

Queenswood School

Queen Street, Morley, Leeds, West Yorkshire LS27 9EB

Inspection dates

5 to 7 February 2019

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a good school

- The headteacher, who is also the proprietor of the school, ensures that all the independent school standards are met consistently. She uses them as a basis to promote pupils' well-being and achievement effectively.
- Staff share a common vision to provide high-quality care for pupils. They set about supporting pupils' progress with determination. Staff are highly motivated.
- Pupils value their education, benefiting from strong teaching. They enjoy learning and are committed to improving their work. The curriculum is broad and balanced, preparing pupils well for the next stages of their education. It supports and sustains pupils' interests very well.
- Occasionally, teachers miss opportunities to challenge pupils' thinking in order to support outstanding progress in some subjects such as humanities. Progress in English and mathematics is particularly strong.
- The school works hard to keep pupils safe, including in the early years, and pupils say that they feel safe and cared for well. Pupils learn how to keep well physically and emotionally.
- Pupils' personal development is exceptional. They show deep understanding of others who come from different backgrounds to their own. Attendance is very high. Pupils behave exceptionally well.
- Leadership in the early years is strong. Effective teaching enables children to thrive and develop well. Children make particularly strong progress in language and communication, and personal development. They are very well prepared for their next stage of education.
- Leaders have refined the assessment system, but do not make all the use they could of the information gathered to raise achievement further.

Compliance with regulatory requirements

- The school meets the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching and learning by ensuring that teachers provide the same levels of challenge to deepen pupils' knowledge and understanding in all subject areas, and especially the humanities, as they do in English and mathematics.
- Improve the quality of leadership and management by developing further the use of the new assessment system to enable staff to identify when and how to challenge pupils to make outstanding progress across a wider range of subjects.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher has a strong vision for the school, working with staff and pupils to bring it to life effectively. Leaders share a common vision with staff, underpinned by ensuring that all the independent school standards are met consistently. Staff are ambitious for their pupils. They work with determination so that all pupils have positive experiences at school, can develop the personal skills they need to thrive, and they can achieve high standards. As a result, pupils are motivated, they conduct themselves impeccably and they make strong progress.
- Leaders make safeguarding a constant priority. They ensure that the safeguarding policy is up to date. It takes full account of the current guidance of the Secretary of State. Leaders make sure that the policy is available to parents on the school's website and a paper copy can be requested from the school office.
- Leaders and staff work together effectively to share best practice. They share their learning from professional development events with each other. They look at pupils' work together to check that they assess pupils' progress reliably. As a consequence, they have a common approach to developing their teaching practices, for example in reading and writing skills. Staff value their professional development, and this enriches pupils' learning experiences.
- Leaders check on the quality of teaching and learning through visits to lessons, looking at pupils' work and talking with pupils about their learning. They use their findings to improve teaching practices. This has led to the very strong progress rates in English and mathematics across the school.
- Leaders have reviewed long-term plans for all subjects, ensuring that they provide clear pathways for strong progress from different starting points. They have linked these plans to a renewed assessment framework in order to check on pupils' progress. However, they have not used evidence from pupils' workbooks to check closely enough that pupils achieve equally well in all subject areas. Progress in a wider range of subjects, such as humanities, is strong but does not reflect the outstanding progress seen in English and mathematics.
- The curriculum is well considered and is a strength of the school. Pupils' learning is enhanced by the wider range of activities provided, such as learning through international projects and the school's commitment to the Rights Respecting School programme. Pupils deepen their understanding of others who come from different backgrounds to their own. They develop a real sense of curiosity about others, as well as respect for their beliefs and traditions. Alongside their academic successes, pupils are very well prepared for life in modern Britain.
- Leaders take time to recognise and respond to pupils' interests and talents. The strong focus on public speaking, drama, music and singing is complemented by a wider range of after-school activities. These range from sports to crafts, which broadens pupils' experiences and develops their skills. Pupils grow in self-esteem and recognise each other's strengths as a result.
- Leaders ensure that pupils' spiritual, moral, social and cultural development is sustained

effectively throughout the curriculum and through the well-considered personal, health, social and economic (PHSE) programme. Staff model respect for each other and for pupils throughout the day. Pupils respond in kind. The values reflected in the work on others' rights promotes self-worth and respect for others. Pupils have a very well-developed sense of right and wrong.

- Leaders ensure that pupils learn how to keep themselves safe in age-appropriate ways. They learn about how to keep safe when they use the internet, for example. Children in Reception learn to move around the classroom and outdoor areas safely. Older children are involved in carrying out simple safety checks with staff. Leaders work hard alongside staff to build strong positive relationships with pupils. As a consequence, pupils feel safe.
- Leaders take every care to ensure that the premises are safe and secure. They put in place effective policies to ensure staff and pupils' health and safety. These include sensible rules for behaviour. They make sure that safety equipment is checked and serviced regularly, and they make sure that everyone knows what to do if there is an emergency by practising evacuation drills. Staff are trained to administer first aid.

Governance

- The headteacher, who is also the proprietor of the school, is responsible for governance. She enlists the voluntary support of experienced professionals with backgrounds in education and adult care to quality assure her work. She ensures that:
 - the arrangements to safeguard pupils are reviewed and kept up to date
 - the curriculum provides a well-rounded educational experience that prepares pupils well for the next steps in their education
 - pupils' personal development prepares them well for their future lives as young adults in modern Britain
 - the checks on the quality of teaching learning and assessment support at least good progress, taking into account pupils' different starting points
 - the premises are safe, well-maintained and fit for purpose
 - policies, for example for behaviour and anti-bullying, are effective
 - parents are well informed about their child's progress, development and attendance.

Safeguarding

- The arrangements for safeguarding are effective.
- Safeguarding leaders have completed up-to-date training so that they know how to respond to any concerns that they may have about a pupil's well-being. Leaders put in place policies and practices that reflect the current guidance for schools. They ensure that all staff have regular training to recognise and refer any concerns that they may have. Staff are well-informed and vigilant.
- Pupils learn about how to be safe, including what to do in case of fire and water safety. They learn how to keep personal details safe when they use digital technologies. They trust their teachers because of the very strong relationships they build with them. Pupils know that they will be listened to and that staff will help them if they have a concern.

Quality of teaching, learning and assessment

Good

- Teachers know their pupils very well. Pupils respond very positively to the high expectations that teachers have of their conduct during lessons. As a result, no time is wasted. Pupils apply themselves to their tasks readily and with enthusiasm.
- Teachers demonstrate strong subject knowledge overall, with particular strengths in English and mathematics. They use this knowledge and information about pupils' prior learning to plan lessons that support pupils' strong progress over time.
- The expertise noted in English and mathematics is used effectively to plan well-judged challenge that leads to outstanding progress in these subjects for a large proportion of pupils. For example, effective questioning in a Year 3 mathematics lesson provoked deep thinking about fraction equivalents. Pupils thought hard, and worked out that $\frac{1}{6}$ is half of $\frac{1}{3}$.
- Teachers do not plan challenge to deepen pupils' knowledge and understanding in a wider range of subjects, such as in geography and history, with the same degree of precision. As a result, progress is strong, but not at the same very high level as in English and mathematics.
- Phonics teaching is very effective. Pupils quickly acquire confident skills to recognise and use the sounds that letters make. They begin to develop effective early reading and writing skills as a consequence. This underpins the high quality of reading demonstrated by pupils. Pupils enjoy reading widely in school and at home, and they do so with confidence and skill. They read with increasing fluency, intonation and phrasing. A significant proportion of pupils achieve reading ages well above their chronological age. This supports their wider learning across subjects very effectively.
- Teachers are adept at using questions to check for any misunderstanding. They skilfully provide additional explanation or examples to make sure pupils can move on. Pupils respond positively to teachers' advice and feedback to improve their work. This contributes strongly to the progress pupils make.
- Teachers focus on ensuring that pupils have a very strong grasp of grammar and punctuation. Pupils apply their learning with increasing refinement in their extended writing pieces. Together with an exceptionally strong range of vocabulary, supported lesson activity and their wider reading, pupils write with increasing skill and accuracy and range of language.
- Teachers are effective in promoting additional skills, such as speaking for an audience or playing musical instruments, in order to develop pupils' personal interests and talents, in partnership with children's families. For example, pupils in key stage 2 led an assembly using a combination of drama, music and storytelling skills that enthralled their audience.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils exude confidence as learners. They are willing to try out ideas and make suggestions, which they articulate clearly. They are keen to improve their work step by

step following their teacher's guidance. They value their education and have high aspirations for their futures.

- Pupils thoroughly enjoy the full range of opportunities the wider curriculum offers them. They appreciate the value of learning about people from different cultures, for example through the international projects with pupils from three different countries. They are open-minded and curious about others' religious beliefs and traditions, and they are happy to accept and celebrate differences. At lunchtime, during the inspection, pupils gave an impromptu performance of a song in Chinese that was greatly appreciated by the whole school.
- Pupils learn about people's rights, the role of public services and the rule of law. They understand that they can contribute to their community through acts of charity. For example, they collect ring-pulls from cans to be recycled to make wheel chairs, host a lunch for grandparents or visit a local old people's home.
- Pupils demonstrate a keen sense of right and wrong, ranging from an appreciation of their responsibility for the ecology to the harm that bullying can cause. They say that there is no bullying in school, but feel sure staff would deal effectively with it should it happen. Older pupils can relate their learning about bullying to discrimination in wider society. Pupils have secure, age-appropriate understanding of how to stay safe online.
- Pupils' sense of right and wrong and self-worth helps them keep well emotionally, and it is underpinned by the strengths of their relationships with staff. They know they can rely on staff to help them if they have a worry.
- Pupils enjoy their breaktimes and lunchtimes together. They are active and play energetically in the yard. They value their sports and swimming lessons and know that healthy eating is important for their physical well-being. In appropriate ways, pupils learn about the dangers of drug and alcohol misuse.

Behaviour

- The behaviour of pupils is outstanding.
- Pupils behave impeccably throughout the day. They are thoughtful and considerate of each other. Older pupils model excellent behaviour and this contributes very well to the positive climate that characterises day-to-day life in the school. Some older pupils take turns in organising playground games with staff at breaktimes and lunchtimes.
- Pupils are well-supervised and follow staff instructions promptly. However, in practice, pupils manage themselves and each other with great maturity. There have been no incidents of serious misbehaviour or exclusion in the previous school year.
- Pupils enjoy school. They attend very well. Absence rates are well below the national average. No pupils are persistently absent.

Outcomes for pupils

Good

- Pupils make strong progress across a wide range of subjects. Progress for a large proportion of pupils in English and mathematics at both key stages 1 and 2 is exceptionally strong.
- Both boys and girls make similarly strong progress from their various starting points, building on their strong learning in the early years.
- Pupils who make slower progress at any given point respond very well to the additional support that teachers provide, and they close the gaps in their learning.
- The most able pupils make equally good progress to other pupils from their own starting points. Teachers provide different levels of challenge to meet their needs through well-chosen tasks or focused questioning.
- The particular strengths seen in teaching of reading and writing are evident across the early years, as well as key stages 1 and 2. Both are of a very high standard, and progress checks confirm that pupils for different starting points sustain strong rates of development over extended periods of time.
- Progress in wider subjects such as history and geography is strong. However, pupils do not acquire subject-specific skills and knowledge to underpin their understanding at the same rapid rate as in English and mathematics.
- Pupils develop strong knowledge skills in a range of other subjects, including swimming and speaking for an audience.
- The strong progress made across the curriculum prepares pupils very well for the next stages of their education.

Early years provision

Good

- Leaders ensure that the independent school standards are met. The welfare requirements for the early years foundation stage are met.
- Leaders make sure that the school's arrangements to keep pupils safe are applied carefully to safeguard children in the early years. Skilful use of stories and discussions help children understand how to keep safe. Well-planned activities help children learn how to move around safely and be considerate of others.
- Teaching is well-planned. Teachers use the information they gather from families and their own assessments to plan activities carefully that strengthen pupils' development very well. Teachers engage children in conversation and discussion in both adult-led and child-initiated activities. As a result, children rapidly develop effective communication skills, showing they can express their ideas and choices.
- Teachers use their on-going observations and assessment to tailor activities to meet individual needs. Personalised activities support children well in developing particular skills, for example their fine motor skills or the acquisition of basic language for children who speak English as an additional language.
- The rich environment engages children and supports their personal development very well. Children learn to share, take turns and look after themselves. In this positive

climate, children grow in self-awareness and awareness of others.

- Children's development on entry is broadly typical for their age, but varies considerably. They make strong progress overall. The proportion of children achieving a good level of development at the end of Reception varies considerably from cohort to cohort. However, progress across the areas of development is consistently strong, taking into account children's individual starting points.

School details

Unique reference number	108109
DfE registration number	383/6098
Inspection number	10077924

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

Type of school	Other independent school
School category	Independent school
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	27
Number of part-time pupils	0
Proprietor	Julie Tanner
Chair	Not applicable
Headteacher	J Tanner
Annual fees (day pupils)	£6,420
Telephone number	0113 253 4033
Website	www.queenswoodschool.co.uk
Email address	headteacher@queenswoodschool.co.uk
Date of previous inspection	15 to 17 November 2016

Information about this school

- The school provides day education for boys and girls aged 4 to 11.
- There are currently 27 pupils on roll.
- Currently, there are no pupils with special educational needs and/or disabilities, or an education, health and care plan.
- The school makes use of a local church hall for its indoor physical education lessons.
- The school was previously inspected in November 2016.
- The proprietor is also the headteacher.

Information about this inspection

- The inspector held discussions with the headteacher, senior leaders and members of staff. He took account of their views expressed in meetings.
- The inspector took account of parents' responses to Ofsted's online survey, Parent View. The inspector considered parental views expressed verbally.
- The inspector talked with pupils and scrutinised their work in their books and in displays. He listened to some pupils read and listened to their views about their school experiences.
- The inspector observed teaching and learning in lessons and considered the school's information about pupils' progress.
- The inspector discussed the governance of the school with the proprietor and a member of the volunteer quality assurance group.
- The inspector considered a wide range of documents, including how the school organises its curriculum and plans teaching. He also examined how the school makes arrangements to safeguard pupils.

Inspection team

Chris Campbell, lead inspector

Ofsted Inspector

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