



# Queen's Road Primary School

## Inspection Report

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**Unique Reference Number** 106073  
**Local Authority** Stockport  
**Inspection number** 287407  
**Inspection date** 11 January 2007  
**Reporting inspector** Dee Brigstock

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

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<b>Type of school</b>	Primary	<b>School address</b>	Buckingham Road
<b>School category</b>	Community		Cheadle Hulme, Cheadle
<b>Age range of pupils</b>	3-11		Cheshire SK8 5NA
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0161 4851453
<b>Number on roll (school)</b>	247	<b>Fax number</b>	0161 4855283
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mrs J Powney
		<b>Headteacher</b>	Mrs Wilde
<b>Date of previous school inspection</b>	17 September 2001		

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## Introduction

The inspection was carried out by one Additional Inspector.

## Description of the school

Queen's Road is a popular, average sized school. The proportion of pupils eligible for free school meals is below the national figure and attainment on entry is above average. The majority of pupils are from a White British background but a larger than average proportion come from other ethnic backgrounds. Relatively few of these pupils are at an early stage of learning English.

A below average proportion of pupils have learning difficulties and/or disabilities and the number of pupils with a statement of educational need is also below average. The school has a Healthy Schools Award.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good school with some outstanding features. It provides good value for money.

Throughout the school, pupils work hard and respond with pleasure to good teaching. They have excellent relationships and confidence in their teachers. Almost all pupils enjoy school very much and the overwhelming majority of parents support this view. Older pupils talk knowledgeably about the influence their school council has and how it is run democratically. This is not the only contribution pupils make. There is also a group called the Very Responsible Kids in School (VRKS) who have a wide range of responsibilities, for which they receive training, including helping younger children at playtime. Pupils have been consulted about the healthy menus available and have a first rate knowledge of how to stay fit and healthy. They are well behaved. Their good spiritual, moral, social and cultural development is promoted well throughout the curriculum, particularly in art. As a result of these factors, together with good levels of care and support, pupils' personal development is outstanding.

Pupils' achieve well. Children make good progress in the Foundation Stage because teachers plan learning activities which are interesting, practical, and motivate children to learn. By the time they enter Key Stage 1, standards in writing, reading and knowledge and understanding of the world are above average. In Years 1 and 2, pupils continue to achieve well and, until 2005, standards were above average by the end of Year 2. In 2005 and 2006, standards were average, but these pupils' attainment on entry was lower than usual. Pupils' achievement in reading and writing is good. Their achievement in mathematics is only satisfactory because the work teachers plan is not tuned well enough to meet the needs of the least and the most able pupils. Pupils' achievement from Year 3 quickens as a result of very good teaching, so that by Year 6, standards are well above average. For the most able pupils in Years 3 to 6, achievement is outstanding. This is because the work teachers provide is challenging and pupils' progress is enhanced through the use of specialist teachers. Pupils' achievement is augmented by a good, well enriched curriculum. Throughout the school, visits and visitors provide valuable first hand learning experiences. These add to pupils' appreciation of the wider world and accelerate their interest and desire to record their learning. Pupils learn new skills in information and communication technology (ICT) well. Even the youngest children in the Nursery are beginning to use interactive whiteboards independently. Pupils with learning difficulties and/or disabilities achieve well because their teachers and teaching assistants provide them with well-written individual support programmes.

The headteacher, ably supported by her deputy headteacher, leads the school well. A recent large turnover of teaching staff has been managed efficiently and staff work collaboratively, providing a good example for pupils. The headteacher has forged successful partnerships with external agencies. These not only support pupils with learning difficulties and/or disabilities well, but also enrich the curriculum, for example, in sport and in Spanish and French. Leaders, including governors, have made largely accurate evaluations of the school's work, although pupils' care, guidance and support is good rather than outstanding because some pupils in Years 1 and 2 need more

appropriately pitched work to improve further in mathematics. The school development plan does not focus sharply enough on how the school's progress in raising standards can be measured. The school has made excellent progress since the previous inspection. Leaders have not only addressed the issues from the inspection but also improved the quality of the school's environment very effectively. Thus, the maintenance of well above average standards and the school's work in keeping pace with advances in technology, demonstrates its good capacity to improve.

### **What the school should do to improve further**

- In Years 1 and 2, plan work in mathematics that better meets the needs of the least and most able pupils.
- Define how progress in raising standards is measured in the school development plan.

## **Achievement and standards**

### **Grade: 2**

Achievement is good. Children enter school with above average standards and by Year 6, standards are well above average. Year 6 pupils agreed that they 'always work hard.' Pupils with learning difficulties and/or disabilities achieve well, as do pupils at an early stage of acquiring English. This group's progress quickens as their competence in speaking and reading English improves. In Years 1 and 2, pupils' achievement in mathematics is not as good as it is in reading and writing because the most and least capable pupils do not receive work that is matched well enough to their needs. Although standards were above rather than well above average in 2006, this still represents good achievement, as standards for this group were lower than usual when they entered the school. The demanding targets set for pupils are a significant factor in their achievement.

## **Personal development and well-being**

### **Grade: 1**

Pupils' personal development is outstanding. They eagerly take part in, and enjoy, the well organised physical activities and good food at lunchtimes. Pupils are thoughtful and kind to younger children and their behaviour is exemplary, playing a significant part in their good achievement and learning. Pupils' enjoyment of school and their ability to cope with the next stages of their education are well demonstrated by their above average attendance and good punctuality. As pupils move through the school, they take on an ever wider range of responsibilities. By Year 6, many pupils are articulate and passionate about their school and their own roles in its improvement. Their spiritual, moral, social and cultural development is good because all elements are woven into the curriculum well, for example, through art. Their understanding of the world of work is enhanced further by their participation in imaginative business projects in Year 6, where, for example, they design, print and sell their own share certificates. These older pupils are proud of their teamwork and influence in school

improvement projects such as deciding on and commissioning the painting of murals on the external walls of the dining hall.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teachers plan interesting and practical learning activities in the Foundation Stage, which include very good opportunities for children to use interactive whiteboards. In Years 1 and 2, teachers also plan a good range of practical activities for pupils. Whilst effectively teaching the skills of reading and writing, there is too much use of worksheets which do not sufficiently meet the needs of different ability groups in mathematics. However, most lessons are well planned to build on pupils' previous learning. They are varied and capture pupils' interest so that they are always busily involved in their work. Older pupils explain their targets for improvement very clearly, accurately assess the level at which they are working and take great pride in their work. Teachers generally use their good understanding of the standards which pupils currently achieve to plan challenging work and promote good learning.

### **Curriculum and other activities**

#### **Grade: 2**

The good curriculum is considerably enriched by many out of school activities, including residential visits. Pupils' learning about other cultures is promoted particularly well through art, where standards in drawing and painting are first-rate. The school uses the expertise of artists in residence to good effect, not only to raise pupils' artistic skills but also to raise their awareness of their own and other cultures. Pupils benefit from being taught Spanish and French by specialist teachers. The curriculum promotes pupils' knowledge about how to live healthily, and their basic skills, very well. It successfully helps pupils understand how they can use skills in information and communication technology (ICT) in other subjects, such as mathematics. Pupils agree that they are 'really good at ICT.' Teachers plan good opportunities to enrich pupils' writing in subjects such as history.

Effective individual teaching plans ensure that pupils with learning difficulties and those at an early stage of learning English, progress well. Pupils with learning difficulties and/or disabilities and those with particular gifts or talents are set tasks which enable them to progress well.

### **Care, guidance and support**

#### **Grade: 2**

The overwhelming majority of parents feel that their children are well cared for and supported. Every effort is made to ensure pupils are safe and secure and procedures are fully in place for child protection and for vetting staff. Risk assessments are thorough. Pupils are confident that the headteacher is, 'really concerned about our

safety'. Pupils with learning difficulties and/or disabilities and other groups of vulnerable children are well supported, in school and by external agencies. Guidance on how individuals can improve their work in mathematics in Years 1 and 2 is not as successful as it is in other subjects. However, guidance improves in Years 3 to 6 and, as a result, pupils explain what they need to do to improve further. Older pupils are guided successfully to take ownership of some aspects of their learning, for example, assessing how well they are achieving their targets.

## **Leadership and management**

### **Grade: 2**

The school is well led and managed. The headteacher has engendered a strong team spirit amongst staff and this has had a beneficial impact on the standards pupils reach, for example, in English. Good links have been forged with other schools and external providers to share expertise, enrich the curriculum and maintain well above average standards. There have been substantial improvements in the school's environment since the previous inspection. Good use has been made of grants to improve the buildings and to establish the Foundation Stage department. Checks on the quality of teaching and learning are carried out efficiently and the headteacher ensures that teachers are kept up to date with educational initiatives. It is clear from the pupils' current standards that this training, particularly in ICT, is having a positive impact on pupils' achievement. The school development plan is compiled by all coordinators. Identified strategies to improve the school further are clear but how the success of these initiatives can be measured is not. Governors use their expertise effectively to support the school and monitor the school's work closely. Some are well known in school and older pupils name them and appreciate their contribution, for example, in sports.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

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

### Achievement and standards

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

### Personal development and well-being

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

### The quality of provision

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

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

Thank you for making me feel so welcome in your school and for being so open with me when I asked you questions. I really enjoyed talking with you and looking at your work.

I think you should be proud of your school and your work. It is a good school. You work hard and make good progress from the time you start school until you are ready to leave. I have to say that the poem some of you read out during assembly was exceptionally good.

Other aspects of the school that are particularly good are:

- it is a very friendly, safe and pleasant place to be and you really enjoy coming to school
- your paintings and drawings are superb and your work in ICT and English is very good indeed
- everyone seems to get on well with one another almost all the time; your behaviour is excellent and you are growing up to be very articulate, healthy and fit young people
- your headteacher and teachers are doing a good job in always trying to make the school a little bit better, and they know how to do it.

I have asked your school to do two things to make it even better.

- Plan more varied work in mathematics in Years 1 and 2.
- Decide how the school is going to measure your progress against the targets it sets for the future.

I hope you will carry on enjoying learning and helping your teachers to make your school a good place to be.