

Queen's Drive Primary School

Black Bull Lane, Fulwood, Preston, Lancashire, PR2 3LA

Inspection dates 10–11 December 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- The school benefits from the outstanding leadership and management of the headteacher who has successfully developed and maintained an ethos firmly rooted in continuous improvement.
- All groups of pupils achieve outstandingly well including those in the Early Years Foundation Stage. They make at least good and often outstanding progress.
- Standards of attainment in reading, writing and mathematics since the previous inspection have been significantly above average.
- The most-able pupils experience a high level of challenge and respond very well. As a result high numbers of pupils reach above-average levels in English and mathematics.
- Teaching is consistently good with much that is outstanding. The school now needs to build on the outstanding teaching that exists in all parts of the school to make even more outstanding.
- Pupils' excellent attitudes make a major contribution to their learning. Behaviour is outstanding and pupils say they feel very safe.
- Parents think highly about the school.
- Senior and middle leaders carry out their duties very well. Highly effective systems for checking on the quality of teaching and pupils' progress mean that leaders have an accurate view of all aspects of school life.
- Governors know their school very well. They not only support it but also hold it to account.

Information about this inspection

- Inspectors observed 21 lessons or parts of lessons. Additional short visits to lessons were carried out to look at issues such as how well pupils get on with their classmates and their overall behaviour.
- Meetings were held with groups of pupils chosen at random, with school council members, the chairman and other members of the governing body and with senior staff. A meeting was also held with a representative from the local authority.
- Inspectors heard pupils read and talked to them about the types of books they enjoy.
- Pupils' current work and assessments along with school documents were scrutinised.
- Inspectors reviewed 64 responses from parents to the online questionnaire (Parent View).
- They reviewed the inspection questionnaires completed and returned by staff.

Inspection team

Geoffrey Yates, Lead inspector

Additional Inspector

Jonathon Yodaiken

Additional Inspector

Nina Heron

Additional Inspector

Full report

Information about this school

- The school is larger than the average-sized primary school.
- The proportion of pupils supported through school action is average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is above average.
- The proportion of pupils from minority ethnic groups is well-above average.
- The proportion of pupils known to be supported by the pupil premium funding is well-below average. The pupil premium is additional funding for pupils who are known to be eligible for free school meals, children from service families and children who are looked after by the local authority.
- In 2013, the school met the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- The school has achieved many external awards, including the County Sports award.

What does the school need to do to improve further?

- Make even better use of the expertise of outstanding teachers to help the consistently good teachers improve to outstanding.

Inspection judgements

The achievement of pupils

is outstanding

- From their individual starting points the fast rate of progress pupils make is due in no small part to the school's highly effective focus on the importance of inclusion. The school makes absolutely sure that all pupils receive bespoke support to move on effectively to the next stage of their education.
- In Year 6 national tests pupils' attainment in reading, writing and mathematics has been significantly above average every year since the previous inspection. Lessons observations, scrutiny of work and hearing pupils read confirm this is also the case for current pupils.
- The key reasons for pupils doing so well are because they are highly motivated and the work teachers ask them to do is interesting and challenging. For example, during the inspection older pupils were challenged to think about the impact of Nelson Mandela's work. They produced their own tweets [not posted on the internet]. One tweet stated, 'How did he forgive so easily?' and another 'RIP Nelson Mandela who was a great man and freed South Africa.'
- When they start school in Reception, there is some variation from year to year in children's skills and knowledge. Currently, children's skills are broadly typical. Well-prepared resources both inside and outside and a very talented and motivated team ensure children make rapid progress. As a result, by the end of the Reception Year, almost all children are well above the levels of skills and knowledge expected.
- Progress continues to be at least good and often outstanding through the rest of the school. Progress in understanding the sounds letters make in words (phonics) is excellent. Results in the Year 1 phonics screening are well-above average.
- Pupils use their reading, writing and mathematical skills well in other subjects. Older pupils talk confidently about the different styles of authors.
- Disabled pupils and those who have special educational needs make the same progress as other pupils. This is because they benefit from the support they receive from staff who understand their needs and work that is set at the right level for them.
- Those pupils who speak English as an additional language make similar progress to that of other pupils and are involved fully in all aspects of school life.
- There is a high level of participation in physical education for pupils. These include out-of-school sporting activities. Pupils are developing healthy lifestyles; they understand, and can clearly explain, the importance of taking part in sport.
- The number of pupils supported by pupil premium funding is small. However, comparisons with the progress made nationally by pupils known to be eligible for free school meals or with pupils who attend the school who are not entitled to free school meals are very positive. Free school meals pupils make good progress, with all pupils in the 2013 national tests achieving the expected levels in English and mathematics. The overall gap between the achievement of pupils known to be eligible for free school meals and that of other pupils is closing rapidly and is less than half a year.

The quality of teaching is outstanding

- Teachers and other members of staff build highly effective relationships with pupils. As a result pupils become confident and willing learners.
- Teaching over time is outstanding. This can be seen in pupils' rapid progress throughout the school and their well-above average attainment in national tests and assessments since the previous inspection. Teaching seen during the inspection was outstanding overall, and never less than good.
- Lessons are well planned and excellent use is made of data about pupils' progress in making sure work is challenging. This is because the school has highly effective systems for tracking pupils' work. Pupils understand what level they are working at, and know what they need to do to move to the next level. For example, nine of the most-able pupils in Year 6 know exactly what they need to do to achieve not Level 5 but Level 6 in mathematics.
- Teaching in the Reception classes is outstanding. Staff are skilful at linking the work children are asked to do together. For example, the story of 'Mr Stick' motivates children to carry out a wide range of well-planned, exciting and interesting learning opportunities.
- Where teaching is at its very best, lessons have a highly purposeful feel, with pupils very keen to learn. In an outstanding mathematics lesson in Year 3, pupils were motivated to develop their understanding of how to use the grid method in working out the correct answers to multiplication calculations.
- Teachers' questioning involves all pupils. Pupils are keen to both answer and to listen to others. When asked to give an opinion they do so and can justify their answers. Teachers mark work regularly and carefully in literacy and mathematics. Pupils say that marking helps them to improve. Occasionally, where teaching is not so strong, opportunities are missed to use marking effectively, but this is the exception rather than the norm.
- For those pupils who speak English as an additional language a great emphasis is placed on making sure pupils understand the technical language in every subject area. As a result pupils are not held back in their learning by a lack of understanding of certain words.
- Throughout the school teaching assistants provide good support especially for pupils with special educational needs.
- All parents who responded to the Parent View survey consider their children to be taught very well. Pupils also say that they are taught well.

The behaviour and safety of pupils are outstanding

- The high level of respect pupils from different ethnic backgrounds have for each other is the cornerstone of this school. Pupils' high level of enthusiasm is evident in all lessons. Pupils work very well on their own and collaboratively.
- In many lessons and in the meetings held with pupils their attitudes and behaviour were exemplary. Across the school pupils show great enthusiasm for their work, are very quick to participate and are keen to do their very best for the teachers. It was a delight to see how proud and confident younger pupils were when taking part in the school's Nativity play.
- Parents are very positive about pupils' behaviour and safety. They make sure children are on time for school and also that pupils' attendance is above the national average.
- Pupils behave exceedingly well around the school. For example, lunchtimes are sociable occasions and pupils' behaviour is excellent. In the playground, pupils play very well together and are proud to demonstrate, for example, their catching skills.
- A scrutiny of records, and observations during the inspection, show that behaviour over time is excellent. Isolated incidents of unacceptable behaviour are dealt with well.
- There are many opportunities provided in the curriculum to promote pupils' spiritual, moral, social and cultural development. Pupils have highly positive views on the importance of helping those less fortunate than themselves.
- Pupils take part in a wide range of activities, including sporting events, instrumental tuition and

are very proud of what they achieve.

- Pupils have a very good understanding of how to keep safe and are very confident that any issues they raise will be dealt with promptly. They recognise potential dangers when using the internet and know how to avoid these problems. Pupils have an excellent understanding of different types of bullying for their age.
- Pupils respond extremely well to the many opportunities provided for them to take on school responsibilities. These include being a member of the school council or sports team. Eco councillors enjoy selling Fairtrade products on a Friday and are proud of the increase in the number of rubbish bins, provided at their instigation.

The leadership and management are outstanding

- The headteacher's impressive leadership and management skills have ensured a school environment in which pupils thrive. With the strong support of the deputy headteacher and other senior and middle leaders she has been highly successful in an unrelenting drive for improvement. Consequently, the school has improved from good to outstanding since the previous inspection
- The school's own checks on how well it is doing are accurate and development planning is precisely focused on what needs to be done to enhance provision.
- Middle leaders play an active part in leading their areas of responsibility and say they feel part of the team.
- Parents and staff who completed the questionnaires are very positive about all aspects of school life.
- Robust checking on the school's work by senior leaders, with a well-planned programme of staff development, is firmly in place. The monitoring of teaching and of the performance of teachers is of a very good quality, involving senior leaders. Staff pay awards and performance-management targets are closely linked to pupils' achievements.
- The school does use the expertise of outstanding teachers to help good teachers improve their skills but more could be done in this respect in developing consistency in outstanding teaching across age groups.
- The school promotes equality of opportunity and tackles discrimination well. All safeguarding procedures meet requirements.
- The curriculum allows pupils to not only extend their knowledge but also to utilise their well-developed basic skills very well. When required, the expertise of visiting staff enhances pupils' learning experiences. For example, pupils benefit greatly by working with a visiting artist.
- Provision for pupils' spiritual, moral, social and cultural is strong.
- The recently received funding for physical education is used effectively to enhance pupils' physical well-being.
- The local authority sees the school as outstanding and as such provides light-touch support. However, at the school's own instigation, it has validated the headteacher's judgement about the quality of teaching and learning.
- **The governance of the school:**
 - Governors have a very accurate understanding of the school's many strengths but are not complacent and are always looking for ways to improve their involvement in the school further. The minutes of governors meetings contain many examples of how governors hold the school to account as well as being highly supportive. Together with the headteacher they make sure that the quality of teaching for any member of staff is considered carefully before additional pay awards are granted. Governors also make sure that specific funds, such as pupil premium, are appropriately allocated and are raising the achievement or educational experiences of the pupils who need it. Legal responsibilities are discharged well. The safeguarding of pupils is a high priority and governors ensure that the implementation of all related policies is strong.

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	119292
Local authority	Lancashire
Inspection number	429203

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	417
Appropriate authority	The governing body
Chair	David Parker
Headteacher	Julie Webster
Date of previous school inspection	3 February 2009
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