemplary.

The quality of provision is good. The classroom is well organised and enables children to learn well. Observations and assessments are used well to support learning. Children are able to move freely between activities. Space is utilised well to provide for learning key skills and knowledge, but there are fewer continuous opportunities for creative activities including the use of water, sand and paint. Also, while the outdoors is timetabled for regular use, the opportunities to promote children's physical development are sometimes restricted because of a limited range of large equipment.

Leadership and management are good. Leaders ensure that the indoor and outdoor environment is safe and secure for children to learn. There are good partnerships with parents and carers and with other settings. All policies and procedures are in place including suitable risk assessments. Staff are qualified to the required level.

## **Compliance with regulatory requirements**

The proprietor has ensured that the school meets all The Education (Independent School Standards) (England) Regulations 2010, schedule 1 ('the Regulations').

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

While not required by regulations, the school might wish to consider the following points for development:

- provide more opportunities in lessons for pupils to apply their skills and knowledge in investigative and problem-solving tasks
- improve the use of the system of continuous assessment to provide a more rigorous evaluation of pupils' progress and that information is used to ensure the right level of challenge for pupils in lessons.

### **Early Years Foundation Stage**

- provide more opportunities for children to develop their gross motor skills through the use of large equipment, particularly outdoors
- provide more continuous opportunities for creative activities using a variety of media such as water, sand and paint.

## Inspection judgements

outstanding	good	satisfactory	inadequate
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### The quality of education

Overall quality of education		✓		
How well the curriculum and other activities meet the range of needs and interests of pupils	✓			
How effective teaching and assessment are in meeting the full range of pupils' needs		✓		
How well pupils make progress in their learning		✓		

### Pupils' spiritual, moral, social and cultural development

Quality of provision for pupils' spiritual, moral, social and cultural development	✓			
The behaviour of pupils	✓			

### Welfare, health and safety of pupils

The overall welfare, health and safety of pupils	✓			
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### The quality of the Early Years Foundation Stage provision

Outcomes for children in the Early Years Foundation Stage		✓		
The quality of provision in the Early Years Foundation Stage		✓		
The effectiveness of leadership and management of the Early Years Foundation Stage		✓		
Overall effectiveness of the Early Years Foundation Stage		✓		



## School details

<b>School status</b>	Independent		
<b>Type of school</b>	Independent day primary school		
<b>Date school opened</b>	1937		
<b>Age range of pupils</b>	4-11 years		
<b>Gender of pupils</b>	Mixed		
<b>Number on roll (full-time pupils)</b>	Boys: 15	Girls: 16	Total: 31
<b>Number on roll (part-time pupils)</b>	Boys: 0	Girls: 0	Total: 0
<b>Number of pupils with a statement of special educational needs</b>	Boys: 0	Girls: 0	Total: 0
<b>Number of pupils who are looked after</b>	Boys: 0	Girls: 0	Total: 0
<b>Annual fees (day pupils)</b>	£5,010 - £5,460		
<b>Address of school</b>	Queen Street Morley Leeds West Yorkshire LS27 9EB		
<b>Telephone number</b>	0113 253 4033		
<b>Email address</b>	headteacher@queenswoodschool.co.uk		
<b>Headteacher</b>	Mrs J Tanner		
<b>Proprietor</b>	Mrs Julie Tanner		

**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.**



20 October 2011

Dear Pupils

**Inspection of Queenswood School, Queens Street, Morley, Leeds, LS27 9EB**

Thank you for welcoming me into your school when I visited you recently. I thoroughly enjoyed my time with you and would like to share with you what I found out about your school. I judged that the Queenswood School is a good school. These are the main reasons why I judged the school to be good.

- The headteacher and staff treat you fairly and expect you to be good and achieve well. In return you work hard and concentrate exceptionally well.
- The quality of teaching is good and the curriculum is outstanding so that you make good progress and reach above average standards in your learning.
- You do very well in music and drama.
- You enjoy school, feel safe and behave outstandingly well.
- You develop outstanding personal skills which will help you in the future such as by being well mannered and cooperative with others.

All schools need to develop and improve and I have asked that there are more investigations and practical activities in lessons so that you can use the high level of skills that you learn in more challenging ways. You told me this and I agree. Additionally, I think that the school should make better use of the data it collects about your test results so that work is always at the right level of challenge for each of you. In the Reception class I have asked that there is more use of sand, water and paint and the large outdoor toys and equipment.

Thank you once again for all your help. I wish you well in the future.

**Yours sincerely,**

**John Coleman  
Her Majesty's Inspector**