

# Queenswood Primary School and Nursery

## Inspection report

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<b>Unique Reference Number</b>	123415
<b>Local Authority</b>	Telford And Wrekin
<b>Inspection number</b>	340332
<b>Inspection dates</b>	22–23 October 2009
<b>Reporting inspector</b>	David Driscoll

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>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	113
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Gary Finn
<b>Headteacher</b>	Rebecca Butler
<b>Date of previous school inspection</b>	3 June 2007
<b>School address</b>	Yates Way Ketley Bank Telford
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## Introduction

This inspection was carried out by two additional inspectors. The inspectors visited nine lessons, and held meetings with governors, staff and pupils. They observed the school's work, and looked at records of pupils' progress since the school was opened, the school's development plan, a range of policies, records of checks on teaching and the 40 responses to the parental questionnaire.

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

- Whether apparent improvements in progress and standards are secure and consistent across the school
- Whether pupils in Years 1 and 2 are making enough progress
- Whether assessments are sufficiently accurate to provide the basis for teachers' planning to meet the needs of individuals
- Whether actions to improve attendance are proving effective

## Information about the school

This small school serves an area on the outskirts of Telford town centre. The number on roll has fallen significantly since the school was last inspected. Around 26% of pupils are eligible for free school meals, which is above average. An above average proportion of the pupils have special educational needs and/or disabilities, although less than 1% has a statement of special educational needs. Fewer than 10% of pupils come from a minority ethnic background and just under 5% speak English as an additional language; these are below average proportions.

A new headteacher was appointed in January 2009. The school has met the standard for Healthy Schools.

**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?**

**3**

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

**3**

## Main findings

Queenswood provides a satisfactory education for its pupils. The quality of teaching is improving, and is currently satisfactory, and standards, although still below average, are rising rapidly. All groups of pupils now make satisfactory progress and there are clear signs of some classes making good progress in their mathematics and reading. Pupils enjoy solving mathematical problems, often because the activities they are given are enjoyable. Progress in writing is slower, although still satisfactory. Pupils are reluctant to write and are often not inspired by the topics they are given to write about. Language skills are particularly weak on entry to the nursery and there are often missed opportunities in all years to develop pupils' language through speaking, in order to provide a better foundation for learning to write. One reason for the improvements apparent in teaching is the good way that teachers now assess pupils' work and use the information they gain to set targets for pupils and allocate them to groups.

Parents unanimously told the inspectors that their children feel safe at school, and almost all the pupils agreed. In particular, they feel that there is someone to turn to who will take their concerns seriously. Despite this, attendance is low and is falling. While the headteacher and senior managers have successfully concentrated their efforts on raising achievement, less attention has been paid to the increasing number of pupils who do not attend regularly. A small number of the lowest attenders receive specific support. The school works well with parents to raise awareness of the importance of education and the consequences of prolonged absence. Such support has proved highly effective with individuals, but is not extended to all pupils whose attendance falls below 90%.

The headteacher provides good leadership. She has implemented good systems for evaluating teaching, which provide all staff with clear guidance on where practice can be improved. The school's self-evaluation is accurate, and used well to draw up priorities for improvement. However, governors are not sufficiently involved with the school for them to be able to support the school's drive for improvement. Their role in checking what the school provides and the effectiveness of its outcomes is very limited and too much reliance is placed on the headteacher because governors' understanding of their role is underdeveloped. This limits the school's capacity to improve, which is satisfactory.

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

- Raise overall attendance to at least 94% by July 2010 by applying the successful procedures for reducing individual's absenteeism to all pupils whose attendance falls below 90%.

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- Improve pupils' progress in writing from satisfactory to good by:
  - providing pupils with more inspiring contexts about which they can write
  - taking all possible opportunities to develop their speaking skills, including in the Early Years Foundation Stage.
- Ensure governors take greater responsibility for driving the school forward by:
  - developing a greater awareness and understanding of their role
  - carrying out closer and more rigorous monitoring of provision and outcomes
  - providing greater challenge and support for senior managers.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

**Outcomes for individuals and groups of pupils****3**

Children join the Nursery with skills that are low for their age. They make good progress, so standards are usually below average when they start Year 1. Progress is satisfactory as pupils move through the school, including in Years 1 and 2, and standards remain below average when they leave the school. Nevertheless, standards are improving rapidly and improvements are secure and consistent across the school. National test results in 2009 were the best in the school's history and much higher than at the last inspection. The work seen in lessons, together with the school's accurate assessments, confirms that standards continue to rise and are getting closer to the national average every year. More and more pupils are making good progress. Although there are no differences between the performances of differing groups, it is clear from the lessons observed that some individuals make outstanding progress.

Other outcomes, in terms of personal development, are mostly satisfactory. Behaviour is often good in lessons and around school, but some individuals have difficulty controlling their emotions, resulting in a higher proportion of exclusions than is typical for schools of this type seen. Pupils enjoy taking responsibility and the part they play on the school council. However opportunities to take a lead in decision making are limited. Throughout the school, pupils get on well with one another and their teachers, reflecting their good social development. The best thing about the school, according to the pupils, is the people in it. Spiritual development is also good. Pupils take the opportunities provided in assemblies for private reflection very seriously and demonstrated genuine awe when presented with a mathematical problem. Moral and cultural development is satisfactory. The school works hard to successfully tackle any racist attitudes and pupils are developing a sound understanding of how others who are different to them live their lives. Although attendance of a minority is low, pupils are soundly prepared for the next stage of their education. They are very confident when using computers, and already look forward to their move to secondary school.

*These are the grades for pupils' outcomes*

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<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>3</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>3</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	4
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

### How effective is the provision?

Teachers have a good knowledge of the subjects they teach. They use this knowledge, and the good, accurate assessments of pupils' standards, to plan work that is well matched to the differing abilities of pupils. This ensures that there are no differences in the progress of different groups. Teachers often focus their attentions on one group for the main part of the lesson. Other groups will work quietly, but some individuals lose concentration and this is not always spotted by the teacher. In these cases, the individuals make less progress than they should. Some individuals work with a teaching assistant for much of the lesson. These pupils often make outstanding progress as they receive personal tuition of a very good quality. The way that mathematics work is presented often inspires the pupils. Pupils in Year 4 found collating and presenting the results of surveys fascinating, for example. They were so engrossed that the teacher found it difficult to stop them working at the end of the lesson. One pupil summed up the exciting teaching as "really good, but a bit bonkers", and this is the type of teaching that they enjoy most and find the most rewarding. The same is not true of writing tasks, where pupils are not inspired by topics such as 'describing my bedroom', which do not give them licence to let their imagination run wild. Longer term planning shows that the curriculum builds well on what the pupils have already learnt, but there are not enough opportunities to write at length outside of literacy lessons.

All pupils are very clear about what they have to do in a lesson and how to improve

<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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their work. Teachers make excellent use of success criteria for every task, so pupils know exactly what they are aiming for, and can then check that they have done all that they need to. Marking is frequent and accurate, but does not always ensure that corrections are carried out or work completed. Pupils are known well by staff. Pupils like their teachers and get on very well with them. They respect and understand the need for teachers' good discipline. The support for vulnerable pupils is particularly strong. The school has good links with agencies to support such pupils, and any intervention is well timed and documented. Partnerships with other bodies that would help enrich the curriculum are more limited, so trips out for example are relatively few and far between. Assemblies are particularly effective in promoting pupils' spiritual development. Excellent use is made of well chosen images and music to exemplify values such as perseverance and to make pupils think about how they can make small changes to their actions that can make a bigger difference to their lives.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</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>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>3</b>

**How effective are leadership and management?**

Standards are rising across the school because the headteacher has instilled a commitment to improve among all staff. The school now has much better data on pupils' performance, because their progress is checked every few weeks, and this is used well to inform teachers about pupils who need to be pushed harder or given more support. The analysis of the performance of different groups is used well to tackle any inequalities in provision, but the school does not have records for such groups from previous years which would help to build up a picture in the long term. Targets are increasingly challenging, and more are being met each year. Whilst there has been a strong focus on improving teaching and academic standards, other aspects of provision have been allowed to slip. While safeguarding requirements are met, governors in particular, do not routinely check records of risk assessments, fire drills and staffing. Governors do not ask enough questions, for example about falling attendance, to allow them to hold the senior leadership team to account or to play a full role in drawing up the school's priorities. The school's managers have a good understanding of the needs of the local community and the emphasis on tackling racism is proving particularly effective in promoting community cohesion. Provision beyond the local area is less well developed. Many speakers come into school to talk about how other people live their lives, both in the United Kingdom and around the world, but pupils have very few opportunities to engage with children from other communities.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</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>4</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children join the Nursery with skills that are low for their age. Many find speaking difficult, and so they are also well behind in other areas of communication, such as recognising colours or letters. The well planned activities and good teaching receive ensure they progress well, especially in their mathematical development. Every opportunity is taken to help children recognise numbers, learn to count and start to do sums. At registration, for example, children count and record how many are present and choose from numbered activities. Improvement in language skills is not quite as good, because every opportunity is not taken to encourage children to speak. Children understandably prefer the bright, stimulating and inviting indoor areas with their many different activities. They are more reluctant to go outside, because there is no covered area and it is not such an inspiring environment.

Children's personal development is good. Teachers' consistent application of, and reminders about, rules help children to quickly learn how to work and play happily together. They develop a sense of fairness that becomes apparent when they share toys or understand the importance of taking turns. Children feel safe because they are well looked after in a particularly secure area. The manager has a good understanding of the requirements of the Early Years Foundation Stage. Parents are becoming more and more involved as increasing steps are taken to encourage them to help their children learn at home. Assessments for individuals are accurate, and used well to plan a wide range of activities that provide a good balance between those led by the teacher and those chosen by the children themselves. However, conclusions drawn about standards



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for the whole class are not accurate, because errors are made in analysing the information gained from assessments.

*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

Thirty-five percent of the parents returned questionnaires. The parents are generally pleased with all that the school offers. They particularly pick out how much their children enjoy their education, and how safe they feel at school. Inspectors agree with these sentiments.

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

Ofsted invited all the registered parents and carers of pupils registered at Queenswood Primary School and Nursery 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 40 completed questionnaires by the end of the on-site inspection. In total, there are 113 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	28	70	12	30	0	0	0	0
The school keeps my child safe	29	73	11	28	0	0	0	0
The school informs me about my child's progress	22	55	12	30	4	10	2	5
My child is making enough progress at this school	17	43	17	43	5	13	0	0
The teaching is good at this school	20	50	20	50	0	0	0	0
The school helps me to support my child's learning	16	40	20	50	0	0	2	5
The school helps my child to have a healthy lifestyle	25	63	14	35	1	3	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)	16	40	22	55	1	3	0	0
The school meets my child's particular needs	18	45	19	48	2	5	1	3
The school deals effectively with unacceptable behaviour	19	48	16	40	4	10	1	3
The school takes account of my suggestions and concerns	21	53	15	38	3	8	0	0
The school is led and managed effectively	24	60	14	35	0	0	2	5
Overall, I am happy with my child's experience at this school	24	45	24	45	3	6	2	4

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.**



26 October 2009

Dear Pupils

Inspection of Queenswood Primary School and Nursery, Telford, TF2 0AZ

Thank you for helping us when we visited your school. The things that you told us made it easier for us to understand what works well in your school, and what could be better. Overall, you are getting a satisfactory education, but it is getting better all the time and you are leaving school with higher standards every year. The youngest among you get off to a good start in the nursery and reception classes, especially when learning to count. In all classes though, you don't do quite as well in your writing as you do in other subjects. Many of you are not very keen on writing, so we have asked your teachers to give you more exciting things to write about, both in your literacy lessons and in other subjects too. You told us how safe you feel in school, and how well everyone gets on together. You all have lots of friends. Some of you don't come to school often enough, which stops you from learning as quickly as others. You must always come to school whenever you can and tell your parents and carers how important it is to you. We were very impressed with how seriously you take assemblies and think about how you can change your lives. Your teachers are very good at helping you to understand that the colour of a person's skin makes no difference to how good they are.

You are doing better in lessons because your teachers frequently check your work and know which of you need more help. They give you good advice, so you know exactly what you are supposed to be doing in the lesson, and what you are aiming to achieve. Your headteacher keeps lots of records of how well each of you is doing, so she can spot any problems as soon as they start to show. She gets good help from the other teachers but we have also asked the governors to do more to help her. They are going to make sure that they know what is going on in school so that they can help the headteacher to make the school better in every possible way.

With all best wishes for your futures,

Yours sincerely

David Driscoll

Lead inspector

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