

# Queensway Catholic Primary School

Inspection report - amended

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<b>Unique Reference Number</b>	113471
<b>Local Authority</b>	Torbay
<b>Inspection number</b>	311285
<b>Inspection dates</b>	14–15 January 2008
<b>Reporting inspector</b>	John Carnaghan

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 category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	193
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Lisa Scourfield
<b>Headteacher</b>	Mark Shaw
<b>Date of previous school inspection</b>	14 June 2004
<b>School address</b>	Queensway Chelston Torquay TQ2 6DB
<b>Telephone number</b>	01803 613095
<b>Fax number</b>	01803 390137

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<b>Age group</b>	4–11
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## **Amended Report Addendum**

Report amended due to factual inaccuracy

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

Queensway School draws pupils from a wide variety of backgrounds. The proportions of pupils from minority ethnic groups and with English as an additional language are below average but both are increasing steadily. The school has fewer than average pupils with learning difficulties and/or disabilities but more than average numbers with statements of educational need. When children start in the Reception Year, their attainment is broadly at the level expected. The school has the Basic Skills Quality Mark and recently gained the Investors in People award for the second time.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Queensway Catholic Primary School provides a satisfactory education and has some good features. All groups of pupils achieve satisfactorily, including those with learning difficulties and/or disabilities. Pupils whose first language is not English progress at the same rate as others. Pupils' standards by the time they leave school are average.

Pupils enjoy school and are very well behaved and strongly motivated. They get on very well with one another and their teachers, and good relationships aid their learning. Pupils' personal development is good and they are well cared for. They know that there are sympathetic adults to turn to if they have concerns. The school fosters a strong sense of community. Parents and carers are happy with the school. One wrote, 'I have always been well informed about any problems and feel very comfortable when approaching any staff member for information.' Regular meetings keep parents abreast of their children's progress. This enables them to contribute effectively to their children's learning.

Teaching and learning are satisfactory and many lessons are calm and thoughtful. However, there is room for improvement. Lessons sometimes lack the necessary pace to challenge all pupils and drive learning forwards. Marking of work does not always pinpoint areas for improvement. There is some inconsistency in how well the more able pupils are pushed on, with more reaching the higher levels by the end of Year 6 than by the end of Year 2. The curriculum is satisfactory and meets requirements. Pupils appreciate the interesting out-of-school activities and trips that are available.

Leadership and management are satisfactory, maintaining average standards and satisfactory achievement. The headteacher works well to maintain positive relationships with pupils, parents, the church and the wider community. The school's self-evaluation lacks rigour and its judgement of strengths and weaknesses is over-generous in some respects. Planning for the future is not always based on accurate information, including the analysis of assessment data, and so does not address all areas for improvement. However, the school has taken satisfactory steps to promote improvement since the previous inspection, demonstrating that its capacity for future development is also satisfactory.

## Effectiveness of the Foundation Stage

### Grade: 3

Children make satisfactory progress and by the end of the Reception Year they have reached the expected levels of development. Teaching and the curriculum support children's needs satisfactorily and staff provide a safe environment which helps children learn. Children have positive attitudes and cooperate well with each other. Social development has improved as a result of a focused programme by the school. Progress is monitored carefully. Parents and carers are kept well informed and involved in their children's education.

## What the school should do to improve further

- Ensure that the more able pupils are always pushed on fully, particularly to increase the number reaching the higher levels by the end of Year 2.
- Improve teaching so that lessons always provide the necessary pace and challenge and pupils' work is marked more constructively.

- Develop more rigorous self-evaluation to identify areas for improvement accurately, and use assessment information to support this.

## **Achievement and standards**

### **Grade: 3**

Children enter the school from a wide variety of backgrounds. Their skills as they start school are similar to national expectations. When pupils leave at the end of Year 6, their standards are average. The achievement of all groups of pupils is satisfactory.

Whilst children's skills on entering the Reception Year are generally as expected, they lag behind in personal and social development. Teachers and other staff pay particular attention to this area and children quickly learn how to work independently and how to get on well with one another. By the time children move into Year 1, achievement is satisfactory and most children have met the expected goals across the areas of learning.

Satisfactory teaching in Key Stage 1 means that pupils' achievement in Years 1 and 2 is satisfactory and standards are average. Fewer pupils than nationally reach higher levels in national assessments in reading and mathematics and this is due to some lack of challenge in lessons. This issue is not evident in Year 6 assessments, where both the proportion of pupils reaching higher levels and overall standards are average. Pupils' achievement in Years 3 to 6 is also satisfactory. Science standards are below those in English and mathematics because of weaker teaching in the past. The school has analysed the reason for these results and acted to improve science provision.

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

### **Grade: 2**

Pupils have positive attitudes to learning and behave very well. They are safety conscious and look after each other well. Attendance was below average but has improved as a result of some successful initiatives and is now average. Pupils know how to live healthily and many take part in extra-curricular sporting activities. Year 5 pupils are so committed to healthy eating they are introducing a healthy-eating tuck shop.

Spiritual, moral, social and cultural development is good. Spiritual development is at the heart of the school ethos and pupils respond positively to this dimension. This is evident in their enthusiastic hymn singing and in the thoughtful, heartfelt prayers they write. Pupils from other countries and faiths are welcomed and settle quickly into school. Pupils from all cultural backgrounds get on well together. Pupils make a strong contribution to the school and wider community. They have an active school council and diligently undertake many responsibilities, such as acting as playground buddies. Many raise money for charity and take part in church and community events. Pupils' satisfactory basic skills and opportunities to deal with simple financial issues ensure their preparation for future economic well-being is satisfactory.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning, while they have strengths, do not always challenge pupils sufficiently or promote high achievement. The main strength is the very positive relationships that exist in classrooms and motivate pupils to want to learn. Strong mutual respect means that pupils

listen very well to one another and to the instructions and advice given by teachers. There is very little bad behaviour and classrooms are pleasant, calm and purposeful places. Planning of lessons is satisfactory and teaching assistants are well briefed, contributing effectively to pupils' progress, including pupils whose first language is not English. Secure support is given to pupils with learning difficulties.

Lessons can at times be too slow paced and teachers do not always set deadlines for tasks so there is not always enough learning taking place and pupils are not being fully challenged. Some teaching, particularly in Key Stage 1, does not push on the more able, and this is reflected in younger pupils' standards. Work is marked regularly but pupils do not always make as much progress as they could because marking does not give specific enough information on how to improve.

## **Curriculum and other activities**

### **Grade: 3**

The range of subjects offered meets requirements. The school has introduced brief French lessons, which is adding a new dimension for pupils, and has plans to extend this.

Pupils benefit from a variety of enrichment activities. They appreciate the range of after-school clubs and societies, ranging from netball to Japanese, and attend in large numbers. The curriculum is enlivened by a good range of visits. For example, reference to a visit that pupils had made to a hospice had a positive impact on their interest and progress in Year 5 lessons.

## **Care, guidance and support**

### **Grade: 2**

The school is deeply committed to providing good pastoral care for its pupils. It is highly successful in this and, as a result, there are positive and trusting relationships. Arrangements for safeguarding pupils are robust and regularly reviewed. Attention to health and safety is thorough. Pupils' personal development is well planned and promoted, particularly through the Catholic ethos of the school. Much effective action is taken to ensure that pupils understand how to stay fit, healthy and safe and to help them make sensible lifestyle choices.

All staff have high aspirations for pupils and they make satisfactory use of targets in English and mathematics to support pupils' progress. The school works well with parents to help pupils to progress and develop personally, and to prepare them for transfer to secondary school. Good links with local nurseries and sensitive induction procedures help children settle quickly into Reception. The school provides good personal support to pupils with learning difficulties and/or disabilities.

## **Leadership and management**

### **Grade: 3**

Leaders and managers at all levels are committed to promoting pupils' well-being. They want the best for pupils, but school performance is not monitored and evaluated rigorously enough to identify what needs to improve and to plan for it. Consequently, pupils make only satisfactory progress.

The school regularly monitors its performance but the outcomes of these activities are not analysed sufficiently or used to inform whole-school improvement plans. Not enough analysis

of assessment data is undertaken. The present improvement plan has run its course and does not focus sufficiently on raising pupils' achievement.

The school is well resourced and staffed. Links with the community, other providers and local schools are good and enhance the provision for pupils. For example, the school runs valuable before- and after-school clubs. The governing body is actively involved in the life of the school and fulfils its statutory responsibilities. It has a sound understanding of the school's main strengths and weaknesses but is less effective in holding the school to account for its standards and planning necessary improvements.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	3
The capacity to make any necessary improvements	3

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

### 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 extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
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	3

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	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.

**Annex A****Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	<b>3</b>
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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

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

17 January 2008

Dear Pupils

Inspection of Queensway Catholic Primary School, Torquay TQ2 6DB Thank you very much for your help in the recent inspection of your school. The inspectors really enjoyed meeting you and hearing your views. We found that Queensway provides you with a satisfactory education. You explained what a happy school you attend and the inspectors agree. You are well cared for and your personal development is good.

You behave well, have good attitudes and get on well with each other and with the adults in school. You know a lot about how to keep fit and healthy and how to stay safe. We are really impressed by the way in which the pupils in Year 5 are setting up a healthy-eating tuck shop. You make a good contribution to the school and wider community, for example, through the school council and by raising funds for charities. You have a splendid range of after-school clubs and interesting trips to go on.

You are making satisfactory progress with your work because teaching and learning are satisfactory. The way the school is led and managed is also satisfactory and the school has good links with your parents and carers and the wider community. Like all schools, yours has some things that could be improved. These are the things that we have asked the school to do:

- Make sure that all of you who are capable of reaching the higher levels for your age do so.
- Ensure that lessons are always well paced and challenging and that marking tells you how to improve your work.
- Check up more thoroughly on how effectively the school is meeting your needs so that the right areas are identified for improvement.

Once again, thank you for your help. It was delightful meeting you.

With all good wishes

John Carnaghan Lead inspector