

# Queen's Hill Primary and Nursery School

## Inspection report

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|--------------------------------|------------------|
| <b>Unique Reference Number</b> | 135148           |
| <b>Local Authority</b>         | Norfolk          |
| <b>Inspection number</b>       | 341623           |
| <b>Inspection dates</b>        | 30–31 March 2010 |
| <b>Reporting inspector</b>     | Alan Lemon       |

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> | 124                                      |
| <b>Appropriate authority</b>               | The governing body                       |
| <b>Chair</b>                               | Mrs Connie Forsyth                       |
| <b>Headteacher</b>                         | Mrs Penny Sheppard                       |
| <b>Date of previous school inspection</b>  | Not previously inspected                 |
| <b>School address</b>                      | Fieldfare Way<br>Queen's Hill<br>Norwich |
| <b>Telephone number</b>                    | 01603 746857                             |
| <b>Fax number</b>                          | 01603 594790                             |
| <b>Email address</b>                       | head@queenshill.norfolk.sch.uk           |

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## Introduction

This inspection was carried out by three additional inspectors. Twelve lessons were observed and nine teachers seen teaching. Meetings were held with parents, pupils, governors and staff. Inspectors observed the school's work, and looked at a wide range of the school's policies and records including the data held on attainment and progress across the school. Fifty parental questionnaires were scrutinised.

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

- whether pupils are making sufficient progress in reading, writing and mathematics
- the extent to which assessment is embedded and being used effectively to plan pupils' work and track their progress
- the emphasis in the curriculum on promoting literacy and numeracy.

## Information about the school

Queen's Hill opened in September 2008 with 29 pupils and sits in the centre of a new housing development. There are now 124 pupils on a roll which continues to grow as new families arrive and houses, which are still being built, are completed. The school's Nursery has 41 three- and four-year olds who attend for either morning or afternoon sessions. There are 28 children in the Reception year. The Queen's Hill estate is a mix of privately owned, rental and housing association properties, which makes the area's social and economic characteristics diverse. The proportion of pupils who have special educational needs is above average as is the proportion eligible for free school meals. There are very few pupils at an early stage of learning English.

The school is part of the Costessey Cluster of Schools. It has a parent support advisor and an extended school co-ordinator. The school's facilities are used by various local groups such as the Church, health visitor, SureStart, a parent and toddler group, and girls' organisations such as Brownies and Rainbows.

**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

The school has made a really good start, developing rapidly in the 18 months of its existence. It has quickly established itself as a good school because, from the drawing board to opening its doors and putting into place the provision for meeting the needs of pupils, it has been steered effectively by experienced and expert governors and school leaders. This has resulted in much that is good, and some things which are outstanding, in the work of the school. Consultations with prospective parents and the other stakeholders played a key part in clarifying the school's aims, one of which was to play a significant role in the community. The school's promotion of community cohesion is outstanding. The school has made itself a focal point in its community, helping it to find its identity and providing the space for setting up many community services and activities. The parent support advisor and extended school co-ordinator both make significant contributions to the school's wider role. It involves pupils in local and national sports and cultural activities, for example through fund-raising, music festivals, sporting events and religious celebrations. It has also made several links with schools abroad. These serve to widen pupils' outlook, build their confidence and promote effectively their spiritual, moral, social and cultural development.

Governor's astute appointments have ensured the school started out with strong leadership and management. Development planning is comprehensive and systematic. It draws upon thorough monitoring of the school's work. Governors and leaders have a detailed knowledge of the school's strengths and weaknesses. Self-evaluation is accurate and contributes to a good capacity for sustained improvement. Leaders and the whole staff are managing effectively some tough challenges such as meeting the needs of the significant proportion of pupils who have a wide range of special educational needs and/ or disabilities, including learning difficulties. This is also being achieved in the context of the continuous arrival of new pupils. The key to success is the outstanding provision for pupils' care, guidance and support. This is giving the many pupils whose circumstances make them vulnerable very well targeted support, which involves their families effectively and is helping improve their attitudes to school, overcome barriers to learning and keeps attendance at an acceptable level. The school has a positive ethos: one in which pupils and their families can feel valued and involved. Pupils feel safe and they enjoy school. This is the firm basis on which they achieve well. Learning and progress are good from Nursery to the end of Year 6. The Nursery opened in January 2009 and the majority of children who start in the Nursery or in the Reception year are attaining below the level expected for their age. At this stage of the school's development, the data on standards are very limited. Progress in lessons shows that by the end of Year 6 standards are broadly average. Good teaching promotes

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effective learning in the majority of lessons. Here, expectations are high, relationships with pupils are positive and the pace and challenge in learning is very often good. In their planning, teachers often make sure each pupil's needs are considered and those with special educational needs and/or disabilities, or who are learning English, are supported in a number of effective ways, by knowledgeable teaching assistants in particular. Assessment is in place and is largely used effectively in lessons, but occasionally it is not and here work is either not matched well to pupils' different abilities or progress is not well evaluated at the end of a lesson.

Pupils' work and activities are made interesting and engaging by the expert planning of the curriculum. It is guided by the ways pupils enjoy learning and based upon themes that are of immediate relevance to pupils' lives and experiences. There is a smooth transition from the Early Years Foundation Stage, where provision is good, through each stage of provision in the primary years.

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

- Ensure assessment is used effectively in lessons to:
  - plan appropriately challenging work reflecting pupils' different abilities
  - provide a sharp focus to evaluating pupils' progress in relation to their learning objectives.

**Outcomes for individuals and groups of pupils****2**

The view of pupils' progress is limited by the short time most have been on roll. For those pupils who have been on the school's roll longest, tracking data and the quality of learning in lessons indicate progress is good in reading, writing and mathematics. Those in Years 5 and 6 who arrived in school with below average attainment are now working at a broadly average standard in English and mathematics. The effective questioning of pupils in a mathematics lesson encouraged them to think and work hard on solving number problems and they increased their understanding of number as a result. There has been a positive impact on the progress of the significant number of pupils with special educational needs and/or disabilities, including learning difficulties, and the few who are learning English. The broad variety of individual and small group activities planned for them supports effective learning of language, literacy and numeracy.

Pupils are prepared well for the next stage of their education. They develop good attitudes to learning and improve their self-esteem, confidence, behaviour and attendance. A good personal, social and health education lesson helped pupils explore the meaning of friendship, gave them confidence to express warm feelings towards each other and think of good ways in which to resolve conflicts. They have formed a positive view about leading a healthy lifestyle. Pupils are friendly and helpful, contributing in many useful ways in school and more widely.

*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>2</b> |
| Taking into account:<br>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>2</b> |
| <b>The extent to which pupils contribute to the school and wider community</b>  | <b>2</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:<br>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?

Lessons have clear learning objectives and this has a positive impact on planning pupils' work. In mathematics, the knowledge and skills pupils are asked to learn are explained and illustrated effectively. Good use is made of the interactive whiteboard to explore how problems are solved and when pupils work on their own, they have various simple counting aids by their side to check mental calculations. Good learning is promoted in all subjects by pupils working on problems independent of the teacher, in pairs or small groups. Careful thought is given to making all lesson activities interesting and challenging. As a result, engagement in learning is good and pupils behave well in lessons, even though this is difficult for some. Teachers and their assistants manage pupils and support their learning effectively. Pupils who need close supervision or additional help are known and strategies for them are included in lesson planning. Using assessment well, teachers and their assistants develop a detailed picture of each pupil's progress. However, assessment information is not always used effectively. For instance, very occasionally in mathematics, problem-solving questions were too challenging. Once or twice in other subjects, at the end of the lesson, the evaluation of progress with pupils lacked a sharp focus on the learning objective.

The curriculum has taken on-board the latest national initiatives and, overall, is a well-considered response to pupils' needs. Literacy and numeracy are emphasised well and the extra support provided for pupils who find learning literacy and/or numeracy

<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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more difficult than most is good. Pupils' work is developed around themes and these often draw upon study in and about the locality which promotes social and cultural learning. Personal, social and health education makes a significant contribution to pupils' moral and social development. A good variety of clubs in and after school are enjoyed by many pupils.

The parent support adviser makes effective contact with families who benefit from the help available. This has established strong links between parents, the school and support agencies and, where it matters most, these support pupils exceptionally well in school and at home. The care and support around pupils, especially those whose circumstances make them most vulnerable and those with special educational needs and/or disabilities, is co-ordinated well.

*These are the grades for the quality of provision*

|  |          |
|--|----------|
| <b>The quality of teaching</b>   | <b>2</b> |
| Taking into account:<br>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>1</b> |

**How effective are leadership and management?**

The headteacher brings experience, a clear vision and high expectations. The pace set to get the school fully up and running has been brisk. This has instilled in staff a strong team spirit and a common sense of purpose. It has given sharp focus to the development of good Early Years Foundation Stage provision and much good provision across the rest of the school. The arrangements in place for safeguarding pupils are comprehensive and effective. Meeting the needs of all its pupils is at the forefront of the school's aims and it is ensuring every pupil's equality of opportunity. Governors monitor rigorously and challenge effectively. One of their significant contributions, based on their good knowledge of schools, was ensuring, at the building stage, school accommodation was laid out well and looked right. They had in mind its impact on visitors, parents in particular, and this underpinned the development of the positive engagement with parents. Good partnerships with schools, agencies and community groups have worked well to establish the school in its community.

*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:<br>The leadership and management of teaching and learning                      | 2        |

| <b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b><br>Please turn to the glossary for a description of the grades and inspection terms |          |
|---|----------|
| <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>1</b> |
| <b>The effectiveness with which the school deploys resources to achieve value for money</b>   | <b>2</b> |

## Early Years Foundation Stage

Considerable headway has been made in establishing good provision in the Early Years Foundation Stage as a result of its expert, experienced leadership and management. Parents' involvement is actively encouraged and they are helped to support learning at home with the offer of advice and training. Nursery children and those in Reception make a good start to learning and they progress well. Their activities are planned comprehensively to include opportunities in each area of learning. This is greatly supported by the rigorous assessment of each child, which is carried out continuously by teachers and their assistants. Teaching and learning are made lively, enjoyable and engaging. The opportunities children have to work and play together or work independently, both indoors and outside, make significant contributions to their communication skills and social development. They are taught effectively to read, write and count in ways that reflect their different abilities.

*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

Most parents and carers express positive views of the school and strongly agree that their children enjoy school, are kept safe and encouraged towards a healthy lifestyle. A few parental responses show concerns about the extent to which the school supports



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learning at home, and meets their children's needs at school. However, inspectors found that the school has considered both of these carefully and that its provision is good.

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

Ofsted invited all the registered parents and carers of pupils registered at Queen's Hill Primary 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 50 completed questionnaires by the end of the on-site inspection. In total, there are 124 pupils registered at the school.

| Statements  | Strongly Agree |    | Agree |    | Disagree |    | Strongly disagree |   |
|---|----------------|----|-------|----|----------|----|-------------------|---|
|   | Total          | %  | Total | %  | Total    | %  | Total             | % |
| My child enjoys school  | 28             | 56 | 19    | 38 | 1        | 2  | 1                 | 2 |
| The school keeps my child safe  | 33             | 66 | 13    | 26 | 3        | 6  | 0                 | 0 |
| The school informs me about my child's progress   | 27             | 54 | 21    | 42 | 2        | 4  | 0                 | 0 |
| My child is making enough progress at this school   | 25             | 50 | 20    | 40 | 5        | 10 | 0                 | 0 |
| The teaching is good at this school   | 28             | 56 | 16    | 32 | 5        | 10 | 0                 | 0 |
| The school helps me to support my child's learning  | 28             | 56 | 16    | 32 | 3        | 6  | 3                 | 6 |
| The school helps my child to have a healthy lifestyle   | 28             | 56 | 21    | 42 | 1        | 2  | 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) | 24             | 48 | 14    | 28 | 2        | 4  | 2                 | 4 |
| The school meets my child's particular needs  | 25             | 50 | 17    | 34 | 5        | 10 | 1                 | 2 |
| The school deals effectively with unacceptable behaviour  | 25             | 50 | 20    | 40 | 3        | 6  | 2                 | 4 |
| The school takes account of my suggestions and concerns   | 25             | 50 | 18    | 36 | 1        | 2  | 4                 | 8 |
| The school is led and managed effectively   | 33             | 66 | 12    | 24 | 2        | 4  | 3                 | 6 |
| Overall, I am happy with my child's experience at this school   | 32             | 64 | 13    | 26 | 3        | 6  | 1                 | 2 |

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.**



Dear Pupils

Inspection of Queen's Hill Primary School, Norwich, NR8 5AZ

Thank you for your warm welcome and the friendliness with which we were treated during our visit recently. I want to thank especially those pupils who met with an inspector to share their views of school.

You go to a good school. Here is a list of the positive features I saw in your school.

You are all learning well and making good progress because you attend well and work hard.

Nursery and Reception children make good progress because their activities and all of the resources in their classrooms help them to learn what they need to know and be able to do, before starting Year 1.

You are well behaved, stay safe, follow what you learn about a healthy lifestyle and contribute well in school and more widely.

Lessons are good because teaching is lively and in most cases challenging.

The staff take excellent care of you and support you exceptionally well when you need help.

The headteacher, all of the staff and governors have worked hard and been successful in making your school a good school.

Your school is at the heart of the Queen's Hill community and is making an outstanding contribution to bringing the community closer together.

To improve the school even more, I have asked the headteacher to make sure teachers use what they find out about your progress:

- to set you work that is always challenging
- to keep you well-informed about what you have learnt and what to do to improve your progress.

I wish you all the very best for the future.

Yours sincerely

Alan Lemon

Lead inspector

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