

# Inspection of Queensway Primary School

Coppice Wood Avenue, Yeadon, West Yorkshire, LS19 7LF

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Inspection dates: 28 and 29 June 2022

## **Overall effectiveness**

## **Inadequate**

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The quality of education	Inadequate
Behaviour and attitudes	Requires Improvement
Personal development	Requires Improvement
Early years provision	Requires Improvement
Leadership and management	Requires Improvement
Previous inspection grade	Good

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

Pupils' educational experiences at Queensway Primary School are unacceptably varied. Many pupils do not receive the quality of education they are entitled to receive. The school's current curriculum lacks ambition.

The needs of pupils with special educational needs and/or disabilities (SEND) are not well managed. Until recently, leaders did not have a grasp of how to best support these pupils in education.

Pupils feel safe at school. They feel well supported when things go wrong. They have lots of trained experts to help them when issues arise. Most pupils are confident that issues, such as bullying, are addressed when they tell an adult.

Although there is a behaviour for learning policy in place, it is inconsistently applied. Expectations of pupils' behaviour throughout school are too low. As such, pupils' attitudes towards learning are inconsistent.

Leaders have been slow to relaunch the extra-curricular offer of clubs and activities, following the disruption caused by COVID-19. Most pupils are not currently benefitting from such opportunities. However, there are educational visits in place for pupils in most year groups.

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

The school has experienced several changes in leadership arrangements since the last inspection in 2017. However, the new senior leadership team, all appointed since September 2021, have begun to provide much-needed stability. They have started to bring the school community back together. They are addressing the decline in pupils' achievement that has materialised over recent years. They recognise that pupils' attitudes towards learning are not good enough. Leaders have detailed plans in place to improve pupils' experiences at school, including the quality of the curriculum, from September 2022.

The current curriculum is not well thought through. Across most subjects, leaders have not directed teachers to precisely which topics to prioritise. They have not identified the key content from each unit of work that it is important for pupils to learn. Teachers do not assess what pupils know in an effective way, so are not fully aware of what pupils have remembered. Although teaching plans exist for subjects, such as religious education and modern foreign languages, many pupils cannot remember the last time they were taught these subjects.

A new approach to teaching pupils to read, using a phonics scheme, was launched earlier in this school year. Although all staff have received appropriate training, there is variation in the delivery of the phonics sessions. Pupils who need additional support to read do not receive suitable help. As a result, too many pupils cannot

read at an age-appropriate level. The quality of their written work is also below the standard expected of them.

Pupils with SEND have erratic experiences at school. In some lessons, they are not supported to access the same work as their peers. Elsewhere, they work outside of the main classroom, undertaking work which lacks ambition. The needs of some pupils with SEND are not fully known. Senior leaders have recently appointed a new special educational needs coordinator. Together, they are rapidly carrying out assessments to better understand these pupils' learning needs. They have started to establish how to best meet these needs at school.

In the Reception class, leaders have designed an appropriate, well-planned curriculum. Staff give high levels of support to the children in their care. They provide many opportunities for children to play, discover and enjoy the setting's indoor and outdoor facilities. However, in recent years, there have been several changes to personnel in the early years setting. Not all current staff are fully trained to support children in this part of school. Many children in the early years do not read and write as well as they should by the end of the Reception year.

Aside from academic subjects, pupils also have lessons in personal, social, health and economic education (PSHE). Until recently, it has been unclear precisely what pupils in different years cover in these sessions. The long-term plan for some of these lessons has not been well thought through. Pupils have only a partial awareness of different cultures, faiths and other important aspects of life in modern Britain. Leaders have amended these curriculum plans to improve this offer from the beginning of the new school year in September.

The governing body is providing much needed support to new leaders. Records, including minutes from the governing body, suggest that this support was not as comprehensive prior to this school year. The impact of the pupil premium funding, for example, was not previously known or evaluated by governors. This expenditure is important given the high proportion of pupils at the school who are identified as disadvantaged. Until recently, leaders and governors have not been consistently mindful of staff workload and well-being. Leaders have not routinely been suitably challenged on the effectiveness of the school's curriculum. However, many of these shortfalls have started to be addressed by the new governing body.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders are mindful of the latest statutory guidance in place to help keep pupils safe. They ensure staff are well trained on the signs that pupils may be at risk. Pupils feel safe at school. They have adults who they can speak to about any concerns. Recently, leaders have ensured that additional staff are trained to strengthen the capacity of the safeguarding team. The team ensure that pupils receive the help they need, including from external agencies where necessary.

A small number of minor administrative weaknesses in safeguarding arrangements were identified during the inspection. These were addressed immediately. They did not leave children at risk of harm.

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

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

- Expectations of pupils with SEND are low. In many cases, the needs of these pupils are not fully known. Needs which have been identified are not routinely met. As a result, pupils with SEND do not benefit from a high-quality education. Although new leaders have started to address this, more effort is needed to ensure pupils with SEND encounter more positive learning opportunities.
- Teachers do not consistently follow curriculum plans that set out precisely what it is that pupils are expected to learn. As a result, pupils' experiences in lessons are variable. Leaders must provide training for staff to help them deliver the school's revised curriculum. Leaders, including governors, should monitor the impact of the new curriculum, and ensure all pupils are benefitting from it.
- Pupils are insufficiently prepared for their next steps in life. Extra-curricular opportunities are minimal and pupils do not consistently benefit from the planned PSHE curriculum. Leaders should ensure that the deficiencies in pupils' wider personal development are addressed, so that pupils are well prepared for life beyond school.
- Leaders' expectations of pupils' behaviour are not high enough. Staff do not routinely support and challenge pupils when pupils do not behave as well as they should. Leaders should address this shortcoming, ensuring appropriate training and support is in place for staff in tackling poor behaviour well.
- The curriculum in early years is not well established. Some pupils do not make enough progress in reading and writing. Leaders should ensure the early years provision prepares children fully for the demands of Year 1.
- Leaders have not done enough to tackle the school's weaknesses. Over time, governors have not checked some aspects of leaders' work. They have not had a clear enough view of strengths and weaknesses. Leaders should revisit their evaluation of the effectiveness of the school, ensuring support is in place to implement the necessary improvements.

## **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 information from Ofsted Parent View 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 the school and 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>	107858
<b>Local authority</b>	Leeds
<b>Inspection number</b>	10228224
<b>Type of school</b>	Primary
<b>School category</b>	Foundation
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	161
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Peter Marsh
<b>Headteacher</b>	Mark Duce
<b>Website</b>	<a href="http://www.queenswayschool.co.uk">www.queenswayschool.co.uk</a>
<b>Date of previous inspection</b>	23 May 2017, under section 8 of the Education Act 2005

## Information about this school

- The school is part of the part of the Aireborough Learning Partnership Trust, a network of local schools in the Aireborough region.
- Since the previous inspection in 2017, there have been a number of different headteachers and several changes to the governing body. The current headteacher took up post in September 2021. The current chair of governors has held this post since June 2020.
- There is an on-site nursery attached to the school. It is an independent nursery, managed by Kangaroo Kids Pre-School. The provider is registered separately with Ofsted.
- The school uses one alternative provider of education, the TRUST Primary Support Centre.

## Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

In accordance with section 44(2) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than it might in all the circumstances reasonably be expected to perform.

- This was the first routine inspection the school had received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders, and have taken that into account in their evaluation of the school.
- The inspectors met with the headteacher and other school leaders. Inspectors spoke to teachers and non-teaching staff, in addition to representatives from the school's local governing body. The lead inspector also met with a representative from the local authority.
- To evaluate the quality of education, four deep dives were carried out in reading, mathematics, history and physical education. Inspectors met with subject leaders, looked at curriculum plans, visited lessons, spoke to teachers, talked to pupils about their learning and looked at samples of their work. Aspects of other subjects, including PSHE and science, were also reviewed. The early years curriculum was also reviewed.
- Inspectors observed pupils' behaviour in lessons and around the school site. They also spoke to pupils to discuss their experiences at the school. Records of attendance and incidents of poor behaviour were reviewed.
- The provider of alternative provision was visited by an inspector.
- To evaluate the effectiveness of safeguarding, the school's policies, procedures, and other records were reviewed. The checks that the school makes when appointing new staff were scrutinised.
- The views of staff who responded to Ofsted's survey were also considered. The 26 responses to the parent and carer survey were also taken into account, along with the views of parents spoken to on the school site.

## Inspection team

James Duncan, lead inspector

Her Majesty's Inspector

Angela Spencer-Brooke

Ofsted Inspector

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