

# Queen's Drive Infant School

## Inspection report

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<b>Unique Reference Number</b>	110723
<b>Local Authority</b>	City Of Peterborough
<b>Inspection number</b>	337556
<b>Inspection dates</b>	12–13 November 2009
<b>Reporting inspector</b>	Jill Bavin

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>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	4–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	214
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Nitin Patel
<b>Headteacher</b>	Elizabeth Deans
<b>Date of previous school inspection</b>	6 June 2007
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 14 lessons, and held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at data the school has collected about pupils' attainment and progress, procedures for keeping pupils safe, plans for school development, and 90 parent questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- How well the school's work to raise boys' standards and achievement is embedded
- How effectively and consistently higher attaining pupils are challenged
- To what extent staff make clear to pupils what they need to do to be successful in a lesson
- The particular strengths in the science curriculum
- Recent developments in the role of subject leaders.

## Information about the school

The school is situated close to Peterborough city centre and there is no pre-school provision on site. Three quarters of pupils are from minority ethnic groups and more than a third of them are learning English as an additional language. Most pupils are of Pakistani heritage and their home language is Urdu or Punjabi. The largest religious group represented in school is Muslim. The proportion of pupils who are learning English as an additional language is rising year on year and in the current Reception year this applies to 81% of children. The proportion of pupils with special educational needs and disabilities is higher than the national average. The school has several awards, including Healthy School status, and the BECTA quality mark for information and communication technology.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

### Main findings

Under the head teacher's very effective leadership, the school's many well-established strengths are constantly consolidated and extended. She is very ably supported by the deputy head teacher and governance is good. Staff have a very good understanding of the local community and this is a key feature in the school's success. Leaders effectively communicate their ambition for the school, empowering and supporting others and relationships with parents are very strong. Morale among staff is high, as exemplified by one member of staff who said that everyone is 'an important member of the wheel'. Subject leaders make a good contribution to continuing school improvement and there is an established culture of evaluating and reviewing much of the school's work in the core subjects, based on accurate self-evaluation processes. These strengths contribute to the school's good capacity for continued development. Nevertheless, the school recognises that the next step is for co-ordinators of those subjects that are not formally tested to hold a clearer view of standards and actively engage in raising them further.

Good care helps pupils feel secure and ready to learn. Effective teaching overall, and a good curriculum which focuses on pupils' most significant needs, account for all groups of pupils typically making good progress. Pupils whose home language is not English reach very similar standards to their peers. Pupils reach broadly average standards in writing and mathematics. The high emphasis placed on nurturing an enjoyment of books contributes to pupils making outstanding progress in reading from their low starting points, although by the end of Year 2 standards remain below national averages. Pupils make outstanding progress in science and for the past two years test results have exceeded national averages, including the proportion of pupils reaching the higher level 3. Since the previous inspection teachers have collaborated more to bring a greater consistency to day to day assessment to support learning. However, although they are working increasingly closely together in sharing their knowledge and expertise and observe each other teach on occasion, this is not organised well enough for best effect. While learning is good overall, it is limited in some lessons by insufficiently high expectations of pupils and some inconsistency in the extent to which staff adapt tasks and their expectations to meet individuals' needs in different parts of lessons.

Good quality care, guidance and support help pupils to enjoy school a great deal. Pupils' spiritual, moral and cultural development is good. They are justifiably proud of their harmonious community and they behave well in lessons and around school. They are extremely enthusiastic and willing to embrace responsibility. The pupils' understanding of global responsibilities, such as care for the environment is extremely mature for their age, because the school promotes social development exceptionally well. The school has worked extremely successfully with parents to promote healthy eating and exercise;

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consequently pupils' have an outstanding understanding of factors affecting healthy lifestyles for their age.

## What does the school need to do to improve further?

- Enhance the quality of teaching by:
  - ensuring that all parts of lessons are equally well adapted to meet individual pupils' needs
  - ensuring staff expectations are sufficiently high in all lessons
  - sharing best practice more consistently.
- Ensure that subject leaders have a clear understanding of pupils' standards and progress in those subjects that are not tested nationally, and have the responsibility for raising standards further.

## Outcomes for individuals and groups of pupils

2

All groups of pupils, including those whose first language is not English, enjoy learning through lively, practical activities, which accounts for their particular success in both progress and attainment in science. While individual pupils and cohorts vary, the majority join Year 1 with key skills that are below expectations for their age, and especially weak early reading skills. Pupils make good progress and leave Year 2 with broadly average skills, other than in reading, which are still below average because of the low starting points for most pupils. Learning in lessons varies considerably. Learning in science is often outstanding. For example, in a Year 2 science lesson, pupils of all abilities enjoyed tackling the challenge of constructing electrical circuits, in some cases with high levels of independence and enquiry. Overall pupils with special educational needs and/or disabilities make good progress alongside their peers. Outstanding learning was also seen when pupils with special educational needs and/or disabilities worked with their peers in a Year 2 mathematics lesson. All groups of pupils demonstrated enormous energy and enthusiasm in conducting their role as 'shape detectives,' sourcing and identifying shapes in their environment and recording their results. On occasion, pupils make good progress during the teacher's introduction, but less progress in group work when it is not sufficiently finely adjusted to meet individuals' varying needs. Occasionally the pace of learning is relatively slow throughout the lesson. Pupils' good behaviour and positive attitudes consistently help them make the most of learning opportunities. The successful partnership between parents, pupils and school accounts for the pupils' outstanding willingness to embrace and promote healthy lifestyles. Several families now send their child to Mosque school later in the evening to accommodate children's enthusiastic participation in extra sports activities. There has been a significant rise in the uptake of healthy school meals recently and pupils and parents have embraced the school's healthy packed lunch ideas. Pupils respond impressively to opportunities to undertake roles such as school councillors and 'play pals'. They are developing a mature approach to, as one boy said in assembly, 'making

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the world a better place'. For example, they monitor the use of water and electricity, learn about fair trade and work harmoniously together.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Previous strengths in teaching have been extended because:

- behaviour management is now more consistently positive and effective
- specific expectations of learning are shared with pupils in lessons more often
- there are more frequent examples of outstanding teaching.

Teaching assistants make a valuable contribution to pupils' learning, either by recording their achievements or by offering discreet extra support for those who are struggling. In most lessons teachers make good use of their knowledge of pupils' skills and understanding to provide work that challenges each individual and supports their learning and progress. Teaching and learning are less effective when the needs of different groups and individuals are not consistently met. Highly confident and outstanding teaching is characterised by extremely high expectations throughout and a successful harnessing of pupils' energy and enthusiasm.

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Good quality care contributes significantly to pupils' well-being. The school's commitment to equal opportunities is evident in various aspects of its work, for example, in the successful recent reduction in the disparity between girls' and boys' attainment. Vulnerable pupils benefit from well-chosen and targeted specific support. The school is successfully working with families to ensure that family visits abroad do not affect satisfactory school attendance. The school involves parents in their child's learning very effectively. There are good plans in place to extend the existing good practice in involving parents even more in helping pupils' reading.

The curriculum places a suitably high emphasis upon pupils' areas of greatest need; that is their key speaking, listening, literacy and mathematical skills. Each classroom provides a small area for role-play where pupils have a chance to consolidate and articulate their learning, such as a 'toy museum' related to current history work. Well resourced computer technology enhances teachers' presentations and also pupils' learning. Useful links are made between subjects, such as design and technology, reading and writing. For example, pupils designed folding or pop-up books in which to write their own narratives. Activities such as these help promote pupils' interest in books, reading and writing. A good variety of activities, including specialist music and sport after school, enrich pupils' experiences.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The school's current 'sustainable schools' project epitomises its many strengths, including those of its leadership and management. The project is successfully engendering enthusiasm across the school community and, with it, driving further school improvement. Integral to the project is continuing curriculum development and a strong consideration for pupils' personal and social development. The initiative involves local, national and global considerations, which have already contributed to pupils' mature approach to environmental issues. It substantially supports the school's work in promoting community cohesion, building on its longstanding commitment to equal opportunities for pupils and their families. The project ensures a planned set of actions based on a thorough understanding of changing community and global issues. The school is not currently evaluating the impact of the project formally. Nevertheless, there is already evidence of success, for example in the increasing number of families who are engaged in depth with the school's work. Staff commitment and their shared ambition

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for the school are demonstrated by every teacher's involvement and responsibility for developing an aspect of this project. Every member of staff is involved in the special curricular events that are generated. In this cohesive school community, governors are well-informed and are effective in holding the school to account. They share the school's commitment to ensuring that pupils' safety is paramount and that their well-being is fundamental to their learning. Governors make a good contribution to the school's good measures for safeguarding its pupils.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children get off to a good start in the Reception classes. They make good progress from starting points that are typically well below those expected for their age. The staff team have a good understanding of children's needs at this age and provide a secure environment in which children quickly settle and become ready to learn. These strengths, combined with the good focus on and skilful teaching of key early skills, account for the good progress children make. Most importantly, children rapidly want to express their ideas. Children enjoy the varied activities available to them, both indoors and outside. However, sometimes their learning is limited when they are working independently because resources are not always sufficiently stimulating. The co-ordinator for the provision is new to the school this term. She has made a good start to evaluating the provision's strengths and areas for improvement. The leadership and management of the Early Years Foundation Stage contributes well to the good leadership and management of the school overall.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

Almost half of parents completed the questionnaires. Most parents are highly supportive of the school's work. Within the very few responses that indicated concerns, the greatest concern was that children are not sufficiently prepared for their future, such as a forthcoming change of year group. The most consistent strengths, valued highly by an overwhelming majority of parents, relate to their child being safe, their enjoyment of school, the quality of teaching and their child's progress. The inspectors found no reason to disagree with parents' views.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Queen's Drive Infant School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 90 completed questionnaires by the end of the on-site inspection. In total, there are 214 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	67	74	23	26	0	0	0	0
The school keeps my child safe	64	71	26	29	0	0	0	0
The school informs me about my child's progress	46	51	41	46	2	2	0	0
My child is making enough progress at this school	46	51	44	49	0	0	0	0
The teaching is good at this school	50	56	40	44	0	0	0	0
The school helps me to support my child's learning	45	50	42	47	1	1	0	0
The school helps my child to have a healthy lifestyle	48	53	40	44	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	41	46	38	42	3	3	1	1
The school meets my child's particular needs	42	47	43	48	2	2	0	0
The school deals effectively with unacceptable behaviour	40	44	48	53	0	0	0	0
The school takes account of my suggestions and concerns	36	40	47	52	3	3	0	0
The school is led and managed effectively	55	61	33	37	0	0	0	0
Overall, I am happy with my child's experience at this school	64	71	25	28	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



16 November 2009

Dear Pupils

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

Thank you for being so friendly and helpful when we visited your school recently. A special thank you goes to those children who met with me in Mrs. Deans' office to show me some work and share your ideas about the school. We agree with you and your parents that you go to a good school and we can understand why you enjoy it so much. You are making good progress in writing and mathematics and you are making fantastic progress in reading and science. This is because you behave well in lessons and your teachers and teaching assistants do a good job of helping you to learn. We are very pleased that you are so kind to each other and we are very impressed at how grown up you are in taking responsibility, including being extremely sensible about keeping yourselves healthy, and helping to save water and electricity.

We have asked Mrs Deans, the staff and governors to do a few things to make your school even better. We have asked them to share their very best ideas with each other even more, to help make sure the work is always hard enough for you. We have also asked them to make sure they know exactly how well you are doing in subjects like art, music and PE.

We hope you always enjoy learning so much and are always as kind to other people.

Jill Bavin

Lead Inspector

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