

Ofsted
Piccadilly Gate
Store Street
Manchester
M1 2WD

T 0300 123 1231
www.gov.uk/ofsted



11 September 2023

Mark Duce
Headteacher
Queensway Primary School
Coppice Wood Avenue
Yeadon
Queensway Primary School
Select
West Yorkshire
LS19 7LF

Dear Mr Duce

Serious weaknesses monitoring inspection of Queensway Primary School

This letter sets out the findings from the monitoring inspection of your school that took place on 17 July 2023 on behalf of His Majesty's Chief Inspector of Education, Children's Services and Skills. The monitoring inspection was carried out under section 8(2) of the Education Act 2005 and was the first monitoring inspection since the school was judged to have serious weaknesses following the graded (section 5) inspection that took place in June 2022.

During the inspection, Kathryn McDonald, His Majesty's Inspector (HMI), and I discussed with you, other senior leaders, governors and the local authority the actions that have been taken to improve the school since the most recent graded inspection. We also looked at school development planning, spoke to middle leaders and pupils and visited lessons. I have considered all this in coming to my judgement.

Queensway Primary School remains inadequate and has serious weaknesses. Leaders have made progress to improve the school, but more work is necessary for the category of concern to be removed.

The progress made towards the removal of the serious weaknesses designation

The school has been through a difficult period since the previous inspection, including the threat of closure. You and your staff have had to adapt to changing circumstances. Fewer pupils in the school means that some year groups will be taught in mixed-age classes from September 2023. You will also have new members of staff joining the team. You and

your team remain committed to improving the school. Some of the new approaches are already in place. Others will not be fully up and running until September of this year.

You have made sure that there is greater clarity over senior leadership roles. The clear division of responsibilities makes it easier for leaders to be held accountable. Governors are more involved in the school. They have regular meetings. They access training from the local authority.

You have prioritised reading. You have trained staff in how to deliver the reading scheme. Staff are more consistent in how they teach pupils to read. They identify any gaps in pupils' phonic knowledge and address them. Pupils' achievement in reading is improving. You have appointed a new subject leader in mathematics. You are working with the new mathematics leader to develop more consistency in the teaching of mathematics, including in the early years. The training and support staff have received is beginning to improve mathematics teaching, but this is still inconsistent.

To make sure that all staff are supported to know what to teach and when, you have worked on a new curriculum for foundation subjects. Although this has not been fully introduced, staff have already accessed relevant training. Staff now better understand the importance of re-visiting important knowledge over time. This was evident in some of the lessons visited during the inspection. You plan for this training and support to continue as the new curriculum gets underway.

You and your team are committed to providing a good quality education for all pupils. All pupils now study the full curriculum. You have strengthened the curriculum for pupils' personal social and health education (PSHE). Staff are well supported to teach PSHE and most teachers do this well. Pupils are benefitting from more meaningful discussions. You continue to work on this to improve consistency across the whole school. You have prepared a programme of educational visits to provide experiences for pupils beyond the curriculum.

You are developing an inclusive culture. There is a clear approach to identifying and supporting pupils with special educational needs and/or disabilities (SEND). You have worked closely with the local authority to develop this aspect of the school. Pupils with complex needs get the right support. Your team works closely with external professionals, such as a speech and language therapist, to achieve this. Pupils with SEND are generally taught within their classes. Most pupils access the same curriculum as their peers. Teachers are beginning to effectively adapt the curriculum to meet pupils' needs. However, sometimes this lacks sufficient ambition.

Some pupils access appropriate support outside the classroom. For example, some pupils have physiotherapy sessions in a building on site called, 'the retreat.' This space is set up to meet the needs of a range of pupils. There is a space set aside which will become a sensory room later in the year. This is not yet up and running but equipment has been purchased. There is also another room in school which is used as a calming space. You

are developing a new 'rainbow room' for a small group of pupils who need more specific support.

During the inspection, we checked safeguarding documentation and spoke to leaders about safeguarding. You and your team get to know pupils and their families well. This helps you to provide the right support. Staff keep detailed records of concerns and actions. You work closely with other agencies to keep pupils safe.

Since the previous inspection, you and your team have worked closely with the local authority. You have engaged well with the support that they have offered. This has been particularly effective in helping you develop more effective approaches to identifying and supporting pupils with SEND. You also work with other schools in the local area. This includes shared subject-specific training for subject leaders. This collaborative work with other schools provides an extra layer of support to help improve the school.

I am copying this letter to the chair of the governing body, the Department for Education's regional director and the director of children's services for Leeds local authority. This letter will be published on the Ofsted reports website.

Yours sincerely

Zoe Helman
His Majesty's Inspector