

Queen's Park Infant Academy

East Way, Bournemouth, BH8 9PU

Inspection dates 2–3 July 2013

Overall effectiveness	Previous inspection:	Not previously inspected	
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress from their starting points which are generally below those expected for their age.
- Teaching is typically good, with some outstanding practice. It ensures that all pupils, including those who find learning difficult, make good progress.
- Children get off to a good start in the Reception classes where they make good and, at times, outstanding progress because they are taught well.
- Classroom relationships are of a high quality. This helps to promote high levels of enthusiasm and good attitudes towards their learning.
- Behaviour is good. At times pupils' conduct is outstanding. Pupils feel very safe. They thoroughly enjoy learning and are very proud of the school. The school is held in high regard by parents and the local community.
- The exciting range of subjects and activities on offer, which includes many visits beyond the school, extends pupils' interests and draws pupils into their learning.
- The school is well led and managed. Pupils' standards have risen rapidly this year to well above the national average.
- Governors fulfil their duties well. They have a good understanding of the school's strengths and areas for improvement. They provide a high level of support and challenge.

It is not yet an outstanding school because

- There is not enough outstanding teaching to ensure all pupils make rapid and sustained progress, particularly in Years 1 and 2.
- Teachers do not always set work at the right level of difficulty for individual pupils and, as a result, the pace of learning slows at times.
- Pupils' presentation of their work is not always of the highest standard.
- Some leaders have not had the opportunity to review the quality of teaching in their subject or to check on pupils' progress.
- Teachers' comments in marking do not always show pupils how they can improve their work.

Information about this inspection

- Inspectors observed 24 lessons involving 12 teachers; four lessons were observed jointly with school leaders.
- Inspectors held discussions with school leaders, staff, governors and a representative of the local authority.
- Inspectors observed the school's work and looked at documentation, including improvement plans, the systems for tracking pupils' progress, the arrangements for safeguarding pupils and samples of pupils' work. They heard groups of pupils read and spoke with others about behaviour and safety arrangements at the school.
- Inspectors took account of the 29 responses to the on-line questionnaire (Parent View) and the views expressed by those parents and carers who spoke with them at the start of the school day.

Inspection team

Michael Bartleman, Lead inspector

Additional Inspector

Sue Hunnings

Additional Inspector

Laura Dickson

Additional Inspector

Full report

Information about this school

- This school is larger than the average-sized infant school.
- The majority of pupils come from a White British background. Increasing proportions come from minority ethnic groups.
- The proportion of pupils speaking English as an additional language is average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average. The proportion supported at school action plus or with a statement of special educational needs is below average.
- The proportion of pupils supported by the pupil premium (additional government funding for specific groups of pupils, including those known to be eligible for free school meals and those from service families) is average.
- The Early Years Foundation Stage is made up of four Reception classes.
- The school provides a nurture group, known as Sunflowers, for some of its pupils who have additional emotional and social needs.
- The school shares its site with a junior school, Queen's Park Academy, a Sure Start Children's Centre, a pre-school and an Early Years Resource Centre.
- A private provider manages before- and after-school care. This was not part of the school inspection and is subject to separate inspecting and reporting arrangements.
- The school has grown from three-form entry at the previous inspection to four-form entry now. In September 2013 this will increase to five-form entry
- The school converted to academy status April 2013. When its predecessor school, Queen's Park Infant School, was last inspected by Ofsted it was judged to be outstanding overall.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching so all pupils make rapid and sustained progress, particularly in Key Stage 1, by:
 - making sure that teachers always match activities in lessons precisely to pupils' next steps in learning
 - increasing the level of challenge in lessons, particularly for more-able pupils
 - teachers insisting on the highest standards of presentation in all work
 - ensuring that teachers' comments show pupils clearly how they can improve their work.
- Further develop the roles of leaders by:
 - giving them more opportunities to check on teaching and learning in their subject area, and to ensure that assessment information is a true reflection of pupils' work in books
 - involving them fully in data analysis, tracking pupils' progress and monitoring school improvements.

Inspection judgements

The achievement of pupils is good

- Children in Reception classes make good and, at times, outstanding progress. The vast majority of children leave Reception at levels expected for their age. This is because they have opportunities to share in a broad range of stimulating activities, both indoors and outdoors, supported by high quality individual support from adults which develops language well.
- Standards at the end of Year 2 are above average in both English and mathematics. Although the school's own data show that progress has further improved this year, which is an improvement on 2012 when there was a dip in pupils' achievement, it is not rapid and sustained throughout all classes in Key Stage 1. This is because teachers' planning does not take sufficient account of pupils' next steps in learning. Nevertheless, all groups of pupils, including those from minority ethnic groups and those for whom English is an additional language, achieve well.
- Pupils' attainment in reading is above national average at the end of Year 2. Pupils have good opportunities to read for a variety of purposes in lessons and enjoy reading a wide range of books.
- Results in the national screening check for phonics (letters and the sounds they make) at the end of Year 1 in 2012 were above average. The school has worked effectively to improve the teaching of phonics through daily sessions. The school's data show that all groups of pupils currently in Year 1 are achieving well above national levels in their knowledge of phonics.
- Disabled pupils and those with special educational needs make progress similar to their peers. This is because of the broad range of approaches used by teachers and well-trained teaching assistants who support their learning effectively.
- Pupils in the nurture group, Sunflowers, make good progress in their social and personal skills because their specific needs are extremely well provided for.
- Pupils for whom the school receives the pupil premium funding make good progress. The overall attainment of pupils supported by the pupil premium in 2012 was equivalent to one term behind their classmates in reading, two terms behind in writing and equal to their classmates in mathematics. The school's current information shows that the attainment of this group has risen to well above national levels.
- Parents and carers who responded to the on-line questionnaire (Parent View) or spoke to inspectors at the start of the school day indicated that their children are making good progress at the school.

The quality of teaching is good

- Almost all teaching is good or better, enabling all pupils to make good progress.
- Relationships between pupils and staff are excellent. Learning takes place in a supportive and caring atmosphere that successfully encourages pupils to share ideas and 'have a go'.
- Teachers' expectations of pupils' behaviour are high. The few pupils who find it difficult to control their behaviour are well managed by the teachers and adults assigned to support them.
- Where teaching is best, teachers identify what the pupils expect to learn by the end of the lesson and adapt the work to suit different abilities. Teachers ask pupils probing questions to check and deepen their understanding.
- Teachers make learning exciting and create opportunities to write in many different contexts, for example describing monsters, creating poems on minibests or writing a letter about a recent visit to Hengistbury Head. Before writing, pupils talk to their teachers and to each other about their ideas, which the teachers then use to model the writing. This talk develops pupils' language and vocabulary exceptionally well, although presentation is not always of the highest quality.
- In some classes teachers' comments in books do not help pupils improve their work, and the use of photocopied sheets restricts the learning. Book scrutiny during the inspection showed that in

a few cases the work in pupils' books did not reflect the school's assessment information.

- Staff promote pupils' spiritual, moral, social and cultural development well. They constantly encourage positive relationships, thinking strategies, and an excitement in learning.
- All groups of pupils, including those from minority ethnic backgrounds, those learning English as an additional language and those in the nurture group, are taught well and make good progress. Teachers know their pupils well, although at times they do not set work at the right level of difficulty for individual pupils. As a result, the work is sometimes too hard or too easy and the more-able pupils are not challenged sufficiently.
- Teachers and teaching assistants successfully promote the pupils' knowledge and use of phonics. They provide interesting opportunities for pupils to read, both for enjoyment and to find information to support their topic work.
- Well-planned activities in the Reception classes promote children's learning well. Teachers constantly interact with children, seeking out opportunities to develop children's language and social skills. Children are confident and independent, initiating much learning for themselves. The high level of engagement allows teachers to work with small groups of children to accelerate their learning further.

The behaviour and safety of pupils are good

- Pupils' behaviour in lessons and around the school is good. At times their conduct is outstanding. Pupils demonstrate positive attitudes that support their learning well.
- Pupils respond well to the rewards and celebrations for good work and behaviour.
- The school values and celebrates the diversity within its community. The '3Rs', rights, respect and responsibility, are promoted effectively.
- Most parents and carers who responded to the on-line Parent View survey indicate that their children feel safe at school and behave well.
- Pupils understand different types of dangers, including those associated with roads, fire and water. They say that they feel safe in school and refer to many occasions when safety on school visits, in the 'wild garden' in the school grounds, and in the home has been promoted by teachers.
- Pupils show good awareness of the different types of bullying appropriate to their age and indicate that incidents such as name calling rarely occur because the school leaders deal with them swiftly.
- The school has excellent working relationships with outside agencies to support pupils and families whose circumstances make them potentially vulnerable. Parents and carers said that all pupils are able to access high-quality learning and enrichment activities.
- Attendance has shown a steady increase since the previous inspection and is now broadly average for an infant school. Most parents have responded well to the school's thorough procedures for encouraging good attendance, but there are a few who are regularly late to school.

The leadership and management are good

- The headteacher and senior leaders form an effective team. Along with the governors, they have ensured the school's move to academy status has been beneficial for all pupils. Leaders have received effective light touch support from the local authority to review progress and to train governors.
- Leaders have responded well to the fall in attainment last year so that standards are again well above average. This improvement shows that the school has good capacity for further improvement.
- Staff are overwhelmingly supportive of the headteacher and morale is high. All staff value the opportunities for training and speak of the benefits this has had in further accelerating pupils'

learning and meeting the headteacher's raised expectations.

- The headteacher manages the performance of teachers effectively, with clear links between the rewards that teachers receive and pupils' good progress, although teachers are not observed on a regular basis by all leaders. Teachers are set clear targets, linked to pupil progress, thus promoting good or better teaching successfully. However, some leaders have not had enough opportunities to review teaching in their subjects or to check on pupils' progress.
- The support for disabled pupils, those with special educational needs and those eligible for the pupil premium is managed well by the deputy headteacher so pupils make good progress.
- The school promotes equality of opportunity and tackles discrimination well. There are no recorded incidents of harassment.
- The school's open door policy is greatly appreciated by parents and carers, who feel informed about, and involved in, their children's learning. Transition into and out of the school is effective and well managed.
- The creative topics that form the contents of lessons bring together different subjects in a way that the pupils describe as 'interesting and fun' and contribute strongly to pupils' spiritual, moral, social and cultural development. Lessons are enriched well through a wide range of visits, opportunities to develop music and creative skills and after-school activities.
- Parents and carers speak very highly of the school. They say that behaviour is good and that their children do really well at the school making 'progress every term'. 'My child is always excited to go to school' is a typical comment.
- **The governance of the school:**
 - The governing body makes use of its recent training to both support and monitor the work of the school. It has ensured that the school is financially stable and that the performance of the headteacher is well managed. Governors know about the quality of teaching and the management of teachers' performance and make sure that teachers are rewarded according to their performance in the classroom. They know the progress the pupils are making and how this compares with all schools nationally. They are committed and ambitious to make sure that pupils do as well as they possibly can because they believe that pupils deserve the best possible start. They have made sure that pupil premium is spent on extra support in the classroom and for specific groups. As a result, pupils known to be eligible for free school meals are doing better at this school than in all schools nationally. The governing body carries out its statutory duties well. It makes sure, for example, that procedures for safeguarding pupils are well managed, regularly reviewed and fully meet national requirements.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	139447
Local authority	Bournemouth
Inspection number	422036

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

Type of school	Academy converter
School category	Community
Age range of pupils	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	358
Appropriate authority	The governing body
Chair	Raf Frias-Robles
Headteacher	Pat Whitehead
Date of previous school inspection	11 June 2008
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