

Queen's Manor School and Special Needs Unit

Inspection report

Unique reference number	100337
Local authority	Hammersmith and Fulham
Inspection number	376385
Inspection dates	30 April – 1 May 2012
Lead inspector	Emma Merva

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	235
Appropriate authority	The governing body
Chair	Bryanna Patterson
Headteacher	Sonja Harrison
Date of previous school inspection	18–19 November 2008
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Age group	4–11
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Introduction

Inspection team

Emma Merva

Additional inspector

Ron Erlam

Additional inspector

This inspection was carried out with two days' notice. Inspectors observed teaching and learning in 15 lessons or part-lessons, amounting to 10 hours in total, involving 10 teachers. All 15 visits were accompanied by a member of the senior leadership team. Meetings were held with the headteacher, members of the governing body, staff, pupils, and parents and carers. The inspectors took account of the responses to the online questionnaire (Parent View) in planning the inspection. They observed the school's work, and looked at its monitoring, assessment and attendance records, improvement plans, minutes of meetings of the governing body and safeguarding documents. In addition, they analysed questionnaires from 125 parents and carers, 100 pupils and 21 staff.

Information about the school

Queen's Manor Primary School and Special Needs Unit is an average-sized primary school. The proportion of pupils who are from minority ethnic groups is well above average, the largest group being those from Black African heritages. An above average proportion of pupils speak English as an additional language, although few are at the early stages of learning English. The proportion of pupils known to be eligible for free school meals is well above average. The proportion of disabled pupils and those with special educational needs, including those in receipt of a statement of educational needs or being supported at school action plus, is above average. The main areas of support required relate mainly to moderate and specific learning difficulties. The school has specially resourced provision for pupils with special educational needs. This is in the form of a unit which provides bespoke support for up to 30 pupils with moderate learning difficulties. The school meets the government's current floor standards, which set the minimum expectations for attainment and progress. The school has gained the Artsmark Gold and Sing-up Gold awards.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	1
Leadership and management	2

Key findings

- This is a good school. Pupils, parents and carers are extremely positive about its work. Relationships are excellent and pupils develop exceptionally well in this welcoming and caring environment. The school is not outstanding because the quality of teaching is not strong enough to ensure that pupils make consistently excellent progress.
- Children enter the Nursery with skills that are generally below those expected for their age and make good progress as they move through the school. Pupils leave Year 6 with attainment that is broadly average in reading, writing and mathematics. Year 2 pupils have sound reading skills due to their understanding of how to break down words into sounds. Pupils in the unit make good progress.
- Teachers have high expectations of all learners and have good subject knowledge. The characteristics of this good teaching include very effective questioning and well-planned work which matches pupils' needs. Nevertheless, there are sometimes insufficient opportunities for pupils to review their learning and to develop even greater independence as learners.
- Pupils' behaviour is exemplary, both in lessons and around the school. Pupils display very positive attitudes to learning, enjoy working together and sharing ideas. This is demonstrated in their sense of ownership and pride in their school. The school places a high priority in ensuring pupils are kept safe.
- The leadership of teaching and learning has been effective in improving the quality of teaching, resulting in teaching that is consistently good with some outstanding practice across the school. The headteacher is inspirational and motivates staff and pupils to try their best. Leadership at all levels is good; strong performance management, which is sharply focused on areas for development, is resulting in rising attainment. However, teaching assistants do not always make a full contribution to accelerating pupils' progress and in this respect their skills are underdeveloped.

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What does the school need to do to improve further?

- Improve the quality of teaching from good to outstanding by:
 - ensuring that pupils have meaningful opportunities to review their learning and so help them improve further
 - providing even more opportunities for pupils to develop independence in their learning.
- Strengthen leadership and management by:
 - sharing best practice across the school to enable teaching assistants to develop their skills further and make a greater contribution to accelerating pupils' progress.

Main report

Achievement of pupils

From their below average starting points, pupils make good progress and achieve well to reach broadly average levels of attainment by the time they leave in Year 6. Children in the Early Years Foundation Stage develop skills which enable them to move into Year 1 with a good grounding in their early literacy and numeracy skills. The majority of parents and carers report that their children are making good progress at school and inspection evidence endorses this view. Pupils within the specially resourced unit make good progress as a result of well-targeted one-to-one guidance from teaching assistants who use effectively the personalised lessons planned by teachers. As a result the pupils are integrated well in mainstream classes.

Pupils acquire knowledge quickly and become secure in their understanding in different subjects. During the inspection, for example, pupils in a Year 2 lesson were excited about using engaging and imaginative resources such as the 'big bad wolf' story board which related to their literacy work and they made good progress as a result. Similarly, in Year 5, pupils thoroughly enjoyed using information and communication technology (ICT) to research information they needed for their science investigation into the water cycle. They made good progress as a result of well-planned resources and the variety of activities. Disabled pupils and those who have special educational needs make good progress because of the effective one-to-one support. This was evident in a Year 5 mathematics lesson where pupils worked well with a teaching assistant and developed their ideas by sharing and discussing them before working out the problem.

Pupils from the unit are given highly-effective guidance and support to enable them to achieve well. Teachers plan work which is broken down into smaller activities so that firm foundations are laid in the pupils' learning. As a result of high expectations and well-planned challenging activities, the majority of the most-able pupils make good progress and achieve well. Those from Black African heritages and those who

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Speak English as an additional language achieve well from their starting points. Pupils who are new to learning English make good progress as a result of staff providing practical activities using pictures and books to help to give clues for word recognition in role-play activities.

Phonics (letters and the sounds they make) is skilfully taught to pupils throughout the school and, as a result, attainment in reading at the end of Year 2 has improved to broadly average. Whilst progress in reading is accelerating throughout the school, attainment has been broadly average for pupils leaving the school in recent years. Pupils read confidently and talk with enthusiasm about the books they read both in school and at home.

Quality of teaching

Overall, teaching is good throughout the school with some examples of high-quality practice, especially in Year 2 and Year 6. Parents and carers overwhelmingly report that they are happy with the quality of teaching and pupils also confirm they enjoy their learning. Teaching in the Early Years Foundation Stage is good and contributes to the positive start children make in their learning. Across the school, in the most successful lessons, teaching is characterised by activities which are sharply matched to pupils' needs and enthusiasms. This was clearly seen in a Year 1 lesson, for example, which involved pupils sequencing a story. This stimulated their imagination and resulted in pupils making fast progress in writing. Lessons are purposeful with varied activities that ensure pupils are engaged and enjoy their learning. For example, pupils in Year 5 showed their enjoyment for learning when they answered questions on the use of percentages to figure out basic problems to work out discounts. Teachers mark pupils' work regularly and provide feedback by outlining the next steps for pupils to take to improve. Pupils are encouraged to share ideas and to make decisions about what level they should be working at, supported by good adult guidance. Occasionally, however, lessons provide limited opportunities for pupils to develop their independent learning skills, and pupils are not consistently given time to review their learning.

Teaching assistants are effective in ensuring that disabled pupils and those with special educational needs make similar progress to others through implementing successfully the class teacher's well-planned activities that meet their needs. However, there is scope for teaching assistants to share best practice within the school so that all can make a greater contribution to supporting pupils' progress.

Pupils in the special resource provision are well supported in mainstream lessons and in discrete sessions within the unit so that they experience helpful strategies to overcome their difficulties in literacy. As a result, their gains in literacy enable them to access more readily the mainstream curriculum. Teachers encourage pupils to be confident to question each other and to share ideas. For example, in a Year 4 lesson, pupils worked in pairs to describe the features of sustainability. They were encouraged to talk about their ideas and to practise their speaking and listening skills. Their individual targets were available to them and during the writing activity

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they were encouraged to use them to promote effective writing. The teaching of reading observed during the inspection was good. For example, opportunities for guided reading are plentiful and pupils are motivated to read for pleasure.

Pupils are given chances to work together in groups, enhance their listening skills and learn about other traditions and cultures. For example, pupils in a whole-school assembly were able to use the Olympic values of 'respect and excellence' during lessons and during playtime.

Behaviour and safety of pupils

Pupils told inspectors that the exemplary behaviour observed in lessons and around the school is typical of behaviour generally and inspection evidence supports this view. Pupils respond very well to teachers' high expectations and as a result they manage their own behaviour exceptionally well and have positive attitudes to learning. Pupils understand that their excellent behaviour towards each other contributes to the harmonious and caring environment in the school. As a result, pupils report that they feel very safe and enjoy school.

Pupils comment that bullying is extremely rare and if it does occur they are confident that staff will deal with it swiftly and effectively. Pupils show an excellent understanding of what constitutes racist, homophobic and cyber bullying and this builds the foundations for their positive attitudes to the different cultures in their school community. The parents' and carers' questionnaires confirm that if there is any bullying it is quickly and efficiently dealt with by the school. Pupils are very keen to take on extra responsibilities, such as becoming members of the school council, head girl and boy and acting as role models in helping younger pupils to develop their confidence and self-esteem.

The school promotes attendance and punctuality well. Attendance is above average, including for those attending the special unit provision. Pupils arrive at their lessons on time and punctuality has improved steadily over time.

Leadership and management

The headteacher is highly experienced and respected in the school community. She is ably supported by the senior team. Staff report that there is a shared direction because of a strong vision to provide the best learning environment for the pupils. This view is also shared by parents and carers, with one typical comment being, 'Queen's Manor is a fantastic school, can't praise the teachers and leadership enough.' The day-to-day management of the unit is secure and it operates smoothly within the whole-school structures. The school promotes equality of opportunity well and does not tolerate any discrimination of any kind. As a result, the school works effectively to ensure that pupils, irrespective of their backgrounds and individual needs, progress equally well.

The headteacher, staff and members of the governing body have an accurate

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evaluation of the school. This has given a clear mandate for the school leadership in driving improvement and accelerating progress. Teachers speak very positively about the ways in which they have been supported by effective mentoring and have been afforded many opportunities for professional development, such as visits to other schools. However, this best practice in training and development has not been consistently spread across the school, particularly for teaching assistants. Nevertheless, leaders and managers have improved the quality of teaching across the different subject areas with a clear focus linked to performance management. All areas for improvement identified at the last inspection have been tackled. This, together with good leadership, good teaching and increased attendance, demonstrates the school's strong capacity to improve further.

The broad curriculum is well planned and provides a wide range of opportunities to extend learning across all subject areas. Pupils say they enjoy many activities such as the Queens Club through to gardening. The effective focus on pupils' spiritual, moral, social and cultural development enables them to be tolerant of others in being able to learn about different cultures and their values. For example, during the inspection, an inspiring assembly helped pupils to become aware about the values of the Olympics by exploring the impact of taking part.

Members of the governing body provide clear strategic direction for the school. They carry out their responsibilities with care and consideration for both pupils and adults by ensuring that the school carries out its duty to ensure they have effective procedures for safeguarding and risk assessment. These meet government guidelines and include high-quality checks on adults, including robust arrangements for vetting staff appointments and staff training, and a carefully-planned approach to managing the safety of pupils.

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).

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.



1 May 2012

Dear Pupils

**Inspection of Queen's Manor School and Special Needs Unit, London
SW6 6ND**

I am writing to you to say thank you and let you know about what we found out when we came to your school. You made us feel so welcome with your politeness and the school's harmonious atmosphere. There are many things to be proud about in your school. Yours is a good school which helps you to learn well. Your behaviour is excellent and you have outstanding relationships with each other that mean you get on well together. You make good progress in reading, writing and mathematics. Your attendance is above average and you are right to be proud of what you achieve.

All of the adults in school take extremely good care of you and keep you very safe. Teaching is good in school and we saw how much you enjoy your lessons. You are all keen to learn, as a result you achieve well. The headteacher and staff in school are working hard to ensure that the school improves to make things even better.

We have asked your school to do some things to improve even further by:

- making more lessons as good as the very best, so that you make even faster progress, and teachers give you opportunities to review how well you are doing.
- helping the support staff to share their best ideas so that they can help you to do even better.

I hope you will help by continuing to attend school every day, listen to your teachers and try to do your very best.

Yours sincerely

Emma Merva
Lead inspector

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