



Queensway Primary School

Inspection Report

Unique Reference Number 107858
LEA Leeds
Inspection number 277854
Inspection dates 17 May 2006 to 18 May 2006
Reporting inspector Mrs Rosemary Rodger CfBT Lead Inspector

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

Type of school	Primary	School address	Coppice Wood Avenue
School category	Community		Yeadon
Age range of pupils	3 to 11		Leeds, West Yorkshire LS19 7LF
Gender of pupils	Mixed	Telephone number	01943 874925
Number on roll	211	Fax number	01943 874925
Appropriate authority	The governing body	Chair of governors	Mr Paul Hudson
Date of previous inspection	15 November 1999	Headteacher	Mrs G Palmer-Smeaton

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is a medium sized primary school situated in the north west of Leeds. Pupils attend the school from the locality, which is mixed socially and economically. There is an above average proportion of pupils eligible for a free school meal. A slightly above average proportion of pupils has learning difficulties and/or disabilities. There were two temporary teachers working in school during the inspection.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

The inspection team agree with all aspects of the school's view of its work: this is a good school with some outstanding features. It provides good value for money. Standards and achievement are good. The results of the 2005 national tests in Year 6 were above average in English, mathematics and science. Some higher attaining pupils did not reach the higher levels in writing in Year 6 and, as a result, this has been a priority for improvement. Pupils make good progress throughout the school, although this is outstanding in Years 1 and 6 because of exceptional teaching. The quality of teaching is good overall. Expectations are generally high, especially in literacy and numeracy lessons, but less so in some of the other subjects which sometimes results in poorer quality presentation of written work. Assessment arrangements are thorough, but pupils are not given sufficient written guidance on how to improve their work in writing and in some subjects the work is not marked regularly enough. Quality and standards in the Foundation Stage are good: children make good progress as a result of good teaching by all the adults working in the Foundation Stage. The personal development and well-being of the pupils are outstanding: pupils behave well, enjoy school and take their responsibilities seriously. The curriculum is good and effectively enriched by a comprehensive range of lunchtime and after school clubs, some of which are run by the pupils. The care, guidance and support for pupils are good. Leadership and management are good, with some outstanding features in the strong teamwork, partnership with parents and outstanding improvements since the last inspection. The school development plan has too many priorities resulting in insufficient time to check progress as rigorously as needed. Governors are well informed and very supportive of the school. The school has an excellent capacity to improve.

What the school should do to improve further

- Provide pupils with more consistent feedback on their written work.
- Reduce the number of priorities on the school development plan to allow time for more rigorous checking of the quality of learning in subjects such as history and geography.
- Raise the expectations that pupils will write as well in every subject as they do in literacy lessons.

Achievement and standards

Grade: 2

Achievement and standards are good. When children start school in the Nursery standards are generally below average. Achievement is good in the Foundation Stage as a result of good teaching, and pupils make good progress towards the early learning goals in personal, social and emotional development, and in most aspects of mathematical development, but not shape, space and measures which is below the nationally expected level. Standards in communication, language and literacy are below nationally expected levels also by the time children leave the Reception class.

Achievement and progress are good in Key Stage 1 and standards are broadly average. This good progress accelerates throughout Key Stage 2 so that by the time pupils leave the school in Year 6, standards are above the national average in mathematics and science and in English, although some higher attaining pupils do not reach the higher levels in writing. The school exceeded its targets in the 2005 national tests. The standards and achievement of pupils by the end of Key Stage 2 have been significantly above the national averages in mathematics and science for the past three years as a result of the outstanding teaching and learning in Year 6. They were above the national average in English. Vulnerable pupils, including those with learning difficulties and/or disabilities make good progress because of the well focused and inclusive support they receive. Their achievement is good. The very small number of pupils from minority ethnic cultures achieve as well as their peers.

Personal development and well-being

Grade: 1

Pupils' personal development and well-being are outstanding. Pupils say that they are very happy and feel safe and secure. They enjoy helping younger children in the Nursery and taking charge of the school office at lunchtime. Celebration assemblies and the high regard in which they are held by all staff are appreciated by all pupils. One pupil summed up the feelings of many pupils when he remarked, 'This school is so good that it makes me get out of bed quickly every morning'. Attendance is in line with the national figure and punctuality is good. Pupils behave very well in classrooms and around the school. They like sport, physical education and the encouragement to develop healthy lifestyles by, for example, eating more fruit and taking part in the daily outdoor exercise routine. The spiritual, moral, social and cultural development of the pupils is excellent. Cultural development is enriched by effective links with a nearby multiracial school. The provision for personal, social and emotional development in the Foundation Stage is outstanding due to the excellent levels of responsibilities given to the children, which help to develop their independence very effectively. Older pupils feel well prepared for later life because of the high priority given to teaching basic literacy and numeracy skills.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good. There is some outstanding teaching in Years 1 and 6 and in French. In all lessons, pupils' work is well planned and provides suitable activities for all pupils' abilities. The use of well trained teaching assistants and volunteer parents makes an outstanding contribution to learning in Years 1 and 2. Whiteboard technology is used well to enrich learning. Clearly displayed captions stating what the pupils are learning each day are used consistently. Lessons are generally well organised and resources are prepared and ready for use so pupils do not waste time. The use of probing questions to challenge older pupils is exceptional.

The pace of learning is brisk and good strategies to model new learning help pupils understand what to do next. Teaching and learning in the Foundation Stage are good. There is a good balance between children working independently and being supported by an adult indoors and outdoors. There are good links between the Nursery and the Reception class that are further improved by the shared planning. In one Key Stage 2 lesson, pupils did not always have enough time to complete their work and not all resources were ready, leading to some off task behaviour that was not typical of the pupils. Assessment procedures are generally thorough. A detailed analysis of pupils' attainment in English, mathematics and science is used to identify groups for additional support and extension activities. However, pupils' work is not marked consistently and they are not always given sufficient guidance on how to improve. There is limited use of peer assessment.

Curriculum and other activities

Grade: 2

The curriculum is good. Clear emphasis is given to reading, writing and mathematics and this has led to good levels of achievement and standards. All statutory requirements are met. The Foundation Stage curriculum is well organised, covers the required areas of learning within an appropriate combination of adult led activities and those in which pupils have a degree of choice. Themed weeks in art and design, science and health education add good breadth to the curriculum. Excellence and enjoyment through the curriculum are very much in evidence, as seen, for example, in a Year 3 French lesson in which pupils acted out each month of the year. The curriculum is also enriched through visits, study and work in the local environment, and by the very well supported range of out of school and lunchtime clubs, such as drama, dance, cookery, football and rugby.

Care, guidance and support

Grade: 2

The quality of care, support and guidance of pupils is good with some outstanding features. Levels of internal and external support provided for the children, including the few with English as an additional language or with learning difficulties and/or disabilities, are effective. The excellent personal, health and social education lessons have a good impact on pupils' social and emotional understanding. Circle time is a particularly good feature of pupils' care and guidance. Opportunities are very well taken to provide outstanding levels of pastoral support and personal safety instruction to all pupils. Good child protection procedures are in place and appropriate checks are made on staff new to the school. Accidents involving pupils are very effectively addressed by the school's staff and very detailed and accurate records are maintained. Regular fire drills take place and risk assessments are carried out. Pupils are very aware of their personal targets for improvement. However, teachers' use of assessment to plan teaching activities to help pupils meet these targets is not fully embedded. Annual reports to parents correctly focus on what pupils know and can do but also helpfully include useful notes, 'next steps', to assist them in their future development.

Leadership and management

Grade: 2

Leadership and management are good with some outstanding features in the strong teamwork, shared responsibilities and very effective partnership with parents. A whole school priority to raising standards is well reflected in the significantly above average achievement made in the past three years by the time pupils leave the school in Year 6, along with their outstanding personal development and well-being. However, well planned systems to check the quality of teaching, pupils' work and planning cover too much each year, with the result that some weaknesses are overlooked. Marking of pupils' work is inconsistent and standards of written work in some foundation subjects could be better. The school's self-evaluation is an excellent reflection of where the school needs to go. Pupils, parents, staff and governors are widely consulted and their views incorporated. Governors are well informed and provide a good level of support to the headteacher and subject leaders. The headteacher's involvement in a range of external networks is used to very good effect to keep the school abreast of current developments and bring good practice back to the school. Two teachers externally assessed to a high level add additional benefits to the school through their outstanding teaching and mentoring role for new teachers. Steps to secure good value for money are very evident in the high calibre of teachers in school. Leadership of the Foundation Stage is good. There have been good developments in forging partnerships between the Nursery and the Reception class. Improvements to the school since the last inspection have been substantial and merit the judgement that the school has an outstanding capacity to improve.

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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	2	NA
The effectiveness of the school's self-evaluation	1	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	2	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	2	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	1	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?	2	NA
How well are learners cared for, guided and supported?	2	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	1	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	2	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

Thank you for making our visit to your school so memorable. We wish to extend a special thanks to all the Year 6 pupils we spoke to and to praise the mature way you shared all the good things about your school with us. We really enjoyed looking at your work.

This is what we liked best about your school

- You are well informed about keeping healthy by eating fruit and keeping fit.
- You have very good relationships with your teachers and work hard in lessons.
- You are very sensible and have many responsibilities around school.
- You achieve very well by the time you leave school in mathematics and science.
- Your teachers and the headteacher work very hard to make your school a great place to be.

This is what we would like to see improved

- We want you to try hard with all your writing all the time by remembering to use capital letters and correct punctuation.
- Your teachers are going to tell you what you need to do to improve your work.

We hope you will continue to work hard, especially with your writing.

We hope you continue to enjoy your time at Queensway Primary School. Good luck.