

Queen's Drive Infant School

Inspection report

Unique Reference Number	110723
Local Authority	CITY OF PETERBOROUGH
Inspection number	288754
Inspection dates	6-7 June 2007
Reporting inspector	Linda Killman HMI

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

Type of school	Infant
School category	Community
Age range of pupils	4-7
Gender of pupils	Mixed
Number on roll	
School	210
Appropriate authority	The governing body
Chair	Mrs Anna Wolfe
Headteacher	Mrs Elizabeth Deans
Date of previous school inspection	17 September 2001
School address	Queen's Drive West Peterborough PE1 2UU
Telephone number	01733343914
Fax number	01733343914

Age group	4-7
Inspection dates	6-7 June 2007
Inspection number	288754

© Crown copyright 2007

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by one of Her Majesty's Inspectors and one Additional Inspector over two days.

Description of the school

This is an average sized infant school situated close to Peterborough city centre. The area it serves is an established residential area of mixed housing. The proportion of pupils known to be eligible for free school meals is below average at 6%. On entry, the pupils' skills, knowledge and understanding are well below age related expectations. The proportion of pupils from ethnic minorities is much higher than the national average, at 75%. The majority of these pupils are of Pakistani heritage. Half of the pupils do not speak English as their first language. The proportion of pupils with additional learning or physical needs is above average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Queen's Drive provides good education and care for its pupils. It is extremely successful in integrating pupils and families from wide ranging backgrounds, cultures and religions and creating an impressively harmonious community. Relationships are very good; pupils feel safe and well looked after. Attendance is satisfactory but the overwhelming majority of pupils thoroughly enjoy coming to school, behave well and have good attitudes to learning. From very low starting points they acquire satisfactory skills in literacy, numeracy and information and communication technology (ICT) to prepare them for the next stage of their education and their future lives. Parents are extremely supportive of what the school offers and, deservedly, the school has earned a good reputation locally.

The achievement of most pupils over time is good. They develop good personal and social skills with many extending their English language skills rapidly. Throughout the school most pupils make good progress. This is because they are regularly assessed to determine their needs and are targeted for additional support swiftly if they are making insufficient progress. However, some pupils capable of reaching a higher than average level of attainment fail to do so because the challenge for some groups in lessons is not always high enough.

The quality of teaching and learning is mostly good. The best teaching generates high interest levels for pupils through good quality practical experiences and an appropriate level of challenge. The pupils benefit from a high level of adult support enabling them to work in smaller ability groups guided by a teacher or a teaching assistant. However, in some cases the group activities are not challenging enough to move pupils' learning on with sufficient pace and in lessons pupils need more guidance to know how to reach their targets.

The curriculum is good. It is well balanced and completely inclusive, ensuring that pupils at every stage of English acquisition have access to appropriate activities that are meaningful and relevant to their life experiences. Developing pupils' literacy and numeracy skills are priorities for the school, which ensures that pupils' basic skills are secure in time for them to move to the next school. The curriculum is successfully designed to advance pupils' personal development and well-being to a good level. Pupils know how to live a healthy lifestyle; school meals are of excellent quality and many choose to eat them. Safety programmes contribute to pupils' very good understanding of how to stay safe and act responsibly.

The quality of leadership and management is good. The headteacher provides a clear sense of educational direction and purpose. Systems for self-evaluation are effective. Leaders at all levels participate in the process and know what needs to be done to improve. Actions taken are well chosen but deadlines for completion are not yet demanding enough to accelerate the pace of change. The governors keep a watchful eye on the school's performance and are sufficiently challenging to hold the school to account. The school's good leadership and management, proven track record of development since the previous inspection and the commitment of staff to ongoing improvement provide it with good value for money and a good capacity to improve.

Effectiveness of the Foundation Stage

The provision for pupils in the Foundation Stage is good because it is well led and managed and staff understand how young children learn best. Excellent relationships with parents are carefully crafted by the school right from the start. Useful information is gathered about their level of skills, knowledge and understanding before children start school so that the learning

builds on what they already know and can do. As a result all pupils make satisfactory or better progress towards the early learning goals from their relative starting points. They make rapid progress in creative and physical development through the broad range of interesting experiences provided. Opportunities for children to develop their ideas through play outside however, are too limited. Key learning skills are taught, such as how to listen well, behave appropriately and share equipment. Adult led activities are purposeful and well chosen. When children are playing on their own they are occasionally left too long without adult intervention to inject some challenge and develop their knowledge and ideas. Children from different cultures and backgrounds work and play in harmony in a well ordered, safe environment. They are confident, happy individuals who are keen to learn and enthusiastic.

What the school should do to improve further

- Ensure that all pupils are sufficiently challenged in lessons.
- Tell pupils exactly what they need to do to be successful in lessons.
- Set regular deadlines for further raising standards.

Achievement and standards

Grade: 2

From their very low starting points pupils make good progress. Standards of attainment in reading, writing and mathematics are broadly average and this trend has been consistent over five years. Thorough assessment procedures tell teachers exactly what levels the pupils are working at. Nonetheless, some activities in lessons do not successfully extend them or push their learning on fast enough. Consequently, not many pupils reach the upper end of level 2 or the higher than average level 3 in all subjects. Pupils with learning difficulties and disabilities outperform pupils with similar needs nationally, and in this respect the school has made significant improvement since its previous inspection. Effective revision of their individual education plans and targeted support contribute well to this improvement. Daily teaching of letter sounds (phonics) has resulted in standards in reading and writing in Reception and Year 1 being further advanced than at the same point last year.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. This is a happy and friendly school which welcomes all who come into it. Pupils say they are treated fairly, that adults listen if they have a problem and help to sort these out. They enjoy school life and show enthusiasm for learning. Most pupils behave well although some find it difficult to settle and give their learning full attention. The school has worked hard to improve pupils' attendance which is now average, but still struggles to change the attitudes of a few families who take extended leave in term time.

Pupils understand effectively how to lead safe and healthy lives because of good programmes of study for personal, social and health education that include practical experiences such as cooking. The quality of school meals is outstanding and uptake for them is high. Pupils readily remind each other to take their daily quota of fruit. Pupils' spiritual, moral, social and cultural development is good and their successes, both academic and personal, are rewarded. This raises their self-esteem. They know why rules are important and are clear about what the school expects of them. The school council is effective and recently organised a competition to design

new playground markings. Pupils make a good contribution to the community and take part in local arts festivals and visit a local home for the elderly.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is variable but good overall, as demonstrated by pupils' good achievement over time. Systematic tracking of the pupils' progress enables staff to know exactly where pupils are in their learning and allows them to plan for the next steps. However, some activities do not provide enough challenge and opportunity for pupils to work independently to explore new ideas or to reach the highest standards. Those with additional learning needs are very well supported by the generous staffing levels and expert teaching assistants. The pupils show good attitudes to their work and relationships are good. The teachers' enthusiasm for learning rubs off on the pupils so they are keen to do their best. Nonetheless the restless behaviour of a significant minority is not always tackled assertively to ensure that pupils make the most of their learning opportunities. Pupils know their targets in literacy and numeracy but they need more help and guidance in lessons to know what they need to do to reach them.

Curriculum and other activities

Grade: 2

The school's curriculum is good. This is because the pupils achieve well in the basic skills of literacy, numeracy and ICT. The work pupils do is varied with enough time given to all subjects. The richness of the school's multicultural community is appropriately reflected in the range of tasks that pupils are offered. This generates confidence in the school and the complete support of all parents. Effective provision for the arts includes the opportunity for all pupils to have specialist music lessons. A satisfactory range of enjoyable lunch time and after school clubs promotes pupils' fitness and encourages healthy lifestyles. Visits and visitors are used to enrich pupils' learning and broaden their knowledge and experiences. Pupils are encouraged to take on responsibilities in the school, both for each other and the whole school community. The curriculum is designed to draw pupils' attention to health and safety issues so that they can recognise hazards and keep themselves safe.

Care, guidance and support

Grade: 2

The quality of care, guidance and support for pupils is good. Pupils who have learning difficulties and disabilities are identified early and supported well. The school works closely with external agencies to ensure the needs of these pupils are met. A well established culture of tolerance and fairness means pupils learn to manage difficult situations well. Assessment systems are appropriately used to measure pupil's achievement and to set their targets. Teachers and teaching assistants know all pupils well and work effectively to ensure pupils are safe and healthy. Procedures for safeguarding pupils are fully in place. Pupils and parents speak highly of the staff and say that they feel well looked after. One parent commented that she could turn to any member of staff knowing that they are 'eager to help and advise me in my children's learning'. High quality support and care ensures that pupils remain enthusiastic about coming to school to learn.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher knows the school well and is committed to moving the school forwards. She has skilfully created a cohesive school community where everyone is valued and appreciated. Monitoring and evaluation systems are systematic. A rigorous performance management programme enables staff to continuously strengthen their practice. Observations of teaching and learning provide clear guidance for improvement with return visits built in to monitor progress. Pupils' progress is carefully watched to detect any underachievement and action is taken swiftly to boost their learning. Vetting procedures for new recruits are robust. Governance is good. Governors are confident in holding the school to account through challenging questioning and debate. The reflective attitude of the leadership and management at all levels ensures that there is no room for complacency and contributes to the school's good capacity to improve.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	-----------------------

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
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

How well do learners achieve?	2
The standards ¹ reached by learners	3
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

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

The quality of provision

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

¹ 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.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	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

8 June 2007

Dear Children

Inspection of Queen's Drive Infant School, Queen's Drive West, Peterborough, PE1 2UU

Thank you for being so friendly and helpful when we came to see how well you are learning. It was a pleasure to spend two days in your lovely school and to meet you as well as some of your parents. We enjoyed joining you for lunch and we think that the meals are delicious. You are all lucky to attend such a good school with adults that care about you greatly and teach you well. You and your parents told us that you love school and we are pleased that you all come to school regularly.

These are some of the good things we found.

- You work and play together beautifully.
- You all know how to stay safe and be healthy.
- Your teachers make sure that you learn all that you should.
- There are lots of adults in the school to guide you and support you as you work.
- The school welcomes your parents and shows them how they can help you learn.

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

- Make sure that all of your work makes you think hard and try your best.
- Tell you exactly what to do to be successful in lessons.
- Plan to make you become even better learners and set dates for this to happen.

Keep working hard and helping to make the world a better place!

Linda Killman

Her Majesty's Inspector