

Queen's Manor School and Special Needs Unit

Inspection report

Unique Reference Number	100337
Local Authority	Hammersmith and Fulham
Inspection number	276291
Inspection dates	5–6 December 2005
Reporting inspector	Peter Sudworth

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	
Appropriate authority	The governing body
Chair	Mrs Bryanna Patterson Mrs S Harrison
Date of previous school inspection	Not previously inspected
School address	Lysia Street Fulham London SW6 6ND
Telephone number	02073854343
Fax number	02073810311

Age group	3–11
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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

This average sized primary school has a special needs unit for up to 30 pupils. It mostly serves a mixed area of social and terraced housing, but pupils who attend the unit are drawn from a much wider area. Including the unit children, approximately one-third of the pupils have learning difficulties and disabilities. Pupils with a statement of special need make up about one half of these. Approximately one-third of the pupils have English as an additional language, much higher than in most schools. A small, but significant, number of pupils are at an early stage of learning English. A higher proportion of pupils than usual join or leave the school at different times during the course of the year. Some pupils are from refugee and asylum families. Nearly 10% of the pupils live in temporary accommodation. About one half of the pupils are entitled to free school meals, which is much higher than in most schools. Attainment on entry is below average.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade:

What the school should do to improve further

* Improve pupils' attainment further in mathematics.* Seek ways to promote higher levels of attainment among the boys.

Achievement and standards

Grade:

Personal development and well-being

Grade:

Quality of provision

Teaching and learning

Grade:

The quality of teaching and learning is consistently good throughout the school and in the unit. Planning for lessons is well structured and supports pupils' understanding. The strong emphasis on teaching the basic skills of literacy and numeracy is helping to drive up standards, though until recently not enough emphasis has been placed on applying mathematics skills to real life settings and motivating boys to do better. Resources and teaching strategies are used very effectively to support pupils' learning and make lessons interesting. Pupils respond very well to this, as seen in an outstanding literacy lesson for pupils in the Year 6 class where practical activities clearly engaged all the pupils in learning new skills. The involvement of support staff is most effective in the progress that special educational needs pupils make because they are briefed very well by the teachers. The needs of pupils whose home language is not English are supported effectively in class by both teachers and other pupils, ensuring their good progress.

Curriculum and other activities

Grade:

The school provides a good curriculum in a stimulating learning environment. Planning is imaginative and the curriculum meets statutory requirements. There is a good emphasis on practical activities and links between subjects. These enhance pupils' understanding and depth of learning. Good provision is made for pupils in the unit so they make good progress and are enabled to relate well to other pupils. Well thought out activities in the Foundation Stage make the children eager learners from an early age. For example, they enjoyed predicting what would happen to Humpty the egg when he fell from different heights. The happy, bright setting of the Foundation Stage classes gets the best out of individual children. For other pupils, there is a very good range of extra-curricular activities and visits to places of interest which add to the opportunities for learning and skill development, extend pupils' interests throughout the school and promote further their enjoyment. Visitors to school with a special expertise, such as sports coaches, motivate pupils to have high aspirations for themselves. The good provision for personal, social and health education provides pupils with a firm basis on which to fulfil healthy and safe lives. The regular teaching of religious education assists the pupils to understand the beliefs of others and to acquire tolerance and respect for others' views and customs.

Care, guidance and support

Grade:

The level of care, welfare and guidance provided for pupils is outstanding. Every child matters in this school and the individual needs of each pupil are very carefully monitored resulting in improving standards throughout the school. Support staff play an extremely effective role in supporting the pupils and there are very good links with external support agencies to ensure the best possible provision for pupils who experience learning difficulties. Procedures for child protection are robust and effective. Monitoring and assessment of pupil progress are very thorough. Assessment data is now being used very effectively to tailor the curriculum to the needs of individual pupils, including boys. All pupils are known very well and pupils' progress is very carefully tracked. Challenging but achievable targets are set for all pupils and they work hard to reach them. The school works extremely well with parents to ensure that their children make the best possible progress. The importance of a good diet, exercise and making healthy choices are realised in practice through the school's own organic growing of fruit and vegetables and the many opportunities for physical exercise.

Leadership and management

Grade:

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Annex B**Text from letter to pupils explaining the findings of the inspection**

Thank you for talking to us about your work and your school when we visited recently. You have every right to be proud of your school. You clearly enjoy your lessons and the range of other activities that you take part in. You answered teachers' questions very well in lessons. We found you to be kind to one another and you behave very well. Your teachers are very helpful and they make your lessons interesting. They are even prepared to give you extra lessons after school to ensure you do really well. You work hard and many of you want to do great things when you are older. Your school council works well and the teachers listen to your ideas. You have made some good suggestions. You have a very good understanding of what is right and wrong and how to live healthily. We think your organic garden is a great idea and you clearly enjoy eating the produce for lunch. Many of you are making good progress with your work, including those who find learning a little more difficult. You join in very well in the extra activities before and after school to develop your interests. The teachers and other staff look after you with much kindness. The marking of your work helps you to improve your mathematics and English. We liked the targets you set for yourselves, which remind you how to improve your work.

Your headteacher, supported by the school's governors and other staff, leads the school very well. We think that the school has made very good progress since the last inspection. We feel that to make the school even better some of the boys could be helped to do better than they do. We have asked your teachers to help you do as well in mathematics as you do in English and science by the end of Year 6.

We wish you very well for the future and hope that you will continue to work hard.