

# Queenswood Primary School and Nursery

Yates Way, Ketley Bank, Telford, Shropshire TF2 0AZ

## Inspection dates

8–9 November 2017

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Requires improvement</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Requires improvement</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	<b>Good</b>

## Summary of key findings for parents and pupils

### This is a school that requires improvement

- Although leaders are improving the quality of teaching, it is not yet consistently good.
- Where good or better teaching is taking place, it is not being shared with other teachers who would benefit.
- Teachers' expectations of what pupils should achieve in reading, writing and mathematics are not consistently high enough.
- Provisional 2017 key stage 2 test results show these pupils made poor progress in reading, writing and mathematics.
- Pupils in key stage 1 do not make strong enough progress to build well upon the good start they make in the early years.
- In some classes, teachers do not routinely assess pupils' work. They do not identify their misconceptions and show them exactly where to target their efforts to improve their work.
- Teachers do not place enough emphasis on evaluating the progress of different groups of learners, especially the disadvantaged and those pupils who have special educational needs (SEN) and/or disabilities.

### The school has the following strengths

- The headteacher and deputy headteacher, together with the governing body, provide staff with a good level of support and challenge to improve their work.
- The teaching of phonics is good and standards are above average.
- Pupils are true advocates of the school. They are committed to and know well the school's aims and values. Pupils are well behaved, polite and respectful.
- Pupils show a good understanding of British values. The curriculum promotes pupils' enjoyment and personal development well.
- In the early years, good-quality teaching has resulted in children making good progress. Children leave the key stage well prepared for their learning in Year 1.

## Full report

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

- Improve pupils' outcomes by ensuring consistency in teaching and assessment through:
  - raising teachers' expectations of what pupils should achieve
  - systematically building upon what pupils of all abilities can already do
  - staff routinely identifying pupils' misconceptions as they are working and providing guidance on where and how pupils can improve their work.
- Increase the impact and influence of leaders by:
  - ensuring that leaders focus on checking the progress of different groups of pupils, especially that of the disadvantaged and those who have SEN and/or disabilities
  - sharing the good and better practice already taking place in the school.
- An external review of the use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- Renewed leadership is systematically addressing any inconsistencies that have arisen since the previous inspection. Leaders maintain a clear focus on improving the quality of teaching. Aided by recent local authority and Severn Teaching School Alliance support, they are successfully moving the school on the path to improvement.
- The headteacher and her leadership team now provide teachers with regular support and guidance to help them to improve. She ensures that effective training and the sharing of good practice with other schools help staff to develop well in their teaching. Senior leaders accept more needs to be done to share the good and better teaching already taking place in school.
- Although standards in English and mathematics at the end of key stage 2 remain below those expected, this does not reflect the strong progress made by all pupils following at least two years of underachievement. Staff are energised and teachers are transforming opportunities for pupils to succeed. Staff now work effectively as a cohesive team and they lead by example. Consequently, pupils approach their learning with enthusiasm, enjoyment and a strong desire to meet the high standards expected of them.
- This small school is an orderly and purposeful place. Leaders create a common sense of purpose among staff and pupils. They ensure a unified approach to the management of pupils' behaviour, which is good, and to the promotion of important values.
- Senior leaders have a clear grasp of the school's performance. Their plans for improvement provide accurate detail for staff and governors to fully analyse the school's effectiveness. The plans include clear, measurable targets to hold staff fully to account for pupils' performance.
- Teachers, and their assistants, clearly understand their roles, responsibilities and accountability in improving standards across the school. Importantly, leaders know what needs to be achieved to secure stronger outcomes for pupils across the curriculum and this demonstrates the clear capacity to continue to improve.
- Good support from the local authority and the Severn Teaching School Alliance develops leadership skills and ensures that teachers' assessments of pupils' work are accurate. Leaders and governors act upon the advice they receive. They are in a good position to continue to move the school forward.
- Current work in pupils' books indicates the pupil premium funding is being used more effectively to promote the personal and academic development of the pupils who are disadvantaged, but it is still too early to measure accurately any impact.
- Leaders use the primary physical education (PE) and sport premium funding well to develop pupils' skills and to improve the quality of teaching. Sports leaders effectively encourage pupils' participation and promote enjoyment. They add extra challenge to sports activities to allow pupils' talents to flourish.
- Leadership of provision for disadvantaged pupils and those who have SEN and/or disabilities has only recently begun to track the progress that pupils make. It has not

ensured that teachers appropriately plan work that meets pupils' needs and ensures good progress.

- A recently revised curriculum provides interesting activities which are enhanced well by trips and visitors, and a range of clubs. There is also a focus on topics linking subjects together and promoting pupils' spiritual, moral, social and cultural understanding.
- British values are well promoted. Pupils are given opportunities to take on responsibilities and develop their leadership skills. For example, pupils vote for their peers to represent them on the school council. This supports pupils' social development.
- Some leaders are not rigorous enough in questioning whether pupils' progress is good enough. This means that they do not quickly tackle what needs to be done to improve. Because of this, standards have not previously risen quickly enough, especially for disadvantaged pupils and those who have SEN and/or disabilities. Actions now being taken by leaders are addressing shortcomings but are too recent to see an effect on these pupils' progress overall.

### **Governance of the school**

- Governance is improving strongly. They are now more fully involved in school development planning and ask relevant questions to hold school leaders more fully to account.
- Governors are continually reviewing their own effectiveness and appreciate having extensive, accurate information from all school leaders about the performance of all groups of pupils. Consequently, they challenge leaders accurately to continue to move the school forward.
- Governors undergo the necessary training to carry out their responsibilities. They undertake safeguarding training and ensure the regular review of policies. They check that the school's systems are fit for purpose.

### **Safeguarding**

- The arrangements for safeguarding are effective.
- Leaders, including governors, have successfully established a culture throughout the school in which all staff are committed to keeping pupils safe. Staff receive regular training and know how to report any concerns they have about pupils' welfare or safety. The school's package for staff returning to work or starting at the school mid-year ensures that all staff are well versed and up to date in the school's procedures.
- Any potential child protection issues are carefully recorded using well-maintained and effective systems.
- The school deals with sensitive personal and relationship issues well. Pupils are taught to act with respect for the views and lifestyles of others.
- The school site is safe, well maintained and well supervised. Entrances to the school are secure and pupils feel safe and well looked after. Children are encouraged and

supported in keeping safe and in playing safely from the moment they enter the nursery. They very quickly become aware of how to keep themselves safe at school.

## Quality of teaching, learning and assessment

## Requires improvement

- Teaching and the use of assessment are not yet consistently good throughout the school. In some classes, teachers do not use assessment information to help pupils learn. Some staff do not routinely identify pupils' misconceptions in lessons and then use these to help pupils learn. In some classes, teachers do not provide enough guidance so that pupils can improve their work.
- Teachers' expectations of what pupils can achieve, including the small number of most-able pupils, are not consistently high enough throughout the school. This means that pupils are not fully extended and do not reach their full potential.
- Where teaching is better, for example in early years and upper Key Stage 2, pupils make progress step by step and achieve well overall. Through other parts of the school, however, the quality of teaching and learning is too variable, with pupils in some classes progressing faster than in others.
- Teaching and learning in early years are effective in developing children's independence and concentration. Good subject knowledge ensures that work helps children to make good progress across the curriculum. Phonics is taught well, with children becoming aware of letter sounds. They have many opportunities to use and reinforce their knowledge in early reading and writing. Children leave early years with confidence and a good level of knowledge. They are well prepared and keen to learn when they transfer to Year 1.
- Teachers do not build consistently well upon what pupils already know. In writing, teachers do not expect pupils to improve quickly enough. Some tasks limit the amount of writing pupils do.
- More recently, teachers have begun to focus on helping pupils to use mathematical reasoning skills or to apply familiar mathematics when working on topics in other subjects, but the impact of this is still too early to measure accurately.
- The teaching of reading has started to improve. Phonics is taught systematically across the school and this aspect of learning is effective. However, pupils in Years 3, 4 and 5, in particular, are not secure enough in understanding texts that are more complex.
- Teachers set high expectations for the quality of presentation and evidence of this was seen in the vast majority of books scrutinised by the inspector. Teachers also set high expectations for the way in which pupils behave and work together in lessons. In some classes, teachers provide a good role model for using language, with teachers and support assistants modelling sentences well and encouraging pupils to talk and ask questions.
- Teaching and learning assistants provide valuable support to groups of pupils under the direction of the class teacher. They have good relationships with pupils and support pupils well with the activities that have been planned for them.

- Those pupils who have SEN and/or disabilities receive extra support and help, either in class or in smaller groups. Pupils seen in class and work in their books demonstrate most are making good progress.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are a credit to the school. They are proud of their school. They look smart in their school uniforms and are becoming more confident learners. Pupils spoke eloquently to the inspector about the school's aims and values. For example, they talk confidently about being respectful of others' opinions.
- Pupils say they feel safe. They know about the different forms of bullying and who to speak to if they have a problem. They say they learn how to keep safe when using technology, including the internet, because of the guidance they receive.
- Many pupils benefit from the daily good-quality breakfast club.
- Pupils participate willingly. They are happy to take on responsibilities, such as being school council members. They say that voting is a fair way to be elected and show an understanding of the principles of democracy.
- Pupils have a good understanding of the importance of a healthy lifestyle and know about the contribution made by diet and exercise.

### Behaviour

- The behaviour of pupils is good.
- Behaviour at lunchtimes, during playtimes, in assembly and around school is good. Pupils were proud to tell the inspector that the good behaviour seen during the inspection is typical for their school.
- Pupils say that most pupils behave well. They recognise how the very small number who find good behaviour more difficult are helped to improve through the support they receive from adults. They are confident that staff will sort out any incidents of unacceptable behaviour that do arise.
- The attendance of pupils is broadly average. A very small number of pupils attend less well. However, they are either improving their attendance or there are specific reasons why they have been absent.

## Outcomes for pupils

**Requires improvement**

- In this smaller than average-sized primary school test results can vary considerably because of the small numbers taking the tests. In the 2017 national assessments, attainment in reading, writing and mathematics by the end of Year 6 was well below

average. No pupil attained higher standards or greater depth in reading, writing and mathematics.

- Children in the early years achieve well, but this is not built upon well enough in key stage 1 to ensure that pupils reach the standards of which they are capable by the end of Year 2. This means they are not as well prepared for their learning in key stage 2 as they could be.
- The school's accurate records and current pupils' work show a big improvement in the proportion of pupils reaching the higher standards in reading, writing and mathematics. However, there is still too much inconsistency in the provision for the most able pupils, including those from disadvantaged backgrounds, to ensure they are sufficiently well challenged to reach their full potential in these subjects.
- In the past, pupils who have SEN and/or disabilities have not always reached the potential they are capable of. However, better training and improved staff skills ensure that these pupils receive timely and appropriate support to meet their needs. This has not always been the case, however, and these pupils have not always reached the potential they are capable of. Although very recent, school information indicates that these pupils are now making secure progress from their starting points.
- Improved actions taken by leaders indicate the pupil premium funding is now enabling disadvantaged pupils to receive well-focused support in their learning. Currently, work in pupils' books shows that a higher proportion of this group of pupils is making better progress than they have done in the past in order to reach the standards they are capable of. But it is too recent to measure an effect on progress overall.
- Children make good progress in phonics through early years. When they enter Year 1, many have a good knowledge of letter sounds and use this well to write their stories and ideas. Good progress continues through Years 1 and 2, with many pupils using their phonics to read accurately and write independently.

## Early years provision

**Good**

- Children achieve well in the Nursery and Reception classes because teaching is consistently good. Staff enable children to make good progress in communication, language and literacy, areas in which their skills are often lower than typical for their age when children enter the early years.
- Teaching is effective in promoting good learning. Adults routinely have conversations with the children, listening to them carefully and encouraging them to talk. As a result, children develop good listening and speaking skills. For example, children are encouraged to identify unfamiliar words such as dinosaur and tyrannosaurus rex from the work they are studying and say those words out loud to improve their pronunciation skills.
- Children behave well and safely. At the time of the inspection, children had already settled into the Nursery and Reception classes because staff provide secure environments and clear routines. Children busily engage with adults in a range of interesting activities indoors and outside. Staff make their expectations of behaviour and safety clear, and children respond well.

- Good leadership ensures good teamwork and a shared sense of purpose among staff. There are good arrangements when children start school, which are well received by parents, who are encouraged to join in with early-morning activities.
- Staff check children's progress regularly. They identify those who need extra support and extend the learning of the most able.
- The early years additional funding for disadvantaged children is spent well. Leaders ensure that these children receive the right support and are making good progress.
- Parents are also confident that their children are well looked after and cared for. Safeguarding is effective and staff work diligently to ensure that the environment is safe and secure. From very early in Nursery, children learn how to behave and to keep themselves safe in school.



## School details

Unique reference number	123415
Local authority	Telford and Wrekin
Inspection number	10025215

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	121
Appropriate authority	The governing body
Chair	Paul Dyson
Headteacher	Judi Clarke
Telephone number	01952 386 961
Website	<a href="http://www.queenswood.org.uk">www.queenswood.org.uk</a>
Email address	<a href="mailto:h2128@taw.org.uk">h2128@taw.org.uk</a>
Date of previous inspection	7–8 November 2012

## Information about this school

- The school meets requirements on the publication of specified information on its website.
- The school is smaller than the average-sized primary school.
- The majority of pupils are from White British backgrounds.
- The proportion of disadvantaged pupils is well above average.
- The proportion of pupils who have SEN and/or disabilities is above average.
- In 2016, the school met the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The school provides a breakfast club, which is managed by the governing body.

- The early years provision comprises of one Nursery class, which children attend for morning or afternoon sessions, and one Reception class, which children attend full time.
- The local authority and Severn Teaching School Alliance has supported the school by brokering the services of a headteacher from another local primary school to work with Queenswood as their school improvement partner.
- Since the previous inspection, there have been significant staff and leadership changes, including the new headteacher taking up post in September 2016.

## Information about this inspection

- The inspector observed pupils learning in two learning walks and five lessons or parts of lessons. All lessons were observed jointly with senior leaders.
- The inspector looked at work in pupils' books and listened to pupils read. He met pupils to gain their views of the school. The inspector observed pupils' behaviour at break, lunchtime and at the end of the school day, as well as in lessons.
- The inspector looked at a range of documentation including: assessments and records of pupils' progress; the school's checks and records relating to safeguarding; child protection and attendance; records of how teaching is managed and the school improvement plans.
- Meetings were held with the headteacher, the deputy headteacher, the special educational needs coordinator and early years leader. The inspector met governors including the chair of governors, vice-chair of the governing body, the school's improvement partner and the local authority representative.
- The inspector took account of the five parents who completed the online free-text survey, Parent View. He also looked at the 11 responses to the online staff questionnaire and five responses to the pupil online questionnaire.

## Inspection team

Steven Cartlidge, lead inspector

Ofsted Inspector

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Piccadilly Gate  
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Manchester  
M1 2WD

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Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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