



Queensgate Primary School

Inspection Report

Unique Reference Number 106072
LEA Stockport
Inspection number 277481
Inspection dates 3 October 2005 to 4 October 2005
Reporting inspector Mr Paul Bamber CfBT Lead Inspector

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

Type of school	Primary	School address	Albany Road
School category	Community		off Meadway
Age range of pupils	3 to 11		Bramhall, Stockport SK7 1NE
Gender of pupils	Mixed	Telephone number	0161 4393330
Number on roll	281	Fax number	0161 4399200
Appropriate authority	The governing body	Chair of governors	Mrs Hilary Storrow
Date of previous inspection	10 January 2000	Headteacher	Mrs Susan Challinor

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Introduction

The inspection was carried out by three additional inspectors over two days.

Description of the school

This is an average sized primary school. Many children come from relatively advantaged backgrounds with a fewer than average proportion of pupils entitled to a free school meal. The large majority of children are of white British heritage. Around 5% of children come from homes where English is not the first language. The proportion of children with learning difficulties and/or disabilities is lower than average but there is a much higher proportion than usually found with statements of special educational need.

The headteacher is very new to the school, only being in post for four weeks at the time of the inspection. There is a resource base which specifically caters for eight statemented children. The school is part of a local Network Learning Community and is very active locally in music and the arts.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

The school judges itself to be good. Inspectors agree that this is a good school, with some outstanding features. It offers good value for money. Most children attain high standards and achieve well, with those with learning difficulties and/or disabilities progressing very well. Children's personal development and well-being are excellent. They behave impeccably and are highly motivated to learn. Teaching is good overall and children enjoy a highly enriched curriculum, benefiting considerably from the school's very effective partnership with the local community, other schools and parents. However, teachers provide too few opportunities for children to evaluate their own and others' work in order to have a better understanding of how to improve. An outstanding feature of the school's work is its success in including all children fully in the life of the school. The school is well led and managed, especially at senior management level. The headteacher and deputy headteacher provide strong leadership, there is a strong sense of teamwork and the data gained from analysis of children's performance are used effectively to raise achievement.

The management, provision and quality of children's learning in the Foundation Stage are satisfactory (1). In addition, school development planning and subject leadership lack sufficient focus upon how children can improve. The school has good capacity to improve, which is indicated by its successful progress since the previous inspection.

(1) Refers to the nursery and reception years; in this case reception children.

What the school should do to improve further

- For the reception class: plan children's activities in more detail so that their learning outside the classroom is more effective and set more challenging tasks for the more able children.
- Enable children to be more involved in evaluating their own work and that of others, in order for them to have a keener understanding of how they can improve.
- Make school development planning and the work of subject leaders more sharply focused on improving children's learning.

Achievement and standards

Grade: 2

Children enter the school with standards above those expected. They make satisfactory progress through the Foundation Stage and begin Year 1 with standards above average in all areas of their learning. Children make good progress throughout the rest of the school, attaining high standards in national tests in both Year 2 and Year 6. There is no significant difference between the achievements of boys and girls. Over the last two years, children in Year 6 attained the challenging targets set for them both at the expected and higher levels in English, mathematics and science. Children with learning difficulties and/or disabilities make very good progress as a result of the very good support they receive and the excellent management of their provision. Throughout

the school, standards and achievement are very high in reading and science. Moreover, as a result of effective action by management, relative weaknesses in writing and the progress of less able mathematicians have been addressed well. Those children whose first language is not English achieve well.

Personal development and well-being

Grade: 1

Personal development and well-being are outstanding. Children are very positive about the school and work hard in lessons and they share and cooperate very well with each other. They were heard to say that 'everyone respects each other in this school and it makes it a really nice place to be'. Children understand right from wrong and are courteous and polite to each other. Their behaviour is outstanding. On the first day of the inspection, there was a fire alarm during which all children acted very sensibly, demonstrating exemplary behaviour and great patience.

The school has a thriving pupils' parliament which contributes very effectively to the children's sense of community and understanding of democracy. They feel very proud that it was a suggestion from them which began the 'buddy' and 'play-leader' schemes, initiatives which provide opportunities for older children to take responsibility for and to befriend younger children.

Children know what to do to adopt healthy lifestyles. Healthy eating and exercise are very well promoted and the school is currently working towards the Healthy Schools Award. Children feel safe in school and trust adults to help them if they need it.

Children's spiritual, moral, social and cultural development is good overall. Although the school has worked hard to improve attendance, the number of authorised absences is still above average. This is because parents are taking their children on holidays during school time, despite the school's efforts to dissuade them.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good overall with some outstanding features and, as a result, most children achieve well. Outstanding teaching was observed in Year 2 and Year 3. Teaching in the Foundation Stage was satisfactory, with some relative weaknesses in planning for outside play and in the lack of challenge for more able children. Children with learning difficulties and/or disabilities achieve very well because work is matched at the right level for them and there is high quality support given by the learning support assistants.

The very strong relationships which exist between teachers and children are evident and this creates a very positive climate for learning. Teachers value children's ideas and responses in lessons and children want to please their teachers. They listen attentively and concentrate well, always striving to give of their best.

Lessons are planned well and, apart from the reception class, challenge all children. Teachers know exactly what they want the children to learn and share these objectives with the class. However, children are given too few opportunities to evaluate their own work and that of others. Teachers use resources well and children are motivated by this. For example, the introduction of interactive whiteboards has brought learning to life for the children. This was observed in an outstanding lesson in Year 2 when this resource was used to fully engage the children and to promote their understanding of letter sounds.

Procedures to assess children's work are good in the core subjects of English, mathematics and science, and in information and communication technology (ICT), but the school acknowledges that more detailed assessment in other subjects would give teachers a keener understanding of the progress children make.

Curriculum and other activities

Grade: 1

The curriculum is very well matched to the needs of all the children. Those with learning difficulties and/or disabilities are fully included in all activities. It was very apparent that classroom teachers and support assistants successfully used every means to help these children take a full part in lessons and out of school clubs and visits. Children with learning difficulties and/or disabilities have individual education plans which are closely linked to the work they complete and influenced by the detailed evaluations made about their progress in the classroom. Their support is extremely well planned and managed.

The curriculum is very well organised, enabling children to build on what they have already achieved. The basic skills of reading, writing, number and ICT are promoted very well. Even at this early stage in the term, bright and lively displays enhance the school providing a very attractive environment for learning. The newly installed multi-sensory room is an exciting new resource for all children. It provides small groups with a peaceful setting in which they have the opportunity to discuss thoughts and feelings and talk through any issues relevant to their emotional well-being. This creative addition to the provision for children's personal development complements well the existing very good provision for children's personal, social and health education. Opportunities for music and art and design are strengths. The school orchestra and choir regularly play in public at local musical events, including at the Northern School of Music. The recent Arts week further promoted children's skills and self-esteem, and was highly valued by children, staff and parents. The school has a register of those children who they regard as gifted or talented and make good provision for them in the arts and sporting activities. Work in the classroom is complemented by many opportunities for all children to participate in a wide range of other activities, including local and residential visits. Further enrichment, particularly of children's social and cultural development, is provided by an extensive range of visitors. Describing the Year 6 residential visit, the children said 'it's a new experience so that we can get a lot out of life!'

Care, guidance and support

Grade: 1

The children are very well cared for. The procedures to ensure their safety are excellent. During the inspection, there were no observed incidents of bullying or racial harassment. Parents have no concerns about these issues. The school has very effective policies and procedures which make it clear to children and parents that bullying will not be tolerated. Risk assessments are very comprehensive and are regularly evaluated and updated. As a result, children work very safely and make good progress. Arrangements for child protection are good. The school successfully promotes healthy living and encourages children to eat healthily. Children new to the school and those starting in the nursery have a staged introduction from home that ensures they are happy and enjoy their first weeks in school. Children with learning difficulties and/or disabilities make exceptional progress. They benefit from well-targeted support and are fully integrated, working alongside their peers. Detailed records are kept of children's progress in lessons. Children are informed how well they are achieving by teachers commenting on their work and the standards achieved in recent tests. However, they are insufficiently encouraged to evaluate their own work and develop ways of improving it.

Leadership and management

Grade: 2

The quality of leadership and management is good overall. The new headteacher, together with an able deputy headteacher, already work very effectively as a team to set a clear direction for improving provision even further. Although they carry out many aspects of their work well, subject leaders are not consistently focused in their action plans on how they will improve children's performance. The current school development plan, which is under review, has the same weakness. These are areas for improvement. The leadership and management of the provision for children with learning difficulties and/or disabilities are outstanding, resulting in them making excellent progress. The Foundation Stage is led and managed satisfactorily but more rigorous monitoring of provision is needed. The school's self-evaluation is good and the keen involvement of parents, outside agencies and others with a direct interest in the school, contributes well to improvement. Parents are extremely happy with this popular school and eagerly seek to enrol their children. The governors carry out their responsibilities well and individual members use their specific expertise to enhance management and learning, for example, in the areas of personnel, finance and science. The senior management team is capable of bringing about good improvement.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	1	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	1	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	1	NA
The attendance of learners	3	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	1	NA
How well are learners cared for, guided and supported?	1	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

As you know, I and two other inspectors visited your school recently to find out whether it was giving you the education that you deserve. Thank you for making us so welcome, chatting to us in such a friendly way and letting us know so many interesting things about your school.

We are very pleased to tell you that we agree with your view and that of the teachers and governors that the school is good with some excellent features. The things that particularly pleased us were:

- your super behaviour in lessons and in the playground - you were so well behaved during the fire alarm
- how much you obviously enjoy your work and the other many activities the school provides for you
- how interesting most of your lessons are
- the high standards you achieve
- how well you are looked after and cared for, especially those of you who find more difficulty coping with school.

We have asked the school to do the following things to make it even better:

- make sure that the children in reception class are helped to make better progress
- to involve you more in judging your own work and that of your friends, so that you will know how to make your work even better
- when teachers decide what the school needs to do better they should focus more on ways your work could improve.

Thank you for helping us with the inspection of your school. We hope that you continue to enjoy school and do well with your work and carry on trying really hard to do your best.