

Queensway School

Inspection report

Unique Reference Number	122996
Local Authority	Oxfordshire
Inspection number	359340
Inspection dates	1–2 December 2010
Reporting inspector	Peter Clifton

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	178
Appropriate authority	The governing body
Chair	Paddy Quinn
Headteacher	Sarah Jakeman
Date of previous school inspection	15 May 2008
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 15 lessons and observed eight teachers. Meetings were held with members of the governing body, staff and pupils. Inspectors talked to pupils in lessons and at break times. They observed the school's work and looked at documentation, including development planning, monitoring information, evidence of safeguarding procedures, and pupils' books. They analysed 45 responses to the parents' questionnaire and took account of the views expressed by parents and carers during informal meetings and conversations.

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

- Is teaching good enough to strengthen progress for different groups of pupils and raise attainment across the school?
- How well do leaders tackle areas of concern, particularly to remedy underachievement?
- How effectively are the school's priorities for development being implemented to improve English and promote higher levels of attainment?
- How effectively is regular attendance promoted and persistent absence reduced?

Information about the school

This is a smaller than average-sized school. Numbers of pupils have fallen since the time of the previous inspection because of demographic changes. The proportion of pupils who are known to be entitled to free school meals is above average. The large majority of pupils are White British with the next biggest group being of Asian or Asian British heritage. The proportion of pupils with special educational needs and/or disabilities is well above average. Their main additional needs relate to speech, language and communication. A breakfast club runs two days per week.

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

Queensway is a satisfactory school where pupils' achievement is satisfactory and their attainment is broadly average. Children in Reception make a good start. They quickly settle into school and routines are well established. Overall, progress is satisfactory and improving, particularly in those areas where the school has targeted additional resources to improve pupils' basic skills in reading and writing. The school is calm and purposeful. Pupils get on noticeably well together and enjoy each other's company. They feel safe and play sensibly together. Inspectors agree with parents and carers that their children are well cared for and supported.

Action taken to strengthen the quality of teaching is helping to improve learning, although this has yet to have a marked impact on attainment. Teachers manage the pupils well and are sensitive to individual needs. As a result, there is a purposeful learning atmosphere in lessons. Relationships are very positive and pupils answer questions and share their ideas confidently. Learning usually moves on at a brisk pace, although there are occasions when the pace of learning slows, for example when ideas are not moved on quickly enough. On a few occasions, teachers do not make their expectations about what should be achieved in the time available clear enough, and pupils do not produce enough writing. Pupils have targets to help them to understand what they need to do to improve. However, they do not use these regularly enough to assess their own work and set personal goals.

Leaders have an accurate understanding of what needs to be improved, which is securely founded on an analysis of pupils' progress. This information is also used effectively in pupils' progress meetings, for example, to identify what extra help is needed to prevent any pupil from falling behind. Leaders have identified the right priorities for improvement and these are being implemented securely. In writing, for example, topics are being chosen to engage the interests of both boys and girls. Greater use of drama, speaking and listening, and links to other subjects, are helping to make writing more purposeful. As a result of these strategies, the number of pupils working at the higher levels is increasing. However, more remains to be done across the school to make activities more engaging, particularly for boys, and to improve pupils' sentence writing and use of vocabulary. In addition to this, information and communication technology (ICT) is not used regularly enough to support different writing activities. Steps have been taken to improve problem solving and investigation in mathematics and science; these are still at an early stage of development. Attendance is average and shows an improving trend, including a reduction in persistent absence, reflecting the strengthening partnership with parents and carers. Given the recognition of where action is needed, as well as a trend of improvement in key areas, the school is demonstrating a satisfactory capacity for sustained improvement.

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What does the school need to do to improve further?

- Improve attainment in writing by:
 - ensuring that lessons have a learning focus which makes writing expectations clear for different groups of pupils
 - providing relevant, purposeful activities, particularly to engage the interest of boys, and developing pupils' knowledge and understanding of sentence structure and vocabulary
 - using ICT for writing more regularly
 - developing role play and the provision for writing in Reception.
- Ensure that the large majority of teaching is good or better by:
 - raising expectations about what can be achieved in the time available and by moving learning on at a brisk pace
 - providing more regular opportunities for the pupils to assess their own work and set personal goals.
- Increase opportunities for pupils to develop their problem-solving and practical investigation skills in mathematics and science.

Outcomes for individuals and groups of pupils

3

Children come into school with skills, knowledge and understanding that are well below those expected. By Year 1, their attainment is broadly average in some areas of learning; communication, language and literacy, and numeracy, are the less well developed areas. From this point, pupils' progress is satisfactory and sometimes good. While pupils' attainment is broadly average by the time they leave, it is towards the lower end of the range. In some year groups, there is a higher than usual proportion of pupils with speech, language and communication needs. These pupils make satisfactory, and sometimes better, progress because of the targeted intervention work in small groups or on a one-to-one basis. Pupils from minority ethnic heritage make satisfactory progress.

In groups and individual activities, pupils cooperate with each other and maintain their concentration. A few pupils, mainly boys, are easily distracted when asked to work on their own. As a result, they do not always produce their best work. Good learning was observed in Year 6, for example, when pupils discussed with each other how different characters in a story might have felt. Year 3 pupils confidently sorted information into groups and in Year 2, pupils developed the use of different connectives. However, learning was slower when the pupils spent too long considering multiplication and division facts before moving on to more challenging work. Pupils' understanding and use of adventurous vocabulary in speaking and writing are underdeveloped.

Pupils are well mannered and openly say what they think about their school. Nearly all indicate a strong level of satisfaction with what the school offers. They are confident that they feel safe and can discuss any issue with staff in the school or use the 'worry box'. During the inspection, they played safely outside at break times, showing a good understanding of the potential dangers of the ice and snow. Many pupils join in additional sporting activities in a wide range of after-school clubs and inter-school events. Growing

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numbers are taking up the healthy school meals, and pupils like getting stickers for eating up their vegetables. Pupils raise money in response to many national fundraising events such as Children in Need and the Haiti earthquake appeal. They participate in several community events through the choir, and older pupils recently made a valuable contribution to the development of a community play area. Pupils have a strong sense of right and wrong. Their understanding of different cultures within the United Kingdom is less well developed.

These are the grades for pupils' outcomes

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	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
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

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Teachers use a good range of different approaches to help the pupils to learn. Questioning is frequently effective and time is given for the pupils to develop their ideas through paired discussion. Lessons often start with a clear objective for learning. However, although planning is distinctive for different groups of pupils, expectations about what the pupils should aim to achieve in the time available are not always clear enough. As a result, the pupils do not always produce their best work. There are some good examples of marking in books using 'pink for think' comments, but individual targets are not being used to the fullest extent to help the pupils decide for themselves what they have achieved and to identify personal goals.

The curriculum is suitably matched to the needs of the pupils. There are strengths in the way the school promotes being safe and keeping healthy. Programmes to develop basic

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skills in reading are promoting good learning. Innovations in the curriculum are in place in both writing and mathematics but are not yet fully embedded. In writing, activities are often based on practical activities or visits to engage pupils' interest, particularly that of boys. During the inspection, the visit to the war-damaged Coventry Cathedral was used well as a stimulus for writing. The use of ICT to help the pupils to write and edit their work is not used widely enough across the school. Improvements in the mathematics curriculum are beginning to increase opportunities for pupils to solve problems but investigation in science is weaker.

The school provides a positive learning environment. Parents and carers speak highly of how staff listen and act on any concerns to ensure that their children are well cared for. Support for families who need extra help is strong and has led to greater participation in school life and better attendance. Leaders recognise that there is still more to be done here. The breakfast club has helped some pupils to improve their punctuality. Home visits made before children join school enable the care and support in Reception to be tailored to the children's individual needs.

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	2

How effective are leadership and management?

With strong support from the headteacher, staff in the school work well together to implement the school's priorities for improvement. Teaching is regularly monitored and accurately evaluated and, as a result, the proportion of good teaching in the school is rising. Systems for measuring pupils' progress are being used to make teachers more accountable for progress in classes and to identify any underachievement. Subject leaders have a clear understanding of the strengths and weaknesses in their areas. The governing body is influential and very knowledgeable about the strengths and weaknesses in the school. Governors demand and receive good quality information about pupils' progress in different years and subjects.

Purposeful intervention to improve basic skills is beginning to raise attainment and close gaps in performance. Provision to secure equal opportunities and tackle discrimination for all pupils is satisfactory. Pupils from different cultures and backgrounds represented in the school get on well together and new pupils, including those who are at an early stage of learning English, are welcomed. Leaders recognise that there is more to be done to develop wider United Kingdom and global partnerships. Safeguarding policies and procedures are regularly reviewed and updated, and safeguarding items are reviewed at each meeting of the governing body. Training for child protection is up-to-date and of good quality. Pupils are successfully encouraged to assess risk for themselves, for example

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when playing together in the snow and ice. The school works well with other agencies to tackle any persistent absence.

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	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
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

Children make good progress but still have ground to make up in literacy and numeracy by the time they reach Year 1. The children are confident in choosing activities for themselves and playing together in the outside area. In the hall, they expend plenty of energy marching, walking on tiptoe and galloping, and they respond well to instructions given by the adults. Teaching assistants make a valuable contribution to learning. In groups, pupils can identify different first and last letter sounds in simple words and are beginning to be able to sound out simple words for themselves. Activities to promote counting are made fun and interesting with much active participation, such as when children used a computer programme to count the teddies onto the bus. The children enjoy dressing up and taking on different roles, for example as firemen and fire engines. However this aspect of the setting is less well developed because speaking, listening and writing activities are not targeted well enough at different groups of pupils. Induction arrangements for new children are good. Adults work well together to ensure the children are safe and secure, and leaders adopt a flexible approach to settling the children in on a full-time basis according to their needs. Home visits promote strong links with parents and carers who comment positively about how well their children have settled.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The questionnaires reflect a positive relationship between the school and nearly all parents and carers. Those spoken to by inspectors also expressed satisfaction with what the school offers. About one quarter of the questionnaires included comments. Most parents and carers think the school is a happy, caring environment with helpful and caring staff. Parents and carers of the children in Reception are pleased about how well their children have settled into school. A number of comments also welcome the additional support provided to help their children improve basic skills. Inspectors endorse these comments.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Queensway 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 45 completed questionnaires by the end of the on-site inspection. In total, there are 178 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	34	76	10	22	0	0	0	0
The school keeps my child safe	34	76	11	24	0	0	0	0
My school informs me about my child's progress	31	69	11	24	2	4	0	0
My child is making enough progress at this school	28	62	15	33	1	2	0	0
The teaching is good at this school	28	62	16	36	0	0	0	0
The school helps me to support my child's learning	25	56	17	38	2	4	0	0
The school helps my child to have a healthy lifestyle	20	44	22	49	1	2	1	2
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)	19	42	20	44	0	0	0	0
The school meets my child's particular needs	25	56	17	38	2	4	0	0
The school deals effectively with unacceptable behaviour	19	42	23	51	0	0	1	2
The school takes account of my suggestions and concerns	20	44	23	51	1	2	0	0
The school is led and managed effectively	25	56	20	44	0	0	0	0
Overall, I am happy with my child's experience at this school	29	64	16	36	0	0	0	0

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 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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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 pupils' 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.



3 December 2010

Dear Pupils

Inspection of Queensway Primary School, Banbury OX16 9NF

Thank you for welcoming us to your school and for talking to us so confidently about your work. You were very polite and friendly. You go to a satisfactory school, and we agree with you that it is improving because the teaching is getting better and you are well cared for. Here are some of the things we particularly liked about your school.

- You get off to a good start in Reception.
- Your positive attitudes and good behaviour help you to learn well and you are confident about saying what you think.
- Your teachers provide you with a lot different activities to help you to learn.
- You understand the importance of being active and eating healthily, and you contribute well to the school and the wider community.
- Changes made to link your writing to practical activities and visits, together with the extra support you are given, are helping you to improve your writing.
- Your headteacher and other staff have worked hard to improve teaching and this is helping you to learn better and keeping you safe.

To help you make faster progress, we are asking your teachers to help you to improve your writing by making activities even more interesting and making it clearer what you should be aiming to achieve. You also need to use ICT more regularly. Those of you in Reception need to be helped more with your writing through role play. Your learning is also better when ideas are moved on briskly in lessons and you are given more time to assess your own work. We have asked your teachers to make sure this happens on a more regular basis. Last, we have asked you to be given more opportunities to solve problems and investigate in mathematics and science.

All of you can help by continuing to come to school as regularly as possible.

Yours sincerely

Peter Clifton

Lead inspector

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