

Queensway Catholic Primary School

Inspection report

Unique Reference Number	113471
Local Authority	Torbay
Inspection number	357360
Inspection dates	22–23 March 2011
Reporting inspector	Paul Sadler

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	196
Appropriate authority	The governing body
Chair	Alan Dunn
Headteacher	Mark Shaw
Date of previous school inspection	14 January 2008
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Introduction

This inspection was carried out three additional inspectors. They observed 11 lessons taught by eight teachers and held meetings with staff, governors and a group of pupils. They observed the school's work, and looked at documentation including that relating to pupils' attainment and progress, school development planning and the safety of pupils. They analysed responses to questionnaires completed by staff, pupils and 54 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The attainment and progress of pupils, especially boys, across the school and the impact of work to improve the attainment of more-able pupils in Years 1 and 2.
- The quality of evaluation of teaching and the impact of the school's work to improve the pace of lessons and the quality of marking. Children's progress in the Early Years Foundation Stage to assess its consistency across the main areas of learning.
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Information about the school

The school is of smaller than average size. About two-thirds of the pupils are from families of the Catholic faith. Most pupils are of White British heritage. A few pupils are at an early stage of learning English. The proportion of pupils with special educational needs and/or disabilities, mainly moderate learning or behavioural difficulties, is about average. The proportion of pupils known to be eligible for free school meals is also broadly average.

Breakfast and after-school clubs, managed by the governing body, provide childcare. A major rebuilding programme was completed in February 2011. It is planned that a pre-school, with which the school has close links but which is not managed by the governing body, will move into the school building in April 2011.

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?**2****The school's capacity for sustained improvement****2**

Main findings

This is a good school. There have been significant improvements since the last inspection, most notably in pupils' progress, which is now good because the teaching is more effective. The quality of the Early Years Foundation Stage is also good, with children progressing well across all the areas of learning. An impressive feature is pupils' outstanding spiritual, moral, social and cultural development. Many activities encourage pupils to reflect on their faith and their responsibility towards others. The impact is evident in their good behaviour and excellent contribution to the school, church and wider communities. Pupils' enjoyment of school is shown by their above average and improving attendance and by their enthusiasm for learning.

Pupils' attainment in English and mathematics at the end of Year 6 has been broadly average in recent years, but there is good evidence from the work of current pupils and from the school's effective tracking of their progress, that attainment is rising. Previous weaknesses in teaching, such as in the pace of lessons, have been largely eradicated so that the progress of all pupils is now good. The previous slower progress of boys and of more-able pupils in Years 1 and 2 has been improved. Assessment, including the marking of work, is now used effectively to show pupils how to improve their work and to plan activities which best meets their individual needs. Teaching assistants are very effective when supporting individuals or small groups, but have less impact when the class is learning together or in larger groups. The good curriculum has an interesting range of activities; for example, pupils have many opportunities to learn about people of different faiths and cultural backgrounds. They also learn to apply their developing skills of literacy, numeracy and using information and communication technology in different areas of the curriculum. However, opportunities are sometimes missed, for example, to develop reading skills when studying biblical text.

Parents and carers agree that their children are cared for well. 'A very happy and safe environment, academically, socially and emotionally' is a typical comment which inspection evidence supports. This also reflects parents' and carers' generally high opinion of the school, and its excellent partnership with them, which is reinforced further by the good quality childcare provided before and after school. Communication is seen by parents and carers as a particular strength and an area of recent improvement. Pupils feel, and are, safe. Nevertheless, while all records relevant to pupils' safety are in place, they are not updated as regularly as they should be and the governing body does not monitor and review its policies in this area with sufficient regularity. Under the effective leadership of the experienced headteacher, senior leaders and the governing body have brought about significant improvement. Self-evaluation is accurate and effective, leading to realistic plans that focus on the right priorities. The school's determination to provide high quality Catholic education is very evident. The improvements that have taken place, especially in the quality of teaching and hence in pupils' progress, together with the recent completion

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of a major rebuilding programme, the management of which is praised by parents, carers and pupils, demonstrate the school's good capacity for continued improvement.

What does the school need to do to improve further?

- Consolidate recent improvements in the quality of teaching by:
 - ensuring that teaching assistants are used as effectively when pupils are learning in larger groups as they are when working with small groups or individuals
 - making full use of opportunities that arise in a range of subjects to develop pupils' skills of literacy and numeracy.
- Underpin the school's undoubted commitment to ensuring pupils' safety by:
 - regular monitoring and review of the governing body's policies in this area
 - ensuring that all records relating to pupils' safety are frequently updated.

Outcomes for individuals and groups of pupils

2

Children start school with skills and knowledge that are below those expected in key areas of communication, language and literacy and aspects of their mathematical development. They make good progress throughout the school, as is shown, for example, by the increasing proportion whose attainment in English and mathematics at the end of Year 6 is above that expected nationally. Pupils' good attitudes to learning were seen in Years 3 and 4 when they undertook sustained writing of the final version of a piece of work that they had previously planned. The results were of very high quality. Pupils with special educational needs and/or disabilities make equally good progress, and those who start at the school at an early stage of learning English soon reach levels of attainment in line with their peers. Pupils behave well around the school and say there is little bullying, any which occurs being effectively dealt with by staff. Behaviour in lessons is good, although a few pupils behave immaturely on occasions when work is finished quickly.

Pupils have a good understanding of how to stay safe and healthy. They know the importance of exercise and healthy eating, although they lack enthusiasm for the school meals, which inspectors found to be of good quality. Pupils enjoy helping each other, and positions of responsibility such as being prefects or road safety officers encourage them to do this. They are very enthusiastic about collecting for a wide range of charities and have a good understanding of the work of these organisations. The daily act of collective worship gives them excellent opportunities for reflection and spiritual development, and their thoughtful responses are an example of their good personal development.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
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	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	1

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?

Teaching is consistently good. Teachers have high expectations of their pupils and plan lessons which challenge them, as when Year 5 worked out the rule for a sequence of numbers, helping them towards an understanding of mathematical formulae. Most lessons proceed at a suitably fast pace, an area which the school has worked successfully to improve. Teaching assistants provide good support for pupils with special educational needs and/or disabilities during individual or small group activities but during teaching of the whole class, they are more passive and have less impact. Teachers make good use of assessment to identify when pupils are falling behind or need extra help, so they catch up quickly. School leaders are working to enhance the creativity of the curriculum. Exciting activities have been planned, such as when pupils in Year 3 made a 'virtual journey' to Paris. This activity emphasised the varied people and buildings found in the city, contributing well to pupils' cultural development. This work has not yet extended to ensuring that all available opportunities are taken to develop pupils' basic skills. There is a wide range of additional activities, including sport and those relating to the church.

The school has good links with the pre-school that is shortly to share the premises and also with local secondary schools. Pupils are well prepared for the next phase of their education and the school provides good support for any experiencing difficulties, through a counselling service and good links with external agencies. The good childcare before and

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after school provides an interesting range of activities, such as through teaching the importance of hygiene in food preparation.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

There has been a successful and sustained drive to improve teaching and progress, led not only by the headteacher but also by the effective leaders of the Early Years Foundation Stage and of key subjects. Monitoring and evaluation, for example of teaching, are accurate and have been used well to formulate realistic and achievable plans and to bring about genuine improvement. The recently completed high quality rebuilding programme is a clear demonstration of the determination of school leaders and the governing body to provide the best facilities for pupils. The governing body supports the school well and has played its part in promoting improvement. It is also effective in promoting community cohesion. Pupils benefit from the wide range of links locally and beyond the school, many but by no means all of which arise from the school's membership of the Catholic community. Equality of opportunity ensures that all pupils achieve equally well, and no form of discrimination is tolerated. While the governing body demonstrates a suitable degree of commitment to keeping pupils safe and all basic duties are met, its policies in this area are not monitored and reviewed with sufficient regularity and records are not updated sufficiently frequently.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children make good progress in the Early Years Foundation Stage. They are polite and well behaved, saying 'please' and thank you', and enjoy activities such as deciding if an object is longer or shorter than the witch's broom they had made. They understand how to keep safe and talk to adults with confidence. Children benefit from their delightful new learning environment which offers a secure and safe outdoor learning space. Leaders appreciate that this requires further development; for example, there is no cover for use in poor weather. There is a good balance of activities between those led by adults and those children choose themselves. They are enthusiastic, for example when learning letters and sounds. Welfare and safety arrangements are good and there are excellent links with parents, carers and the partner pre-school, ensuring that children are well prepared for school. Leadership and management are good and are especially effective in ensuring that all children, including those with special educational needs and/or disabilities, are fully included. For example, all staff have learned a simple form of sign language to improve communication with children who benefit from this type of support.

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	2

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Stage

Views of parents and carers

The proportion of parents and carers returning the inspectors' questionnaire was broadly average. Almost all expressed a highly positive view of the school, especially that the school kept their child safe, that they were well informed about their child's progress, and that the teaching is good. All agreed that the school helps their child to lead a healthy lifestyle. Inspection evidence supports these positive views. Few parents or carers expressed concerns about any particular aspect of the school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Queensway Catholic 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 13 statements about the school.

The inspection team received 54 completed questionnaires by the end of the on-site inspection. In total, there are 196 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	42	78	10	19	2	4	0	0
The school keeps my child safe	45	83	8	15	1	2	0	0
My school informs me about my child's progress	34	63	19	35	1	2	0	0
My child is making enough progress at this school	30	56	21	39	2	4	1	2
The teaching is good at this school	32	59	21	39	0	0	1	2
The school helps me to support my child's learning	33	61	17	31	0	0	1	2
The school helps my child to have a healthy lifestyle	30	56	23	43	0	0	0	0
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)	29	54	21	39	1	2	0	0
The school meets my child's particular needs	30	56	19	35	2	4	0	0
The school deals effectively with unacceptable behaviour	33	61	16	30	2	4	1	2
The school takes account of my suggestions and concerns	27	50	21	39	1	2	2	4
The school is led and managed effectively	35	65	15	28	0	0	3	6
Overall, I am happy with my child's experience at this school	36	67	16	30	0	0	2	4

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

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 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.

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"> ■ 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.



24 March 2011

Dear Pupils

Inspection of Queensway Catholic Primary School, Torquay TQ2 6DB

Thank you for your warm welcome when we visited your school recently, especially to those of you who gave up your time to speak to us or show us your work. This letter is to tell you what we found.

Yours is a good school. You behave well and make good progress in your work. Your attainment when you leave Year 6 has been average, but is rising. We were impressed with your concentration in Years 3 and 4, when you were completing your extended writing. You know a lot about keeping healthy and safe. You look after each other and are concerned about people who are less fortunate than yourselves, which you show by collecting for charities and by learning about the church. You get good teaching and have lots of exciting work such as when Year 3 travelled to Paris in their classroom! Your work is marked well and you know how to improve it. There are lots of activities after school, especially sport.

The headteacher and staff lead the school well. They keep you all safe, as you and your parents or carers told me. They care for you very well in other ways, such as by finding the right help for you if you need it. They know what needs to improve and how to do it. We liked your new classrooms, especially for Reception.

We have asked the staff and governing body to make a few more improvements. We have asked that your teaching assistants give you as much help when you are learning in a large group as they do when you are in a small group. We have asked that you get plenty of chances to use your literacy and numeracy skills in other subjects. There are also a few areas of the school's paperwork that need to be kept up to date.

Wishing you every success in the future,

Yours sincerely

Paul Sadler

Lead Inspector

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