

# Queenswell Junior School

## Inspection report

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<b>Unique reference number</b>	101313
<b>Local authority</b>	Barnet
<b>Inspection number</b>	376543
<b>Inspection dates</b>	20–21 March 2012
<b>Lead inspector</b>	Lynn Alexander

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>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	297
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Tim Guilford
<b>Headteacher</b>	Spencer Clayton
<b>Date of previous school inspection</b>	2–3 December 2008
<b>School address</b>	Sweets Way Whetstone London N20 0NQ
<b>Telephone number</b>	020 8445 2506
<b>Fax number</b>	020 8446 4188
<b>Email address</b>	office@queenswelljnr.barnetmail.net

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<b>Age group</b>	7–11
<b>Inspection date(s)</b>	20–21 March 2012
<b>Inspection number</b>	376543



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## Introduction

Inspection team

Lynn Alexander

Additional inspector

Anna Majcher

Additional inspector

Jameel Hassan

Additional inspector

This inspection was carried out with two days' notice. Inspectors observed teaching and learning in 17 lessons, taught by 14 teachers, amounting to a total of 10 hours. They also made short observations of pupils engaged in group work, heard pupils read and observed an assembly. In addition, meetings were held with pupils, members of the governing body, the headteacher and staff. There were no responses to the on-line questionnaire (Parent View). Inspectors observed the school's work, and looked at its self-evaluation documents and plans for improvement, the data collected on pupils' progress, safeguarding information and the governing body minutes. They considered the responses in 50 questionnaires that had been returned by parents and carers, 31 received from staff and 95 from pupils.

## Information about the school

Queenswell Junior School is larger than the average-sized primary school. The proportion of pupils who leave or join the school other than at the usual times is higher than that found nationally. The proportion of pupils from minority ethnic groups is above average, as is the proportion of those who speak English as an additional language. The proportion of pupils known to be eligible for free school meals is above the national average, as is the proportion of disabled pupils and those with special educational needs. The proportion of pupils with a statement of special educational needs is above average. The school meets the current government's floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics. There is a breakfast and after-school club that is shared with the neighbouring infant school. It is run by a private provider and is subject to a separate inspection.

**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

<b>Overall effectiveness</b>	<b>3</b>
<b>Achievement of pupils</b>	<b>3</b>
<b>Quality of Teaching</b>	<b>3</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>3</b>

## Key findings

- This is a satisfactory school. Pupils from different backgrounds get on well together, reflecting the good promotion of pupils’ spiritual, moral, social and cultural development. The school is not good because the quality of teaching is not consistently good. Therefore, pupils, including those who join the school part way through the year, do not make accelerated progress.
- Standards in English and mathematics at the end of Key Stage 2 have fluctuated between below average and average over the past three years. Most pupils make satisfactory progress from the time they join the school. Disabled pupils and those with special educational needs make good progress. Pupils currently in Year 6 are back on track to attain broadly average standards in both English and mathematics.
- Teachers make lessons interesting and pupils’ learning is well supported by teaching assistants. However, teachers do not always make sure that the learning intentions are clear to pupils. Teachers’ feedback and marking do not always give pupils clear guidance on what to do to improve their work. Sometimes, lessons lack appropriate challenge so that pupils, including the more able, do not deepen their knowledge or develop their skills quickly enough.
- Pupils’ behaviour is good. They have positive attitudes to learning and to others. They speak knowledgeably about all forms of bullying and know who to turn to if they have concerns. Pupils feel safe at school. Their parents and carers share this view, and inspectors agree.
- Senior leaders and the governing body set appropriate priorities for the school. Senior leaders’ lesson observations have accurately identified points for development in teaching. They have recently introduced a curriculum that meets the interests, needs and aptitudes of pupils by linking subjects together. However, senior and middle leaders are not yet monitoring the impact of the curriculum on accelerating pupils’ development of literacy and numeracy skills.
- Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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## What does the school need to do to improve further?

- Accelerate the rate of progress for all pupils to be at least good by:
  - ensuring that all teachers set work that is appropriate to pupils' different abilities, including more-able pupils
  - ensuring that all pupils, including those who use English as an additional language and pupils who join the school part way through the year, have the appropriate reading skills to make rapid progress.
- Improve the quality of teaching so that it is consistently good or better by:
  - ensuring that learning intentions are expressed in words that pupils understand
  - establishing a consistently effective approach to marking and feedback across the school
  - ensuring that pupils understand how to improve their work and that they are given time to respond to teachers' comments.
- Strengthen the impact of leaders at all levels, including middle leaders, by:
  - rigorous monitoring and evaluation of the recently introduced curriculum that links different subjects together.
  - assessing the impact of cross-curricular topics on pupils' development of literacy and numeracy skills.

## Main report

### Achievement of pupils

In the most recent national tests at the end of Year 6, attainment in mathematics was broadly average while pupils' attainment in English was below average, including for reading. A few more-able pupils did not achieve the higher levels and this is because they were not consistently challenged in lessons. Most parents and carers think their children make good progress. Inspectors found, however, that most pupils make satisfactory progress from their starting points. Analysis by the school demonstrates that pupils who remain for the whole of Key Stage 2 make at least satisfactory, and sometimes better, progress. About a quarter of pupils join the school other than at the usual times. However, although their needs are assessed quickly their progress is sometimes slower than for their peers because they require additional support to help them acquire relevant skills and knowledge. Pupils currently in Year 6 are making good progress. Assessment data, scrutiny of pupils' work, and evidence from lesson observations and hearing pupils read during the inspection indicate that the school is accurate in its prediction that their attainment is broadly average.

The improving attainment is the result of carefully targeted intervention and actions taken by school leaders to improve the quality of teaching. It reflects effective use of tracking data, which was an area for improvement at the previous inspection.

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However, there is sometimes still insufficient challenge for more-able pupils and consequently they do not always make good progress. For example, pupils' workbooks show that sometimes all pupils do the same task, whatever their ability. In a writing lesson, there was insufficient opportunity for more-able pupils to write at length because everyone was expected to draft their work a step at a time and some pupils did not need to do this.

Disabled pupils and those with special educational needs make good progress. Some achieve significantly above their peers nationally. Pupils who are eligible for free school meals attain above the national average for similar groups nationally in both English and mathematics. This reflects the good quality of assessment and targeted support, and the inclusive ethos of the school.

The school is narrowing the gap between the achievement of boys and girls in reading. However, a minority of pupils, including those with English as an additional language, have skills below those expected for their age in reading, particularly in their knowledge of letters and sounds. The recently introduced curriculum includes a focus on improving reading. During the inspection, boys were keen to talk about a 'Healthy Living' topic where they had designed a 'healthy superhero'. Standards in writing have improved since the previous inspection and pupils are keen to write in lessons. Pupils' work shows that there have been improvements in opportunities for investigative work in mathematics, and in lesson observation pupils were excited when using coordinates on a 'treasure map'.

### **Quality of teaching**

Teachers make learning interesting and enjoyable for pupils. For example, one teacher dressed up as a 'superhero' and pupils responded by working hard in their writing lesson. Teachers promote the school's commitment to pupils' spiritual, moral, social and cultural development by fostering curiosity, providing opportunities for turn-taking and celebrating the cultural diversity of the school. As one parent commented about the school, 'They have caring, conscientious teachers.'

Learning objectives are outlined at the start of lessons, but pupils are not always sure exactly what they are learning to do or what is expected of them. Teachers do not always identify what pupils at higher levels of ability are expected to learn. As a result, more-able pupils are not always provided with sufficiently challenging extension activities. Almost all parents and carers think that their children are taught well but inspectors do not fully endorse these views. In good teaching observed, teachers used questioning effectively. Consequently, pupils were able to extend their thinking and improve their knowledge. For example, in a mathematics lesson where pupils were solving problems, the teacher gave pupils clear instructions and time limits. She asked pupils to explain why answers were correct, and also why some were not. The teacher also told pupils that she would be using what they had done in that lesson to plan the next one. However, teachers' planning does not regularly include evaluation of lessons or planning for different groups of pupils. Consequently, work does not always match pupils' needs, and the rate of progress slows. As a

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result of oral questioning and feedback, teachers usually deal with misconceptions quickly in lessons. Nevertheless, teachers' written feedback does not always provide pupils with enough guidance about how to improve. Insufficient opportunities are given for pupils to correct their work and so avoid the repetition of errors.

Teachers implement the new, integrated curriculum to provide opportunities for the development of reading, communication and writing skills in a range of subjects, although there are fewer opportunities for cross-curricular development of mathematical skills. Homework is appropriate and the school has responded to parents' and carers' suggestions to develop it. Teaching assistants make a significant contribution to support for most groups of pupils. However, sometimes pupils are too reliant on adults to get them started on their work and keep them on task.

### **Behaviour and safety of pupils**

Most parents, carers and pupils think that behaviour is good, and inspectors agree. This is because all adults have high expectations of pupils' attitudes to learning and their behaviour. They have worked together to agree a consistent approach to the management of behaviour, and they all ensure it is applied. Consequently, all pupils know what is expected, although a few still need adults to support them. There are examples of marked improvements in behaviour for some pupils. Although lessons are not disrupted by poor behaviour, behaviour is at its best when the quality of teaching is good and work matches pupils' needs. Pupils demonstrate the impact of the school's promotion of spiritual, moral, social and cultural development in their attitudes to each other and to adults. They are polite, welcoming and considerate, and speak with pride about their friendly school. Pupils recognise the fairness of any sanctions and know the 'Golden Rules'. Teachers and teaching assistants are consistent in their use of praise and reward. As a result, the learning environment of the school is positive, calm and purposeful. Break times are harmonious occasions because pupils have a wide range of activities to choose from and they are well supervised by adults.

Almost all parents and carers think their children feel safe at school. Pupils confirmed this in their discussions with inspectors. Pupils have a good understanding of different forms of bullying, for example name-calling and teasing, and know who to talk to if they have concerns. Most parents and carers think the school deals with any incidents well. Pupils have a generally good understanding of the risks they face and how to keep themselves safe in school and outside, including the role of the police. They have a good understanding of internet safety. Pupils' attendance is average and improving. The school has improved the punctuality of a few who are regularly late by providing them with an alarm clock.

### **Leadership and management**

The headteacher, ably supported by the deputy headteacher, has successfully instilled a sense of ambition and drive to continue to improve the work of the school

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since the previous inspection. For example, attainment in writing and the school's tracking of pupils' progress has improved. Teachers speak highly of the approach to professional development, and how senior leaders support and challenge them to improve. High expectations of accountability have contributed to improvements in teaching and tackling underperformance. These factors, together with support and challenge from the governing body, and effective partnerships with other schools, contribute to the school's satisfactory capacity to improve further.

The school has implemented a revised curriculum across the school that links subjects together, and which, overall, is satisfactory. It includes good provision for pupils' spiritual, moral, social and cultural development. Pupils told inspectors that they enjoy learning about each other's languages, and that lessons are fun. Inspectors observed opportunities for reflection and participation in music. However, all leaders, including middle leaders, are not yet fully involved in the whole-school evaluation of the impact of the curriculum. In particular, the topics include more opportunities for numeracy and literacy. The school has not checked that this builds on pupils' prior skills or evaluated the extent to which these skills are being improved.

The school promotes equality for the different groups satisfactorily, although some work remains to be done to improve the progress for more-able pupils and those who join midway through the year. However, there is good pastoral support for new entrants. The school tackles discrimination well and this contributes significantly to the harmonious community. Arrangements for safeguarding pupils meet statutory requirements. The school has effective relationships with parents and carers that help them to support their children's learning. Parents and carers confirmed this during the inspection. One parent commented, 'It is very clear that the teachers at the school are passionate and committed to developing the potential of every child in the school.'



## 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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	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 2010 to 31 August 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](http://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.
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.**



22 March 2012

Dear Pupils

### **Inspection of Queenswell Junior School, London N20 0NQ**

Thank you very much for the friendly welcome you gave us when we visited your school. We enjoyed coming to see your lessons and hearing you read. We enjoyed coming to your playgrounds, too. Your parents and carers are pleased with the school. This letter is to tell you that we found that Queenswell Junior School provides you with a satisfactory education. Here are some of the best things we found.

- You behave well in and around the school and you get on very well with your teachers, teaching assistants and your friends. You are helpful, thoughtful and kind.
- Your school's leaders, teachers and teaching assistants keep you safe and secure.
- You enjoy your lessons and your curriculum topics are interesting and exciting.
- You enjoy sharing 'Language of the Month'.

To help your school to be even better, we have asked your headteacher and senior leaders to:

- make sure everyone can read well
- make sure that you know what you are going to learn in lessons
- make sure everyone has work to do that helps them to make even better progress
- make sure that that your teachers help you to understand what you need to do to improve your work and give you time to do it
- keep a close check on how well you are doing in your topic work.

All of you can help your school by continuing to work hard and enjoying everything you do at Queenswell Junior School.

We send you our best wishes for the future.

Yours sincerely

Lynn Alexander  
Lead inspector

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