

The Queen's Church of England Primary School

Inspection report

Unique Reference Number	102921
Local Authority	Richmond upon Thames
Inspection number	376785
Inspection dates	3–4 November 2011
Reporting inspector	Natalia Power

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	403
Appropriate authority	The governing body
Chair	Bonney Venning
Headteacher	Katie Bentham
Date of previous school inspection	20 October 2008
School address	Cumberland Road Kew TW9 3HJ
Telephone number	020 8940 3580
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Age group	4–11
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Introduction

This inspection was carried out by four additional inspectors. The inspectors observed teaching and learning in 28 lessons, taught by 14 different teachers, and talked to parents and carers, members of the governing body, staff and pupils. They observed the school's work, and looked in particular 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 168 questionnaires that had been returned by parents and carers.

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

- What is the quality of the teaching and learning, and how effective are they in ensuring that all pupils, particularly the most able, make at least good progress?
- How successful is the school in identifying and providing for pupils with a range of special educational needs and/or disabilities?
- Has the school been successful in developing its strengths during a period of change in its leadership?

Information about the school

This school is larger than average in size. The proportion of pupils known to be eligible for free school meals is much lower than usual. Around two thirds of pupils come from White British backgrounds, and the rest from a wide range of minority ethnic heritages. The proportion of pupils who speak English as an additional language is a little lower than average, and currently very few are at an early stage of learning the language. The proportion of pupils who have special educational needs and/or disabilities is much lower than usual. The governing body manages the breakfast club. The after-school provision, which takes place off site, is managed by outside providers and is subject to separate inspection.

Since the previous inspection, there have been four changes of headteacher. The current headteacher took up her post in September 2011. At the same time, an experienced member of staff at the school was appointed her deputy.

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

- The school provides a warm and supportive environment in which pupils are happy and secure. As a parent commented, 'The school is very welcoming, nurturing, and has inspired my children to work hard and try out new things.' The pupils' spiritual, moral, social and cultural development, underpinned by the school's strong Christian ethos, is outstanding. As a result, they develop outstanding personal qualities and their behaviour is exemplary
- Children get off to a good start in the Early Years Foundation Stage. The activities and teaching are stimulating, and they respond with enthusiasm and enjoyment. This enthusiasm for learning continues throughout the school and is fostered by the adults' generally high expectations for the pupils. As a result, pupils leave Year 6 with attainment in English and mathematics that far exceeds that of their peers in the country as a whole.
- Pupils make good progress in their learning, and this reflects the good overall teaching. Much of the teaching seen was outstanding. Occasionally, however, the pace of learning is too slow for the most-able pupils, and in these cases they make slower progress than they might.
- The curriculum is creative, and music is a particularly strong aspect. For example, the two orchestras include members of the school staff as well as pupils, and this contributes to what a parent called the school's 'family feel'.
- Pupils are cared for well, and those identified as having special educational needs and/or disabilities are given good support individually and in small groups. However, the school does not always work closely enough with the parents and carers of these few pupils in drawing up their individual action plans to ensure a full partnership between school and home.
- Parents and carers express strong support for the headteacher and the new leadership team, and also praise, in the words of one parent, 'the resilience of the staff in spite of the difficulties encountered with changes in headship over the past three years'. The governing body has played, and continues to play, an outstanding role in maintaining standards. The new leadership team has quickly identified what needs to be done and has an astute understanding of which areas need to be tackled first. For example, in little over six weeks, its members have already observed every teacher and have made good suggestions on how they can improve the quality of their teaching and the pupils' learning. Leaders, managers and governors are ambitious to make the school outstanding. The school's track record in meeting the recommendations of the last inspection is good, and there is every chance that leaders and managers will be successful in continuing the improvement.

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What does the school need to do to improve further?

- Involve more closely the parents and carers of the few pupils with special educational needs and/or disabilities to ensure that they have the opportunity to contribute fully to their children's progress.
- Ensure that the most-able pupils have sufficient challenge to enable them to make the fastest progress possible.

Outcomes for individuals and groups of pupils

1

Pupils show their great enjoyment of school through their high attendance. Their overall achievement is outstanding. Pupils' attainment in both English and mathematics in the national tests at the end of Year 6 is high, and a scrutiny of pupils' work confirms a pattern of high attainment throughout the school. All groups of pupils, including those from minority ethnic groups, those who speak English as an additional language, and those with special educational needs and/or disabilities, make good progress from their above-average starting points, because they receive effective targeted support in class or in small withdrawal groups. In lessons, the level of challenge is good overall, and outstanding in many cases, and the pupils enjoy rising to the challenge. For example, in one fast-paced English lesson for Year 6 pupils, the task was to write a newspaper report, based on the pupils' prior reading of the children's classic novel, *The Railway Children*. The task gave the pupils the opportunity to practise a range of skills, including interviewing one another, discussing with one another the right questions to ask, and editing their work. The teacher's searching questioning elicited high-quality replies from the pupils, showing that they understood such sophisticated concepts as engaging the reader's interest from the very start. The pupils responded in a mature way, and reported that they thoroughly enjoyed taking responsibility for their learning.

Pupils are polite, friendly and confident. Their outstanding spiritual, moral, social and cultural development is reinforced in assemblies, and leads to all pupils valuing and respecting the views of others. Pupils feel completely safe in school, and fully understand the importance of taking regular exercise and eating a healthy diet. Pupils reported that they enjoyed the 'walk to school' week and appreciate the improved healthy school lunches. They make an excellent contribution to their own and the wider community, for example by helping local elderly people to learn how to use computers. Pupils acquire a very firm grounding in their personal development and basic skills, and this prepares them exceptionally well for the next stage of schooling.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account:	
Pupils' attainment ¹	1
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	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
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	1
Taking into account:	
Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Teachers manage the pupils' behaviour well, using a variety of rewards to ensure that they pay close attention in lessons. They use questioning skilfully to stimulate pupils to think for themselves, and encourage them to discuss tasks with one another, so that they are usually fully engaged. The pace of learning is generally brisk and this suits the majority of the pupils. However, the most able are sometimes expected to begin at too basic a stage of learning and in these cases they are not encouraged to work at the very highest level. In most lessons, the teachers plan well and use stimulating and varied approaches to engage the pupils' interest. For example, in one ambitious Year 3 English lesson, the pupils were asked to write a first-person narrative from the point of view of an endangered animal. The activity caught the pupils' imagination and they wrote quickly and fluently. The lesson gave them the opportunity to read one another's writing and evaluate it. Pupils throughout the school are given frequent opportunities to assess the quality of their own work and that of others, and this helps them to find out for themselves how to improve. Marking is consistent and thorough, offering helpful guidance to pupils on the next steps they need to take. Teaching assistants give good support, enabling pupils, whatever their aptitudes or needs, to make good progress.

The curriculum contributes well to pupils' achievement and personal development. It has a good focus on developing pupils' basic skills of literacy and numeracy. There are good opportunities for pupils to use information and communication technology across the curriculum. Pupils report that they enjoy the clubs, trips and residential visits, and these are well chosen to provide them with a wide range of experiences.

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

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Music is a particularly strong feature of the curriculum. Pupils gain a great deal of confidence in performing to their peers, and those in the audience benefit from a sense of the community coming together.

In this caring school, pupils are looked after well. The very small minority of pupils with a range of additional needs, including those whose circumstances make them potentially vulnerable, are given good support, and in many cases catch up with their classmates. However, the school recognises that currently not enough is done to involve the parents and carers of the few pupils with special educational needs and/or disabilities, for example by consulting them fully and involving them in drawing up and implementing plans for their children’s progress. The school creates a warm and nurturing atmosphere; for example, the youngest children are given birthday assemblies in which they feel special and to which their parents or carers are invited. Breakfast Club provides a nutritious and sociable start to the day. Transition arrangements are good at each stage of pupils’ schooling. For example, children join the Reception Year confidently from a variety of nurseries and other early years provision, because the teachers take care to get to know each child before they enter the school.

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?

‘The new headteacher and deputy are great, and the school is moving forward.’ This comment from one parent reflects the drive for improvement of the headteacher and her deputy. They work in effective partnership, communicating their ambition well to all the staff. They have made a very strong start in planning and implementing change. They have quickly evaluated the school’s strengths and areas for development, and have produced detailed action plans with clear priorities. Over recent years, the governing body has taken on responsibilities within the school far beyond those normally undertaken, and it continues to make an outstanding contribution to the leadership of the school.

The school promotes equality of opportunity well, tackling discrimination by removing barriers to learning, for example by using a range of additional adults to support pupils in danger of falling behind, so that they have the chance to succeed. Leaders and managers ensure that safeguarding procedures are robust and that pupils have a good understanding of how to keep themselves safe. Staff are well trained in child protection procedures and all adults are thoroughly checked and vetted before

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working in the school.

Leaders and managers promote community cohesion well. Pupils from all backgrounds get on well with one another. There are good links with a range of cultural and charitable organisations, which help pupils to understand their school in its local, national and global contexts. Leaders and managers work in effective partnership with parents and carers, keeping them well informed through regular meetings and the school’s informative website.

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	1
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	2
The effectiveness of safeguarding procedures	2
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

The children have already visited the school before they begin Reception and this, together with good communication between the school and home, enables them to have a settled start. The adults promote the children’s welfare well. They provide firm but calm support and, as a result, the children develop very good social and emotional skills. They play together well, and are ready to share and take turns. The attractive play areas, especially those indoors, provide them with many opportunities to learn about the world around them and to develop their literacy and numeracy skills. The play equipment outdoors provides them with good opportunities to climb, balance and ride, but currently there is no covered area to ensure that the children have access to all six areas of learning even in inclement weather. There is a good balance of activities that children choose for themselves and those that adults initiate. Adults are mindful of the need to promote higher-level thinking through questioning. For example, a huge puddle in the outdoor area was used by the adults as an opportunity to perform some scientific experiments in objects which float and those which sink. The Early Years Foundation Stage is well led and managed.

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Leaders plan well to provide focused activities for children with a range of capabilities and to ensure that children are kept safe. The children join in as many whole-school activities as possible, ensuring that when the time comes to enter Year 1 they feel safe and confident.

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 proportion of parents and carers who returned questionnaires was higher than usual. Almost all those who returned questionnaires, or who spoke to inspectors, agreed that their children enjoy school and that it keeps them safe and healthy. The findings of the inspection are that pupils do, indeed, enjoy school, are kept safe and have an excellent understanding of healthy living. Almost all parents and carers feel that the quality of teaching and of the leadership and management of the school is good. Inspectors judged these areas as good. A few parents and carers expressed concerns, for example about the progress their children are making. While inspectors judged pupils' learning and progress to be good overall, there are occasional instances where the most-able pupils could be challenged to do even better. Almost all parents and carers agreed that they are happy with their children's experience at the school. A typical comment from one parent was, 'My child runs to school every day as he absolutely loves it.'

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at The Queen’s 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 13 statements about the school.

The inspection team received 168 completed questionnaires by the end of the on-site inspection. In total, there are 403 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	136	81	30	18	1	1	0	0
The school keeps my child safe	141	84	24	14	2	1	0	0
The school informs me about my child’s progress	68	40	89	53	9	5	0	0
My child is making enough progress at this school	75	45	76	45	13	8	0	0
The teaching is good at this school	94	56	70	42	4	2	0	0
The school helps me to support my child’s learning	74	44	79	47	8	5	0	0
The school helps my child to have a healthy lifestyle	97	58	65	39	3	2	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)	61	36	81	48	11	7	0	0
The school meets my child’s particular needs	67	40	87	52	10	6	0	0
The school deals effectively with unacceptable behaviour	77	46	66	39	9	5	0	0
The school takes account of my suggestions and concerns	67	40	75	45	11	7	0	0
The school is led and managed effectively	91	54	69	41	3	2	0	0
Overall, I am happy with my child’s experience at this school	107	64	58	35	2	1	0	0

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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 08 April 2011 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 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"> ■ 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.



7 November 2011

Dear Pupils

Inspection of The Queen's Church of England Primary School, Kew TW9 3HJ

Do you remember when four inspectors came to your school recently to watch you learn and play? Thank you for making us so welcome, and telling us your views. Here are some of the things we found during our visit.

- You go to a good school. Your new headteacher and her deputy have made a really good start in setting up ways to make your school even better, and they get a great deal of help from the excellent governing body.
- Your school keeps you safe and healthy. You behave really well in lessons and around the school. You are polite and respectful to visitors.
- Your teachers teach you well, and you leave school with results in mathematics and English that are a great deal better than those of pupils in the country as a whole.
- The adults look after you well, taking great care to meet your individual needs. A few of you receive some extra support in your learning from the adults, and we have asked them to work even more closely with your parents and carers to make sure that you have all the support you need.
- All of you make good progress in your learning. However, some of you, especially those of you who find your work really easy, could make even faster progress. We have therefore asked those in charge to make sure that you are always given work that encourages you to do your very best.

We were impressed by your enthusiasm for learning and for performing, and we shall not quickly forget how much fun your lunchtime concerts were, both for those on stage and for those of you enjoying the music while you ate your lunch.

We wish you all the very best for the future.

Yours sincerely

Natalia Power
Lead inspector

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