

# Inspection of a good school: Queens Park Community School

Aylestone Avenue, London NW6 7BQ

---

Inspection dates:

3–4 December 2019

## **Outcome**

Queens Park Community School continues to be a good school.

## **What is it like to attend this school?**

Pupils get on with each other. They respect and value the inclusive ethos of the school. They said there is a 'friendly environment' and that they are happy here. Pupils are confident that bullying is dealt with quickly. Anti-bullying ambassadors are on hand to support pupils to resolve issues or concerns. Their yellow lanyards make it easy for pupils to spot them.

Leaders have high expectations of pupil behaviour. Pupils behave well in lessons and around the school site. They are clear about the rules, which they follow. Pupils are courteous to visitors and polite to each other.

Leaders, including governors, are ambitious for all pupils. Staff want pupils to succeed and be ready for the demands that lie ahead. All pupils, including those with special educational needs and/or disabilities (SEND), study the full range of subjects in Years 7 to 9. Most pupils achieve strong results in public examinations. Many choose to return to study in the sixth form.

A range of extra opportunities are available for pupils to take part in. This includes sport, music, contemporary dance, origami, problem solving and the LGBTQ+ society. The school is proud of its sporting successes. The annual school production involves large numbers of pupils in performing and technical roles.

## **What does the school do well and what does it need to do better?**

Since the last inspection, school leaders have driven improvements in several areas. Many pupils achieve well in a wide range of subjects. Disadvantaged pupils' results are getting better. Pupils attend school more regularly.

All pupils get full access to a curriculum in Years 7 to 9 that is as broad and ambitious as the national curriculum. The number of pupils who study subjects as part of the English Baccalaureate is increasing. This is because more pupils are choosing to study languages.

Careful thought has gone into the design of the entire curriculum so that it benefits all pupils. Subject leaders have identified what pupils need to learn. The order in which the content is taught builds on what pupils already know. There is a focus on connecting learning in different subjects to deepen pupils overall understanding.

English is a significant strength of the school. Teachers inspire a love of reading in all pupils through the study of a broad range of quality fiction and non-fiction. Texts chosen for study reflect the inclusive nature of the school. Pupils develop confidence in their own voice when responding to them creatively and analytically. This supports learning in all other areas.

A highly personalised system is used to deliver mathematics. Pupils build on their individual prior knowledge and skills. Some parents and carers are not keen on this approach. The school has shown that it leads to good outcomes and effective preparation for further study. Mathematics is a popular and successful A-level course.

A new, more demanding science curriculum is being implemented in all year groups. Leaders are paying close attention to how teachers deliver it, so that gaps in pupils' knowledge are identified and addressed.

Not enough students have seen their sixth-form studies through to completion. This is because, in the past, they were on courses that did not suit them. Leaders have reviewed entry requirements so that all students enrol on appropriate courses at the start of year 12. Support and guidance for students have also improved. All students take part in enrichment activities to prepare them for life beyond the school.

Pupils learn how to be active and responsible citizens. The sixth form invited candidates standing for election in the local constituency to speak with them. Younger pupils arranged mock elections, including a school-wide vote. Leaders act on suggestions made by the school council. An online system was set up in response to pupils' request for a more accessible way to report issues and concerns.

Pupils enjoy the many after-school clubs and events that are on offer. However, leaders do not do enough to check that all pupils benefit from these life-enhancing experiences.

Teachers plan lessons together within their departments. They said this helps them to manage their workload. Teachers work in mixed-subject groups to strengthen their general teaching skills. This supports the school-wide approach to enable pupils to remember more subject knowledge.

Leaders, including governors, show consideration for the physical and mental well-being of staff. Staff said that they feel confident about speaking with leaders and that they are listened to.

## **Safeguarding**

The arrangements for safeguarding are effective.

The safeguarding team is well trained. They are alert to issues that arise in the local area. Pupils know that there are adults they can speak with if they have worries or if they need help. Staff receive regular training and are confident about the correct procedures to follow. Concerns are followed up quickly. Record-keeping is detailed.

Pupils learn how to keep themselves safe through the curriculum and special events. Their programme includes sessions on gangs, knife crime, female genital mutilation and e-safety. Leaders work with a range of agencies to ensure that appropriate help is available for families in need.

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

### **(Information for the school and appropriate authority)**

- The newly revised science curriculum is ambitious and challenging. As it is implemented, leaders need to ensure that teachers remain alert to any gaps in pupils' knowledge that impede their progress, and that these gaps are addressed quickly.
- Leaders should monitor which pupils are participating in the wide range of clubs and activities that are available. This is to ensure that all pupils, particularly those who have SEND or who are disadvantaged, have opportunities to enhance their life experiences.

## **Background**

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the second section 8 inspection since we judged Queens Park Community School to be good on 7 March 2012.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	138609
<b>Local authority</b>	Brent
<b>Inspection number</b>	10110416
<b>Type of school</b>	Secondary Comprehensive
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	11 to 19
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in sixth-form provision</b>	Mixed
<b>Number of pupils on the school roll</b>	1290
<b>Of which, number on roll in the sixth form</b>	237
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Janet Gordon
<b>Headteacher</b>	Judith Enright
<b>Website</b>	<a href="http://www.qpcs.brent.sch.uk">www.qpcs.brent.sch.uk</a>
<b>Date of previous inspection</b>	11 March 2016

## Information about this school

- The headteacher has joined the school since the last inspection.
- This is a larger-than-average-sized secondary school.
- The school provides alternative provision for a small number of pupils at Ashley College, Jubilee Academy and Epic Learning.

## Information about this inspection

- We carried out this inspection under section 8 of the Education Act 2005.
- We met with the headteacher, deputy headteachers and other senior leaders, including the special educational needs coordinator. We also held a meeting with the members of governing body, including the chair of governors.
- We focused in detail on English, mathematics, science, geography, and design and technology. We met with curriculum leaders and teachers from these subjects, visited

lessons, spoke with pupils about their learning and looked at their work.

- We also talked with pupils informally during breaktimes.
- We scrutinised the school's policies relating to safeguarding. We spoke with the safeguarding team, including the designated safeguarding lead. We reviewed records of pre-employment suitability checks.
- We took into account 248 responses from parents and carers to Ofsted's on-line survey Parent View. We also considered 132 staff survey responses and the views of the 374 pupils who responded to the pupil survey.
- The lead inspector also took into consideration correspondence that she received relating to the school.

### **Inspection team**

Katerina Christodoulou, lead inspector                      Seconded Inspector

Fiona Abankwah    Ofsted Inspector

Charlotte Robinson    Ofsted Inspector

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, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates:  
<http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2020