

# Queniborough Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	120152
<b>Local Authority</b>	Leicestershire
<b>Inspection number</b>	358704
<b>Inspection dates</b>	26–27 May 2011
<b>Reporting inspector</b>	Keith Williams

This inspection was carried out under section 8 of the Education Act 2005 under pilot arrangements; it was also deemed a section 5 inspection under the same Act.

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	155
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rita Laughton
<b>Headteacher</b>	Joy Hardy
<b>Date of previous school inspection</b>	29 April 2008
<b>School address</b>	Coppice Lane Queniborough LE7 3DR
<b>Telephone number</b>	0116 2606700
<b>Fax number</b>	0116 2606500
<b>Email address</b>	office@quenischool.org.uk

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<b>Age group</b>	4–11
<b>Inspection date(s)</b>	26–27 May 2011
<b>Inspection number</b>	358704

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## Introduction

This pilot inspection was carried out by three additional inspectors. Inspectors observed 15 lessons, taught by six teachers and a higher level teaching assistant, and also made brief visits to four other lessons. Meetings were held with pupils, staff and the Chair of the Governing Body. Inspectors observed the school's work, and looked at its monitoring and assessment records, improvement plans, safeguarding documents and attendance documents. In addition, 68 questionnaires returned by parents and carers were considered, together with those returned by pupils and staff.

## Information about the school

Most pupils at this smaller than average primary school are from White British backgrounds. A small proportion are from minority ethnic backgrounds and none is learning English as an additional language. An average proportion of pupils are identified with special educational needs and/or disabilities, although the proportion in receipt of a statement of special educational needs is above average. The proportion of pupils known to be eligible for free school meals is well below average. The school has International School and National Healthy School status and has met the government's floor targets for academic performance in each of the last three years. The school hosts privately run before- and after-school child-care provision which is inspected separately.

**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>2</b>
<b>Achievement</b>	<b>2</b>
<b>Teaching</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>
<b>Behaviour and safety</b>	<b>2</b>
Does the school adequately promote the pupils' well-being?	Yes
Does the school adequately promote community cohesion?	Yes
Does the school provide value for money?	Yes

## Key findings

- This is a good school that has strong support from parents and carers.
- The school is well led and managed and this has resulted in a number of key improvements since its last inspection. There has been a strong and successful focus on improving the quality of teaching and learning. As a result, teaching is now good, pupils make good progress and achieve well, whatever their starting points. Standards are broadly average and are rising steadily.
- Staff promote pupils' well-being effectively. All pupils are valued and fully included in school life. Pupils are very supportive of each other, and this contributes to their high levels of enjoyment of school.
- Provision for those pupils who have significant special educational needs, or who are disabled, is good and this enables them to achieve well.
- The curriculum is carefully modified to meet pupils' differing needs. Occasionally, teachers' planning is not clear enough about how pupils will judge the success of their learning. Teachers ask challenging questions to assess pupils' understanding in lessons, but do not always encourage those who do not put up their hands to join in.
- Teachers give pupils good written and verbal feedback, so that they have a clear picture of how to improve. Steps are being taken to increase pupils' involvement in assessing their own and others' work, but this is not yet consistently applied.
- Behaviour in lessons and around the school is good and the vast majority of pupils report that they feel safe.
- Most pupils are well motivated and keen to learn. Occasionally, there are too few opportunities for pupils to make decisions and follow their own lines of enquiry in lessons, and to contribute to making decisions about school life.

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

- Raise the quality of teaching still further by:
  - ensuring that teachers plan more precisely how pupils will judge the success of their learning
  - providing a more consistent approach to engaging pupils who are reluctant to put up their hands to answer questions.
  
- Increase pupils' independence by:
  - providing more open-ended challenges and opportunities to explore their learning
  - embedding arrangements for pupils to assess their own and others' work
  - increasing pupils' influence in making key decisions about the life of the school.

## Main report

'Our daughter has developed exceptionally well since commencing Queniborough Church of England Primary School. All of the staff are friendly, the headteacher is aware of all of her students' needs, and staff will go a long way to meet them'. This is a view shared by many parents and carers, who are pleased with what the school offers their children. Staff know each pupil well, which means they are able to keep a close check on their progress and welfare. As a result of good teaching and leadership, pupils achieve well and enjoy school very much, and this is reflected in above average levels of attendance.

There is considerable variation in the make-up of each cohort from year to year, with some years having a much higher proportion of pupils with special educational needs than others. In addition, the proportion in each year group who are capable of reaching the higher levels of attainment varies. This means that, in some years, children's skill and aptitudes when they join the Reception class are below those typically found, while in other years they are broadly in line with national expectations. Whatever their starting points, children get off to a good start in Reception, and enjoy learning in a supportive and interesting environment. They make good progress and almost all reach, and a good proportion exceed, the goals expected of them by the time they move to Year 1. Pupils continue to make good progress across the school and attainment is broadly average in Year 6. Levels of attainment are rising, and this is confirmed in the school's performance in the national tests for the oldest pupils. By the age of six, pupils' attainment in reading is broadly average and, by Year 6, it is above average.

The school is very inclusive, promotes equality of opportunity well and any potential discrimination is tackled robustly. Good support is provided for pupils identified with special educational needs, either through extra in-class help, or by being withdrawn from the classroom for carefully devised individual and group activities. Good links

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with a range of local agencies enable the school to tap into specific expertise, and this, together with effective input from support staff, contributes positively to the achievement and well-being of these pupils. The school has rightly established a strong local reputation for supporting pupils with disabilities. The progress made by different groups of pupils, including those whose circumstances make them potentially vulnerable, is monitored closely and gaps in performance are closed successfully. Although there are times when boys and girls progress at slightly different rates, this is tracked carefully by the school and, over time, there is no significant difference in performance. Consequently, all groups, including the few pupils from minority ethnic backgrounds, make good progress.

There is a strong sense of teamwork. Under the determined leadership of the headteacher, there is a clear drive, shared by staff, to raise pupils' attainment and accelerate their progress. Their success so far means that the school is more effective than it was at the time of the last inspection and is well placed to secure and sustain further improvement. At the core of the school's improvement has been a concerted effort to monitor, evaluate and improve the quality of lessons. Leaders have an accurate understanding of what is working well and what needs to improve. Areas for improvement are identified with individual staff and for the school as a whole. A particularly strong feature is the systematic way that these improvement points become the focus for the next round of monitoring activities and inform the staff training programme. The governing body is beginning to increase its role in monitoring following a number of changes to its membership.

Staff have high expectations and lessons are usually well matched to pupils' differing needs. This was seen to particularly good effect in an outstanding mathematics lesson in Years 4 and 5. Here, pupils of all abilities made exceptional progress because of the high level of challenge presented to more able pupils and the tightly focused activities for those with special educational needs. Across the school, teachers identify precisely what pupils are expected to learn in lessons. These objectives are usually explained carefully to pupils at the start of the lesson, but it is not always sufficiently clear how pupils should measure the success of their learning. Staff have increased opportunities for pupils to assess their own learning and to evaluate the work of their peers, and this is enhancing pupils' understanding of how they can improve. This is not yet used consistently across the school. Nevertheless, the good teaching seen in most lessons means that pupils learn well. Lessons are well organised and carefully structured and pupils play their part by being ready and eager to learn. Teachers keep a check on pupils' understanding and, in the best lessons, misconceptions are identified and tackled. In some lessons, teachers focus largely on pupils who put up their hands to answer their questions. This makes it difficult for them to check the progress of those who do not volunteer, and to gauge if pupils' reticence is due to a lack of understanding or a reluctance to join in.

The school places a high priority on promoting pupils' spiritual, moral, social and cultural development and pupils respond well. They behave well in and out of lessons and have a good regard for their safety and that of others. Relationships among pupils and with adults are positive. The school takes good steps to safeguard pupils.

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Most parents and carers agree that pupils' behaviour is good and that their children feel safe in school, although a very small minority report that they feel that the school does not deal well with bullying. Inspectors investigated this, and concluded that the school responds effectively on the rare occasions when bullying is brought to the attention of staff. Instances of unacceptable behaviour are also well managed, so that there is no loss of pace to learning. Pupils report that they feel safe in school and are confident that staff are approachable and supportive when they have a problem.

Pupils' good progress in acquiring basic skills means they are well prepared for the next stage of their education. Steps to make the curriculum more interesting and creative are enhancing pupils' enjoyment and are ensuring that pupils become increasingly independent as they move through the school. In some instances, teachers provide too much guidance during lessons, which limits the opportunity for pupils to make choices and decisions about their work, or to identify and explore their own lines of enquiry through more open-ended investigations. Pupils enjoy taking responsibility and often show initiative, for example when organising the 'non-uniform day' held during the inspection. The school council provides them with a vehicle for expressing their opinions, although its influence on key decisions about the school is limited.

### Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Queniborough Church of England Primary 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 12 statements about the school.

The inspection team received 68 completed questionnaires by the end of the on-site inspection. In total, there are 155 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
Q1 My child is happy at school	48	71	18	26	2	3	0	0
Q2 My child feels safe at school	48	71	16	24	1	1	0	0
Q3 The school helps my child to achieve as well as they can	37	54	26	38	4	6	0	0
Q4 The school meets my child’s particular needs	35	51	28	41	4	6	0	0
Q5 The school ensures my child is well looked after	47	69	20	29	1	1	0	0
Q6 Teaching at this school is good	37	54	27	40	1	1	1	1
Q7 There is a good standard of behaviour at this school	33	49	29	43	4	6	1	1
Q8 Lessons are not disrupted by bad behaviour	32	48	29	43	4	6	0	0
Q9 The school deals with any cases of bullying well	28	42	31	47	2	3	1	1
Q10 The school helps me to support my child’s learning	33	49	31	46	2	3	0	0
Q11 The school responds to my concerns and keeps me well informed	36	53	29	43	1	1	1	1
Q12 The school is well led and managed	42	62	22	32	1	1	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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 2010 and 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.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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"> <li>■ The achievement of all pupils.</li> <li>■ Behaviour and safety.</li> <li>■ The quality of teaching.</li> <li>■ The effectiveness of leadership and management.</li> </ul> <p>and taking into consideration</p> <ul style="list-style-type: none"> <li>■ how well the school promotes pupils' spiritual, moral, social and cultural development.</li> </ul>
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.**



31 May 2011

Dear Pupils

**Inspection of Queniborough Church of England Primary School,  
Queniborough, LE7 3DR**

Thank you for the friendly way you welcomed us to your school recently and for completing the questionnaire with your views. A special thank you goes to those who met with us. You were very helpful.

Your school gives you a good education and has improved since its last inspection. Your headteacher, senior staff and the governing body lead the school well. Your teachers and the other adults who work in school have worked successfully to make sure that you are able to learn well. You make good progress in your work and standards are rising. Your behaviour is good and many of you told us that you feel safe. We were pleased to see how well you all get on together, and the staff make sure you are all fully included in school life. Your teachers make sure that they provide hard enough work and give extra help to those who need it. They make sure you understand what you are expected to learn in lessons and how you can improve your work.

Even though your school is good, there are two ways in which it can improve.

- When they explain what you are going to learn in lessons, we want your teachers to give you a clear idea of how you can judge how well you have done; we also want them to make sure that they encourage everyone to answer their questions.
- So that you can become even more independent, we want the staff to give you more chance to explore for yourselves, more opportunities to assess your own and each others' work and more say in decisions made about school life.

All of you can help by continuing to try your best at everything you do and behaving well.

Yours sincerely

Keith Williams  
Lead inspector

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