

Queen's Drive Infant School

Queen's Drive West, Peterborough, PE1 2UU

Inspection dates 10–11 July 2013

Overall effectiveness	Previous inspection:	Good	2
	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.

- From often low starting points on entry to Reception, pupils make good progress during their time in school.
- A high proportion of teaching is good and there are examples of outstanding practice.
- By the end of Year 2, pupils reach standards that are broadly average in reading, writing and mathematics.
- Pupils enjoy coming to school and taking part in lessons. They feel safe, behave well and are proud of their school.
- Parents are very positive about the school and praise the staff's commitment to their children.
- Pupils have many memorable learning experiences and opportunities, which prepare them well for the future.
- The school is led and managed well. The headteacher, supported by the deputy headteacher and the governing body, has made many improvements. These include raising the quality of teaching and pupils' achievement in reading and mathematics. Leaders have clearly identified the key areas to improve the school further.
- Governors are knowledgeable, provide support and ask searching questions.

It is not yet an outstanding school because

- The standards pupils have reached in writing this year are not quite as high as in reading and mathematics. Teachers have not been trained to improve pupils' progress in writing in the same way as they do in reading.
- Not enough teaching is outstanding, and a small amount requires improvement where the pace is too slow, work lacks challenge and is not checked regularly enough.
- Teachers in the Reception classes do not use the outdoor area as well as they could to enrich learning.
- Attendance is lower in the Reception classes than in other years.

Information about this inspection

- Inspectors observed 17 lessons. Eight of these were observed jointly with the headteacher and deputy headteacher. Inspectors also observed children playing during break and lunch time.
- Inspectors heard children in Years 1 and 2 reading. They looked at past and current information about pupils' progress and their work in books and on display.
- Meetings were held with small groups of pupils to talk about their experiences of learning and to find out what they thought about school. Inspectors also met with staff, governors and a representative from the local authority.
- A range of documents was reviewed. These included records and policies relating to behaviour and safeguarding, the school's checks on teaching and pupils' progress, and school improvement planning.
- The inspectors talked to parents informally at the start of the school day and considered 20 responses to the online questionnaire (Parent View). They also took account of 40 staff questionnaires.

Inspection team

Joan Beale, Lead inspector

Additional Inspector

Helen Owen

Additional Inspector

Full report

Information about this school

- Queen's Drive Infant School is average in size, but the number of pupils is increasing.
- A very high proportion of pupils are from minority ethnic backgrounds. Pakistani pupils make up the largest group.
- The proportion of pupils who speak English as an additional language is very high.
- The proportion of pupils supported by the pupil premium is slightly below that seen nationally. This is additional government funding for children of forces families, those cared for by the local authority, and those known to be eligible for free schools meals.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above the national average. The proportion supported at school action plus or with a statement of special educational needs is lower than that seen nationally.
- At the time of the inspection, building work was taking place to provide new classrooms for Year 2 pupils, as the school is increasing to three-form entry from September 2013.
- Since the previous inspection, a new headteacher and deputy headteacher, and a new leader of the Early Years Foundation Stage have been appointed.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching by making sure:
 - learning moves at a demanding pace and all teachers challenge all pupils at the right levels
 - pupils working without an adult always understand what they need to do to be successful and teachers check their progress regularly
 - Reception teachers make better use of the outdoor area to enhance children's learning experience.
- Accelerate pupils' progress in writing to match the progress they make in reading and mathematics by using similar approaches to staff training that have proved so successful in improving the teaching of reading.
- Improve attendance in all years, but particularly in the Reception classes, by making sure the successful new attendance policy is applied firmly throughout the school.

Inspection judgements

The achievement of pupils is good

- A high proportion of children start their Reception Year with knowledge and skills that are low compared with expectations for their age, particularly in communication and language, writing and mathematics. Children enjoy taking part in a range of varied and stimulating learning experiences. As a result, most make good progress but still enter Year 1 with attainment that is below expected levels.
- This year, the proportion of pupils in Year 1 who have passed the national screening check on their knowledge of the sounds that letters make (phonics) is much improved on the very low levels in 2012. This is a result of more skilled phonics teaching. The proportion who reach expected levels still remains below average. However, this year group had an influx of 17 new pupils at the end of the first term, many of whom had not previously attended school. Children told inspectors how much they enjoy reading.
- For the past two years, pupils have left Year 2 with broadly average levels of attainment in reading, writing and mathematics. This represents good progress, given their starting points.
- The progress made by the current Year 2 pupils is also good and particularly strong in reading as a result of the focus placed on this. This has resulted in similar broadly average levels of attainment to the previous two years in all areas, but with writing weaker than reading and mathematics.
- The school's data show that the current Year 1 classes have made good progress in reading, writing and mathematics since the start of the year, especially in writing.
- Minority ethnic pupils and those who speak English as an additional language make good progress overall and achieve standards that are in line with or above similar groups nationally. Within school, the gap between their attainment in writing and that of other pupils has narrowed.
- Disabled pupils and those who have special educational needs make good progress because they receive good levels of additional support in class, in small groups and, when needed, through one-to-one tuition.
- Pupils supported through the pupil premium make good progress in reading, writing and mathematics and do better than similar pupils nationally. Overall, they are about a term behind their classmates in mathematics, half a term behind in reading and there is little difference in their attainment in writing. The gap between the attainment of these pupils in writing and other pupils has narrowed over time. The extra funding is used to provide additional support and resources, and also to ensure that these pupils access the full range of activities the school provides. This promotes equal opportunity and ensures that no pupil is discriminated against.

The quality of teaching is good

- Teaching is typically good and occasionally outstanding. Consistent strengths in these good or outstanding lessons include the way teachers plan work at the right level to challenge all pupils and the way teaching assistants support groups and individual pupils.
- Planning for writing is linked to the topics pupils are studying, so they have opportunities to

write about things that have captured their interest. In an outstanding example in a Year 2 lesson, the teacher had planned writing activities based on the rainforests. Pupils wrote enthusiastically about conservation of the rainforests. Some used computers to produce leaflets and others took on the roles of 'loggers' and 'conservationists' and made interview video clips using tablet computers. In this lesson, all pupils made outstanding progress.

- Pupils benefit from a range of interesting experiences that enhance their learning. For example, pupils in Year 1 writing the story of Nemo were enthused by their recent trip to the seaside. In the best lessons, teachers plan stimulating activities, which use a variety of resources to enthuse and engage pupils and enable them to apply what they have already learned.
- In mathematics, teachers give pupils good opportunities to use and apply their mathematical skills. For example, Year 1 pupils were observed constructing three-dimensional 'fish tanks' in which they were going to place underwater animals that they had drawn. This gave them good opportunities to apply their measuring skills in a way that engaged them.
- A small amount of teaching requires improvement. This is usually because the pace is too slow and teachers talk for too long at the start of the lesson, not leaving enough time for pupils to work on set tasks. In these lessons, teachers and teaching assistants do not check the progress of pupils who are working without direct adult supervision or tell them clearly what they need to do to succeed. Consequently, some pupils in these groups do not make enough progress.
- Teachers in the Reception classes provide a range of appropriate activities to capture children's imagination. However, they do not yet plan sufficiently high-quality outdoor learning experiences to develop independence and focus, either during activities children choose for themselves or when they work in groups.

The behaviour and safety of pupils are good

- Pupils' very positive attitudes make a significant contribution to their good learning in lessons. Pupils treat each other and adults with respect and are polite and attentive at all times. They join in with class and group activities and engage well when asked to talk with their partners.
- At break and lunch times, pupils from different backgrounds play harmoniously together. They enjoy taking on responsibilities, for instance as 'play peers', and benefit from a range of activities to keep them engaged.
- Parents said they are confident that their children feel safe in school and that behaviour is good. One parent summed up the views of others by saying, 'It is a lovely friendly school.'
- In lessons and assemblies, pupils learn the skills they need to manage everyday risks for themselves. For example, they can recall lessons and talks about road safety and keeping safe on the internet.
- Pupils know about different kinds of bullying and say that it rarely happens, commenting that 'people are mostly kind'. They know what the consequences are if anyone misbehaves. They respond quickly to being warned or being given a 'sad' face in lessons.
- Attendance has improved over the last three years and is now broadly average in Years 1 and 2. This has resulted from implementing a new and more rigorous attendance policy, which includes improving communications with parents and rewarding good attendance. The policy has not yet been applied consistently throughout the school, and attendance currently lags behind in the

Reception classes.

The leadership and management are good

- The headteacher, supported by the deputy headteacher and governors, has accurately identified the most important areas for school improvement. This has built on previous improvements. As a result, progress is good and standards are rising in response to good teaching. This is demonstrated by the improved results in the phonics screening check this year, and the high proportion of good or better teaching seen during the inspection. This demonstrates the school's capacity to make further improvements.
- Leaders' regular lesson observations, followed by detailed feedback, have identified where improvements are needed in teaching. They have also helped to identify skilled teachers and develop their leadership skills within the school.
- The school now has a more rigorous system for holding teachers to account for their performance. This ensures that teachers understand their responsibility for helping pupils to make faster progress.
- Senior leaders carry out rigorous checks to find out how well pupils are achieving. All staff use data well to track pupils' progress and to make sure they are meeting their challenging targets. The school provides appropriate, effective and well-timed support for the pupils who need it, enabling them to make good progress.
- The new Early Years Foundation Stage leader is very well aware of the further improvements that need to be made to bring about faster progress for children in the Reception Year and to raise their achievement.
- Subjects and topics provide pupils with a range of memorable experiences, which enhance their learning. For example, during the inspection pupils were stimulated in their writing to draw on their experiences from recent trips to a farm, Hunstanton beach and the Natural History Museum. They also benefit from a range of clubs, including French, singing, sketching, drama and ball skills. These contribute well to pupils' spiritual, moral, social and cultural development.
- The local authority keeps a watchful eye on the school's performance and has provided a range of appropriate support, which has been well used. For example, it has monitored how well phonics is taught and contributed to developing the way children are educated in the Early Years Foundation Stage.
- **The governance of the school:**
 - The governing body takes a full and active role in the life of the school. Governors are clear about the school's strengths and understand what needs to improve. They know how well the school is doing compared with schools nationally. Governors challenge and support the school in equal measure. They hold the school to account for the way it uses the pupil premium to improve pupils' achievement, and ensure that safeguarding procedures are rigorous. Governors have a clear understanding of the quality of teaching, and are clear that teachers' pay will only be increased if their pupils make good progress. Governors recognise that not all members of the governing body have an equally good understanding of the work of the school and have taken steps to increase their awareness. They are committed to developing strong community links.

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	110723
Local authority	Peterborough
Inspection number	412006

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

Type of school	Infant
School category	Community
Age range of pupils	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	221
Appropriate authority	The governing body
Chair	Nitin Patel
Headteacher	Sarah Skinner
Date of previous school inspection	12 November 2009
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