

Queenswell Junior School

Sweets Way, Whetstone, London, N20 0NQ

Inspection dates 28–29 January 2014

Overall effectiveness	Previous inspection:	Satisfactory	3
	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' achievement has improved since the last inspection. As a result, all groups of pupils, regardless of their starting points, make good progress across the school and some do even better than this.
- Leaders and teachers use information about pupils' knowledge and levels effectively to plan work in lessons, small groups and one-to-one sessions that challenge pupils to achieve well.
- Standards pupils reach at the end of Year 6 have risen and now match the national average in reading and writing. They are significantly above the average in mathematics.
- Teaching assistants make a strong contribution to the good learning taking place. This is especially so for pupils who are at risk of falling behind, including those with special educational needs, and sometimes those who are more able.
- Parents, carers, staff and pupils all agree that behaviour is good in lessons and around the school. Pupils get on well together and show courtesy and respect towards each other and adults. Pupils feel safe in school.
- Staff and pupils get on very well helping to support pupils' positive attitudes to learning. Pupils really enjoy the interesting curriculum and links between subjects that provide plenty of opportunities to promote their spiritual, moral, social and cultural development very well.
- Thorough and effective checks on teaching and learning and their impact upon pupils' achievement identify strengths and areas for improvement. This information is used well in the good quality school improvement plan.
- The strong leadership of the headteacher, supported well by other leaders and the effective governing body, is responsible for the significant improvements in teaching and achievement since the last inspection.

It is not yet an outstanding school because

- Not enough teaching is outstanding, matching the best teaching in the school. Opportunities are not always taken to accelerate pupils' progress by moving pupils on to harder work even more promptly.
- The marking of a few teachers does not always match the very good quality guidance seen in pupils' books in most classes. Pupils do not always remember to think about their targets whenever they write, whether in literacy lessons or in other subjects.

Information about this inspection

- The inspectors observed 27 lessons or part lessons including small group and one-to-one sessions for those at risk of falling behind and for the most able. They observed teaching in all the classes as well as additional teachers teaching music and religious education. They looked at work in pupils' books. They were accompanied either by the headteacher or deputy headteacher for two thirds of the observations.
- They listened to pupils read as they observed a number of guided reading sessions and those where pupils were taught about the sounds letters make (phonics). They chatted to pupils informally throughout the inspection. Pupils' behaviour was observed in lessons and at various times around the school.
- The inspectors took account of the 12 responses to the Ofsted online Parent View survey as well as reviewing the school's own most recent parental survey. They talked to parents and carers informally during the inspection and held a meeting with a group of parents with the role of class representatives. In addition, they spoke with school leaders, staff, six governors and with a representative of the local authority. The views of 20 staff, who completed the staff questionnaire, were also taken into account.
- The school's work was observed and the inspectors looked at documentation such as policies, including those relating to safeguarding, behaviour, and the school's improvement planning, as well as information on pupils' progress and attendance figures. They also looked at the school's website.

Inspection team

Jacqueline Marshall, Lead inspector	Additional inspector
Bimla Thakur	Additional inspector
Richard Capel	Additional inspector

Full report

Information about this school

- This is a larger-than-average-sized junior school.
- The large majority of pupils are of White, including White British, and African backgrounds. Other pupils are from a wide range of minority ethnic heritages. A greater than average proportion of the pupils, almost two thirds, speak English as an additional language. Of these, about one in ten are at the early stages of learning English when they join the school.
- Half the pupils in the school receive the pupil premium, which is twice the national average. The pupil premium is extra funding given to schools by the government to support pupils in the care of the local authority, those known to be eligible for free school meals and those from service families.
- The proportion of disabled pupils and those who have special educational needs and receive support through school action is above average. The proportion being supported through school action plus or who have a statement of special educational needs is also above average.
- The number of pupils joining or leaving the school other than at the usual times is higher than in most other schools.
- The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Secure a greater proportion of outstanding teaching in order to accelerate progress, especially in writing, by:
 - quickly moving pupils, especially the most able, on to more challenging work in lessons once they have demonstrated their understanding of what is being taught
 - making sure all teachers' marking always reflects the best quality seen elsewhere in the school and pupils know they are expected to think about their targets and use the writing skills they have learnt whenever they write in any subject.

Inspection judgements

The achievement of pupils is good

- Leaders have secured improvement to both teaching and learning since the last inspection which has led to rising standards and achievement. Pupils have positive attitudes to learning. They work hard and they make good progress so that, by the end of Year 6, their standards in reading and writing are now broadly average and significantly above average in mathematics.
- Scrutiny of pupils' work and the most recent assessment information show that all groups of pupils, regardless of their background, make good progress overall. Achievement is not yet outstanding. This is because whilst in some classes and subjects progress is rapid for a large proportion of pupils, it is not yet consistent across the school and achievement in writing is weaker than that seen in mathematics and in reading. The school has focused on making the range of writing linked to other subjects wider and more interesting. It has recently targeted improving pupils' spelling and providing more opportunities to write at length to ensure achievement is accelerated.
- Leaders and staff have high expectations of what pupils, including those who have joined the school throughout the year and those at the early stage of learning English, can achieve. Information about pupils' progress is now used very effectively to identify any pupils that are at risk of falling behind and provide closely targeted support. Consequently, progress has been particularly rapid for those pupils who needed to catch up. The gaps between those pupils eligible for pupil premium and their peers have closed totally. Attainment of these pupils in Year 6 in 2013 was similar to their classmates in mathematics and around one term ahead in reading and writing.
- Similarly, an increasing number of pupils are working at the higher levels because staff use information about pupils' levels to set challenging targets. Additional support groups providing high levels of challenge have started and are very successful in providing work closely matched to these pupils' needs. This is particularly so in mathematics, where an increasing number now reach Levels 5 and 6.
- Disabled pupils and those who have special educational needs progress at similar rates to their classmates. This is because staff quickly identify where they struggle and provide specific programmes of work to help them to overcome their difficulties. Highly effective initiatives have been introduced to ensure targeted pupils develop socially as well as academically. For example, the Out and About group provides extremely good support for a small number of pupils learning important life skills.

The quality of teaching is good

- Leaders have been successful in securing typically good teaching in both English and mathematics, an improvement since the last inspection. Teaching at times where pupils make rapid gains in their learning is outstanding. However, this is not yet the norm across all the classes.
- Teachers use imaginative methods that capture pupils' interest and so pupils enjoy their learning and behave well. Pupils say they enjoy the links between subjects that are made as part of their 'learning journey'. For example, they investigate non-fiction texts on the Victorians as part of their guided reading or considering metaphors and similes as they describe bomb damaged London during the Second World War.
- Questioning is used effectively to check the knowledge and understanding of pupils. This helps adults to overcome pupils' misconceptions. Where progress is most rapid, teachers observe pupils' learning and adjust their lessons promptly. They use their questions to add additional challenge where needed as pupils demonstrate their understanding, or provide additional support to those who may be struggling. Occasionally, in some lessons, this does not happen quickly enough and pupils' attention begins to wander or pupils sit waiting to be told what to do

next, slowing their learning.

- Pupils have many opportunities to share their ideas and to talk about their work. This is particularly effective in supporting the often rapid language acquisition of those pupils new to learning English. Adults have created a positive atmosphere for learning and, as a result, pupils have the confidence to ask questions when they have made a mistake or talk about their difficulties with their classmates.
- Improvements to teachers' marking since the last inspection are evident. Pupils say teachers' comments help them to make their work better. They confidently explain why they use a green pen to make corrections so that it is clear how they have improved their work. They check their work to gauge whether they have met success criteria. Targets in pupils' Big Write books are increasingly effective at giving pupils clear guidance on what to do to improve their work. This is leading to greater progress in writing. However, not all marking matches the high quality seen in some classes where progress is most rapid. Similarly, opportunities to accelerate pupils' progress are sometimes missed. This is because pupils do not always use the targets they have from the Big Write in all their writing, especially in other subjects.
- Additional adults have a very good impact on pupils' progress. They understand what needs to be done because planning is shared and expectations are made clear. They support pupils of all abilities in focused small group sessions and specific programmes tailored to the needs of individuals. This is as a result of effective use of information about pupil progress and attainment. These are effective in helping pupils to catch up, for example in their phonic or reading skills, or access learning when they are new to learning English. Consequently, pupils build confidence and good attitudes towards learning.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Pupils from all different backgrounds work and play well together. They are polite and friendly and happy to talk to inspectors about how much they like their school.
- Pupils behave equally well in class lessons and when working with teaching assistants or other adults outside of lessons. Behaviour is not outstanding because occasionally, a few pupils need reminding about how they should conduct themselves and take others into consideration. This is particularly as they move around the school and in the playground. Just occasionally, pupils become less engaged when work is not pitched at their level right away or they are not moved on to more challenging tasks quickly enough.
- The school's work to keep pupils safe and secure is good. Pupils feel safe and well cared for. Pupils know how to keep themselves safe and healthy. Displays around the school demonstrate the school's commitment to providing a range of sporting and healthy activities that pupils are involved in. For example, the mini marathon and 'Jump Rope for Heart' help to increase pupils' fitness and understanding of how to keep healthy.
- Pupils have a good understanding of the various types of bullying, but say that any incidents are rare and, if they do occur, teachers quickly and successfully deal with them. They are confident to talk to their teachers if they have any problems and know they will be listened to. Pupils are equally valued and say that discrimination on any grounds is not tolerated, because the school is very effective at ensuring equal opportunities. Those who join the school part way through the year are helped to settle in quickly. This is because the school has well established and thoughtful induction arrangements in place.
- Parents and carers who responded to the Parent View survey and spoke to inspectors agree that their children are happy at school, feel safe and are well looked after. Incidences of poor behaviour have reduced since the last inspection because pupils are increasingly engaged in their learning. The school is effective in supporting those pupils with behavioural needs so that their behaviour does not affect their, or others', learning.
- Attendance has improved over time and is currently above average.

The leadership and management are good

- The headteacher, supported very effectively by other leaders and governors, has successfully tackled the areas for improvement from the last inspection. They are using information about pupils' achievement successfully to raise standards and achievement. Together they have created a school where all work together with a clear focus and commitment to continuous improvement.
- Middle leaders, some new to the post, take a key role in checking the quality of teaching and learning. Alongside information about pupils' progress, this is used effectively to ensure teachers are provided with the training they require. This is in order to improve their effectiveness or identify best practice to share with colleagues. For example, following observations by the physical education leader, a portion of the school's sports funding has been used to provide training for some teachers. A local authority consultant has worked alongside them so they can better develop pupils' sporting achievements.
- Leadership and management are not outstanding. Despite an improving picture for pupils currently in the school, achievement is not yet outstanding and not enough teaching matches the quality of the best.
- All aspects of the school's work are regularly and thoroughly reviewed. Through close analysis of pupils' progress, leaders understand the school's strengths and what needs to be improved. They act quickly to address any gaps. For example, following fewer pupils reaching the higher levels, additional skilled staff provided targeted learning in and out of class for those pupils identified as capable of reaching the highest levels. Consequently, results in 2013 showed an increase in the number of pupils in mathematics reaching Levels 5 and 6 in the Year 6 tests. The school is aware that fewer reached these levels in writing and are introducing similar groups in English this year.
- The local authority has provided regular support to check the school's effectiveness since the last inspection. For example, the school is part of the Mayor's Excellence Fund, focusing on improving writing, and leaders have benefited from working with a national leader of education.
- All parents and carers that expressed a view are happy with the school and the education it provides for their children. Parent representatives and other parents and carers spoken to informally during the inspection spoke highly of the school and said they would be happy to recommend it to others.
- **The governance of the school:**
 - Governors are fully involved checking the progress the school makes towards achieving its priorities. They draw their knowledge of how well the school is doing in relation to other schools nationally through their first hand experience. This is through their links with subject leaders, regular visits linked to the school development plan and a thorough working knowledge of the pupil progress information. Through this they are able to challenge as well as support school leaders and hold them to account for pupils' achievement. Governors have a clear understanding of the strengths and weakness in teaching. Following a review of a number of policies in light of recent national changes, they can explain how management of teachers' performance is used to develop teaching further, closely linked to pupils' progress and reflected in the salary structure. Governors have an extremely good grasp of how the pupil premium is used and are aware how important this is because of the high numbers in receipt of this funding in their school. They can explain how the money is used and what the impact has been, sharing this information on the school website. Governors make sure safeguarding arrangements meet statutory 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	101313
Local authority	Barnet
Inspection number	430811

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	325
Appropriate authority	The governing body
Chair	Tim Guilford
Headteacher	Spencer Clayton
Date of previous school inspection	20–21 March 2012
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