

# Queensway Primary School

## Inspection report

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<b>Unique Reference Number</b>	107858
<b>Local Authority</b>	Leeds
<b>Inspection number</b>	324664
<b>Inspection dates</b>	24–25 November 2008
<b>Reporting inspector</b>	Jane Hughes

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	221
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Paul Hudson
<b>Headteacher</b>	Mrs G Palmer-Smeaton
<b>Date of previous school inspection</b>	17 May 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Coppice Wood Avenue Yeadon Leeds West Yorkshire LS19 7LF
<b>Telephone number</b>	01943 874925
<b>Fax number</b>	01943 874925

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This average size school draws pupils from an economically and socially mixed area. Most pupils are of White British heritage and speak English at home. Fewer pupils than average have learning difficulties and/or disabilities but a larger than average proportion have a statement of special educational need. The school has many awards including Investors in People, Activemark, Inclusion Chartermark, Healthy Schools, Basic Skills Quality Mark, Eco School Award. In addition, it is working towards the Stephen Lawrence Education Standard and has submitted its application for Artsmark Silver. The Early Years Foundation Stage (EYFS) comprises a 26-place Nursery and a Reception class.

The children's centre opened in September 2008. Led by the headteacher and the school's governing body, along with additional community governors, it provides services for children aged 3 to 11 years and their families in Aireborough. The coordinator is included in the school's senior management team. Before-and after-school care, along with holiday provision, is now provided through the children's centre. The children's centre was not part of this inspection.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Queensway Primary is a good school with outstanding features. Pupils display impressive personal qualities that reflect the equally strong examples set by all the adults who work here. The cheerful approach to every activity is infectious and children display a clear love of learning. Part of the school's creed, written by pupils confirms, 'This is our school, where everyone is a good friend' and happiness, fun and hard work happen everywhere.' Its caring ethos, excellent partnership work across the community and ongoing participation in recent initiatives result in pupils' impressive personal development. This strength is also a key feature of younger children's personal development in the EYFS.

The headteacher embraces purposeful change and has recently introduced new senior leadership and senior management teams. These are working well and show clearly and generally accurately what the school is doing well and where it needs to improve. Senior and middle leaders provide a complementary mix of skills to support all aspects of pupils' learning and the school's continued improvement. This enables the school to meet most of its challenging targets. The headteacher regularly explores new partnerships to keep the school at the 'cutting edge' of education initiatives. Ventures such as the new children's centre, alongside sporting and technology links with local colleges, greatly improve pupils' learning experiences and provide families with much needed local resources. The school has addressed previous points for improvement well and demonstrates a good capacity to improve further. Even so, the supportive governing body does not yet offer sufficient challenge in terms of the school's direction and performance.

Pupils achieve well overall, although progress is fastest during Years 3 to 6. Children join the school with skills often below those expected for their age, particularly their speaking, listening and social skills. Standards by Year 2 rise and fall to varying degrees each year. In 2008, pupils achieved satisfactorily albeit standards in reading, writing and mathematics dipped slightly for a variety of factors; the most significant being the inclusion in the year group of some pupils with lower starting points. Over recent years, standards have been above average by Year 6, although current inspection evidence shows broadly average standards that reflect a change to the profile of pupils rather than a decline in the quality of provision. Good quality teaching in most lessons results in active learners who are keen to do well and this developing work ethic stands them in good stead for future success. Nevertheless, planned activities do not always provide enough challenge for pupils, particularly the more able. First-class teamwork between teachers and teaching assistants promotes effective learning among pupils. High quality mentoring and support ensures that pupils with learning difficulties and/or disabilities receive the help they need to become successful learners. The stimulating curriculum captures pupils' imaginations and they thrive as they soak up creative, technological and physical experiences that prepare them well for life in the wider world. There are many opportunities for pupils to develop a keen sense of fair play, tolerance and respect, not least the excellent examples that adults in the school provide. Pupils have a very secure understanding of how to stay safe and healthy and put theory into practice each day as, for example, they enjoy nutritious snacks and meals and join in with the many physical activities on offer. Pupils develop into productive citizens and show an increasing appreciation of the differences between world cultures and those nearer to home through links with other schools with a different mix of ethnicities.

Parents value the high quality care and support the school offers their children. They typically comment that the school, 'is well managed and caring, with a vibrant, friendly atmosphere'. Robust assessment and tracking procedures provide all staff with a clear picture of pupils'

progress. Staff are far more confident about using this information now and are quick to initiate new strategies to meet pupils' needs.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 2**

Children do well in the EYFS due to effective leadership and skilled practitioners. Staff evaluate where practice is most successful and when improvement is needed. Currently, the leadership is concentrating on embedding new practice after the introduction of the EYFS. Children's individual learning programmes are developing. Colourful portfolios illustrate children's development and provide a good record for parents and other settings of what children know, understand and can do. Key workers ensure that parents are clear about their children's progress. Staff maintain good links with other early years providers to ensure the flow of information to support children's learning and development. Children's early skills are lower than those expected for their age, particularly their social and language skills. These develop well, along with their knowledge and understanding of the world, while less progress is made in their calculation skills. The proportion of children who are working securely within the expected levels by the end of Reception is broadly at national average levels, although this fluctuates from year to year. Children blossom in the supportive environment as seen in an excellent discussion activity. The youngest children could explain that they wash their hands before they eat, 'to wash off all the germs'. Exciting learning environments both indoors and outside ensure that children are surrounded by stimulating activities. Older children show increasing independence as they select 'big books' and eagerly follow the story as one girl reads it aloud. Although highly attentive to children's personal and academic needs, practitioners do not always exploit fully every opportunity to extend children's speaking and listening skills.

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

- Raise standards and improve pupils' achievement by Year 2.
- Challenge pupils to reach higher levels in their work, particularly the more able.
- Strengthen the role of governors in school self-evaluation, improvement planning and in challenging the performance of the school.

## **Achievement and standards**

### **Grade: 2**

Pupils achieve well following their good start in the EYFS. Effective leadership has brought greater expertise to the process of assessment and data analysis and staff are increasingly confident about identifying pupils' next learning steps. The most recent assessments show that, in 2008, pupils achieved satisfactorily although standards by the end of Year 2 declined slightly in reading, writing and mathematics. Several factors contributed to this decline, the most significant being the inclusion in the year group of some pupils with lower starting points. Inspection evidence shows that by Year 6, standards are broadly average overall in English, mathematics and science. Nevertheless, slightly fewer pupils than expected are reaching the higher levels in their work, particularly among the more able groups. Targeted mentoring and timely intervention programmes ensure that pupils with learning difficulties and/or disabilities make as much progress as others.

## Personal development and well-being

### Grade: 1

Pupils relish their days here, interact warmly with adults and appreciate the responsibilities they are given. Courteous pupils become lunchtime receptionists, recording telephone messages, dealing with queries and providing a professional handover to staff at the end of their 'shift'. Pupils' behaviour is exemplary. Strong relationships are at the heart of the school and result in pupils' outstanding spiritual, moral, social and cultural development. Pupils embrace opportunities to make a strong contribution in school and in local and global communities. Older pupils organise puppet, model and hand-clap clubs for others and work with the EYFS children. Pupils show strong regard for the needs of others. Their spontaneous selflessness is heartening. Although academic standards are broadly average, pupils develop leadership and teamwork skills important for future success as, for example, they officiate in small games. Pupils learn to celebrate the worth of each person, whatever their background or individual need. For instance, everyone learns Makaton signing and use this to greet each other in assembly. Currently, pupils are pursuing the Stephen Lawrence Education Award to celebrate the promotion of race equality in school. Pupils become more aware of diversity in Britain by visiting other schools. Pupils eat healthily and enjoy plentiful exercise. Levels of attendance are average.

## Quality of provision

### Teaching and learning

#### Grade: 2

Enthusiastic teachers bring many of their personal interests into school and these enthuse pupils to develop new skills. Senior leaders evaluate the quality of lessons regularly and provide staff with useful feedback. This helps to maintain the overall good quality of lessons so pupils continue to achieve well by Year 6. Strong teamwork between teachers and teaching assistants ensures effective support for all pupils, but particularly for those with learning difficulties and/or disabilities. Adults stay nearby in lessons but allow pupils their independence. Even so, teachers do not always challenge pupils to reach higher levels in their work, particularly the more able pupils. Adults have consistently high expectations of pupils' behaviour and response. Classrooms are cheerful learning environments. Good displays and 'working walls' allow pupils to access knowledge independently and so improve their learning and skills for the future, particularly in English and mathematics.

### Curriculum and other activities

#### Grade: 2

The rich curriculum is increasingly creative as staff develop more links between subjects. For example, in a Year 2 information and communication technology lesson, pupils developed their historical knowledge of Florence Nightingale, used colourful language to describe her life, and simultaneously consolidated their keyboard skills. First-rate partnerships with outside organisations enable pupils to access sports training, occasionally visit the health centre's pool and gym, and to attend the airport study centre. Themed weeks provide enjoyment and skills development for pupils. For example, during anti-bullying week, pupils developed skills in art, poetry and discussion through circle time. Stimulating visits out, and visitors into school, provide valuable first-hand experiences for pupils and ignite interest in reading, writing and the wider world. Opportunities for older pupils to participate in residential trips develop teamwork and

independence. Many other effective links with schools, colleges and local businesses add significantly to pupils' learning.

## **Care, guidance and support**

### **Grade: 2**

Pupils say that they feel safe and well cared for in school and inspection evidence confirms their views. There are appropriate procedures in place to safeguard pupils and to ensure their safety and health. Strong links with other schools and settings allow pupils to settle well and to move on with minimal anxiety. Effective mentoring ensures that pupils with learning difficulties and/or disabilities or personal problems receive just the right support so they benefit from their time at school. Parents of these pupils comment, 'My child has special needs and receives excellent support, as do we as parents.' Robust systems promote regular attendance. Despite the school's best efforts, some parents persist in taking term-time holidays. The school makes very good use of the increasingly detailed data it collects to track pupils' progress. Pupils are familiar with the established marking policy and they also receive verbal feedback from class teachers. Nevertheless, written guidance for pupils is sometimes insufficient to show how they might improve their work.

## **Leadership and management**

### **Grade: 2**

Astute leadership appointments help the school to build on previous good practice. Leaders at all levels know the school and its pupils well. For example, they have identified that pupils' progress is not as strong in Years 1 and 2 and are working to address this. The experienced headteacher, along with the two assistant headteachers, provide a strong steer for staff and enjoy respect from pupils, parents and governors. Community cohesion has a high profile with the new children's centre providing a key link between the school and local families. Strong teamwork helps staff work towards common goals. The headteacher delegates effectively and helps staff to develop their individual strengths. The happy staff team communicate their positive attitudes to pupils. Supportive governors show keen commitment to the school and ensure that statutory requirements are met. However, they do not yet engage rigorously enough in key processes such as school self-evaluation and improvement planning, nor do they offer robust challenge on the school's performance. Effective administrative, ancillary and lunchtime staff ensure the day-to-day smooth running of the school.

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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?	2
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?	1
The capacity to make any necessary improvements	2

**Effectiveness of the Early Years Foundation Stage**

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

**Achievement and standards**

How well do learners achieve?	2
The standards <sup>1</sup> 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/or disabilities make progress	2

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<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.

## Personal development and well-being

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

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	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

## 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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	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	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**

Inspection of Queensway Primary School, Yeadon, Leeds, LS19 7LF

On behalf of the inspection team, I would like to thank you for your warm welcome when we inspected your school. It was a pleasure to meet you, listen to your views, come to lessons and to share lunch with some of you. In particular, I really enjoyed participating in your celebration assembly. You are all obviously very busy, both in and out of school. The Makaton greetings by all of you were very impressive – well done!

Yours is a good school. You do well here and learn important skills that will help you succeed as you move on with your education and in later life. Queensway is a very happy school. You enjoy your time here, behave beautifully and are active members of the community. All the adults work hard to make your lessons interesting and you are eager to find out more. Your headteacher is particularly good at making links with other schools and organisations so that your learning experiences keep getting better. You say that you feel safe and very well cared for in school and I agree with you.

Part of the reason for the inspection was to judge where there are areas your school could improve. I have asked your headteacher to help those of you in Years 1 and 2 to reach higher standards in your work and to achieve even better. I have also asked teachers to give everyone even more challenging work in lessons, particularly those of you who can cope with harder activities. I want the governors to add to the good levels of support they already provide for the school by checking more closely how well the school is doing and deciding what it needs to do next to become even better. Your job is to carry on working hard and doing the best you can in every piece of work.