

# Queen's Park Primary School

Park Street, Brighton, East Sussex, BN2 0BN

**Inspection dates** 15–16 May 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
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.

- Children get off to an excellent start in the Nursery and Reception classes. They thoroughly enjoy learning new things, particularly in the very stimulating outdoor area.
- Pupils continue to make good progress through the school. Standards in the national tests at the end of Year 6 are above average.
- Pupils have developed strong reading skills which they use effectively to boost their achievement in other subjects.
- Pupils behave well in lessons and around the school. They have a wide range of lunchtime and extra-curricular activities which helps to promote their personal development well.
- Teaching is typically good and is sometimes outstanding. Teachers make learning interesting and fun for pupils.
- Teachers have high expectations of pupils' behaviour and work. All groups of pupils, including the most able and those supported by additional funding, are challenged to do their best and achieve well.
- Pupils say that they feel safe at school and parents and carers responding to the questionnaire agree.
- The headteacher, staff and governors check the impact of the school's work carefully to plan for further improvement. Consequently, pupils' attainment has improved since the previous inspection.

### It is not yet an outstanding school because:

- Achievement in mathematics is not as strong as in reading and writing. Some pupils do not establish their multiplication and division skills quickly enough, hindering their calculations.
- Occasionally work is not hard enough for the most able and is too difficult for the least able.
- Pupils do not always take as much care with their handwriting and presentation skills in other subjects as they do in English and mathematics.
- A few parents and carers indicate that they do not receive clear enough information about their child's progress.

## Information about this inspection

- Inspectors observed teaching and learning in parts of 21 lessons, including some observed jointly with the headteacher.
- Inspectors looked at pupils' work, listened to pupils read and checked the school's records on attendance.
- Discussions were held with senior leaders, staff and pupils, as well as with representatives of the governing body and from the local authority.
- Inspectors took account of 66 responses to the online questionnaire, Parent View. They considered a further 18 paper returns to the school, because of difficulties accessing the online questionnaire, along with the outcomes of conversations with parents and carers during the inspection.
- Inspectors considered the 22 questionnaire responses from staff.
- Inspectors scrutinised a range of documentation, including information on the progress of groups of pupils, the school's self-evaluation, development plans, safeguarding information and records relating to the management of teachers' performance.

## Inspection team

Helen Hutchings Lead inspector	Additional Inspector
Gianni Bianchi	Additional Inspector
Roger Fenwick	Additional Inspector

## Full report

### Information about this school

- Queen's Park School is larger than most primary schools.
- The school's roll has risen significantly since the previous inspection. Pupils in Years 4 and 5 are taught in mixed-age classes. All other year groups are taught separately. Last year the school admitted an additional class into Reception to accommodate pressure on school places within the local authority, and these pupils are now in Year 1.
- The large majority of pupils are White British.
- The proportion of pupils from minority ethnic backgrounds is above average. The proportion of pupils who speak English as an additional language is average.
- The proportion of pupils eligible for support through additional funding is above average. This is additional government funding for pupils eligible for free school meals and those looked after by the local authority.
- The proportion of disabled pupils and those who have special educational needs supported at school action plus or with a statement of special educational needs is below average. The proportion supported at school action is average.
- The school meets the government's floor standards which set the minimum expectations for pupils' attainment and progress.
- The school has daily breakfast and after-school provision and some holiday events.
- The school works in collaboration within a consortium of nine other schools locally, mainly to support staff development.
- Many teachers have joined the school since the previous inspection.

### What does the school need to do to improve further?

- Use the existing good practice to increase the proportion of outstanding teaching and raise pupils' achievement further, by making sure that:
  - pupils' work is always set at the correct level so that it is neither too hard nor too easy
  - the school's calculation policy is implemented quickly so that pupils are confident in their number skills as early as possible
  - pupils use their literacy skills and present their work to the same level in other subjects as they do in English.
- Improve communication with parents and carers about children's progress so that they have the information they need to support their child's learning at home.

## Inspection judgements

### The achievement of pupils

is good

- Children join the school with a wide range of knowledge and skills, which, when taken together, are typical for their age. However, each year a significant proportion of children have weak speech and communication skills and a few speak little English. Staff plan exceptionally stimulating activities for them, particularly in the outdoor playground. As a result, children are excited and very keen to talk about the things they do. There is a very strong emphasis on developing pupils' speaking and listening skills. This can be seen in the probing conversations children have with adults. Altogether they ensure that children reach a good level of development by the time they start Year 1.
- Pupils make good progress through the school. For example, the results in the national phonics check in Year 1 are consistently above average. These show how well pupils know the sounds that letters represent in words. The standards achieved at the end of Years 2 and 6 vary a little from year to year depending on the abilities in each year group, but are generally above the national averages. Pupils in Year 6 are already working at higher levels than would be expected for their age across all their subjects.
- In recent years, pupils have not made as much progress in mathematics as in reading and writing. Leaders have introduced a new calculations policy to help ensure that pupils consolidate all their understanding of number operations earlier. This year's focus has accelerated pupils' attainment in mathematics effectively and made sure that pupils apply their numeracy skills in practical situations. The gap with English is closing quickly across the school, and more pupils are working confidently within the higher levels than previously.
- Pupils are enthusiastic about reading and read widely in school and at home. They use their skills very effectively to research information in other subjects. This shows pupils' strong achievement beyond the core subjects of English and mathematics. For example, the level of skill developed in art is a particular strength. Their achievement across the wide range of subjects promotes pupils' spiritual, moral, social and cultural development very well.
- The school checks the progress of pupils closely and takes action quickly when an individual is not making the expected progress. This includes how the school has used the additional funding effectively to identify and plan individualised help for those pupils eligible for support. Consequently, the gap between their performance and that of others has closed significantly in the last two years to around a term and is narrower than found nationally. In the English grammar, punctuation and spelling test, the group did better than others. Across the school now, the gap continues to narrow. This shows the school's success in ensuring equality of opportunity for all its pupils.
- Disabled pupils and those who have special educational needs make consistently good progress from their starting points. This is because of the early identification of their needs and the wide range of programmes used to address their academic and social difficulties. Pupils who speak English as an additional language achieve as well as, and often better than, their peers.

### The quality of teaching

is good

- Teaching is good with some that is outstanding. Pupils respond well to teachers' high expectations and the interesting activities planned for them. Pupils talk about their enjoyment of learning. The rich variety of topic work and well-structured activities interest pupils and help them to see the development of their skills, particularly in English and mathematics.
- Pupils understand their own learning skills from their earliest days in the school and are motivated by the rewards they are given. They enjoy using their 'animal learning friends' (toys) to help them to focus on skills such as resilience, reflection, teamwork and creativity. This approach helps pupils to reflect well on their achievements and speed up their rate of progress.
- Teachers know their pupils and their achievements well because their assessments are accurate. They use this information to plan work to challenge pupils and take learning forward quickly

from their earlier knowledge and understanding. This was seen in lessons for Years 4 and 5 pupils, where they were writing the 'build up' part of a story based on their topic of 'Eastern Promise'. Groups of pupils were required to pay close attention to the different targets they needed to achieve to improve the quality of their work.

- Occasionally, when the work is less well matched, pupils are not able to get on with their own work quickly enough and progress is hindered, for example, when the written text and instructions for younger pupils are too difficult for them to read for themselves.
- Pupils have many chances to work together and discuss their learning. This helps them to sustain their interest and creates a strong ethos of learning together. As pupils move through the school, they are often given the opportunity to select from different activities and rise to the challenge of tackling more difficult work.
- Teachers brief teaching assistants well and they work together very effectively to support pupils across the class. Adults probe pupils' understanding with thought-provoking questions which help pupils to use their own knowledge and to solve problems for themselves. This gives pupils confidence in their own abilities and opinions.
- Teachers mark pupils' work carefully and give feedback about how work can be improved. Pupils benefit from responding to their teachers' comments to check out that they have understood the guidance given by making corrections and redrafting their ideas. Teachers discuss the progress of their pupils regularly with senior leaders and action is taken promptly to give additional help if a pupil is not making the expected progress.

### **The behaviour and safety of pupils are good**

- Pupils' behaviour is good. In lessons and around the school, they are considerate of one another and all groups get on well together. There is a very calm and orderly atmosphere around the school. The playground is free of litter and pupils show their concern for their environment in the work of the 'eco-group'.
- Pupils are supportive of each other and help their peers to learn and succeed. They are respectful of each other and adults, seen in the way they listen to adults new to the class. They are confident learners and say that any form of disruption to their learning through the inconsiderate behaviour of others is rare. Occasionally, pupils allow their attention to wander and daydream if they are not directly involved and have to listen to the views of others for too long.
- Pupils are clear that adults help them when they find learning difficult. They want to do well and show this in good handwriting and neat work in their literacy and numeracy books. However, they do not always present their work as well in other subjects because teachers have not emphasised the need for this. By contrast, work on display around the school, such as the artwork demonstrating careful use of water colours, shows that pupils are motivated to pay close attention to the detail of their tasks.
- The school's work to keep pupils safe and secure is good. Pupils feel safe around the school and in the neighbourhood. They have a good understanding of what constitutes unacceptable behaviour that might threaten others or make them unhappy. They know that discrimination in any form is tackled quickly in the school. Pupils say that incidents of bullying are extremely rare. Responsibilities such as being 'playground buddies' help pupils to develop the skills to resolve conflict for themselves, such as falling out with friends.
- Regular activities to help pupils to understand issues such as internet, fire, road and water safety have been very successful. Pupils understand how to identify risk for themselves and where to seek a safe haven if needed, for example when playing in the park.
- Absence rates, particularly for those pupils who were persistently absent, rose after the previous inspection to above the national average. The school has taken a robust approach to improving pupils' attendance this year, and current rates are again in line with those found nationally.

### **The leadership and management are good**

- The headteacher has a very clear vision for the school's future which is shared by staff and governors. Staff are well qualified and understand their roles in improving provision and pupils' achievement. As a result, staff morale is high. The extended team of senior and middle leaders in place this year has given the school greater capacity to support and improve practice across the school. This has resulted in significant improvements in pupils' progress.
- The school's evaluation of how well it is doing is accurate. Initiatives introduced to bring about improvement are carefully considered to address identified weaknesses. They are checked closely to ensure that changes are made if they are not having the desired impact.
- The school works well as a member of the local partnership of schools, sharing training for staff and observing best practice in other schools. In return, the school offers its particular areas of expertise, such as its Early Years Foundation Stage practice, for others to observe. The joint work with senior leaders in other schools to monitor and review quality has been supportive in checking the school's view of its work.
- The local authority gives effective support. This year it has included additional time to help the school in checking the school's work and ensuring effective practice during a period of significant expansion. Written reports are provided to keep governors informed.
- The performance of staff is managed well and is related directly to the impact of teaching on pupils' achievement. Staff are outward looking and proactive in reflecting and improving learning for pupils, and this is reflected in rising standards. Where weaker practice is identified, action is taken promptly to provide support to ensure that pupils' experiences and achievement do not suffer.
- Most parents and carers responding to the questionnaire are very positive about the school, its work and how it looks after its pupils. The school provides a wide range of information about school activity, including reports on pupils' achievements. However a few parents and carers indicated that they would like more information about their child's progress.
- The range of subjects taught engages and motivates pupils very well, and effectively develops their skills. The variety of clubs, music tuition and visits makes learning relevant and exciting. It contributes effectively to their social and cultural development.
- The school is using the additional sports funding to enhance experiences for pupils. Specialists are sharing some teaching with staff to demonstrate best practice and strengthen staff expertise. Pupils' participation in a wide range of sports has always been strong. Improved provision is having a positive impact in their well-being and skills levels, particularly in team games.
- **The governance of the school:**
  - Governors make a considerable contribution to the school and its wider community as they rigorously analyse the school's performance information and hold staff to account for the quality of their work. Governors know about the school's strengths and areas for further improvement, and how the school performs in relation to schools nationally. They are kept informed about the quality of teaching and pupils' performance and see for themselves what happens in classrooms. They ensure that the school links pay progression for staff to good teaching and pupils' achievement. The budget is managed well. Governors make sure that additional funding is used for the intended purposes and that spending has a positive impact on pupils' experiences and achievement. The governing body ensures that the procedures for safeguarding pupils 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

<b>Unique reference number</b>	114478
<b>Local authority</b>	Brighton and Hove
<b>Inspection number</b>	443822

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	426
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Maxine Sutton
<b>Headteacher</b>	Anne Cox
<b>Date of previous school inspection</b>	12–13 January 2011
<b>Telephone number</b>	01273 686822
<b>Fax number</b>	01273 603046
<b>Email address</b>	head@queenspark.brighton-hove.sch.uk



Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2014

