

# Inspection of Queenswood Primary School and Nursery

Yates Way, Ketley Bank, Telford, Shropshire TF2 0AZ

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Inspection dates: 14–15 January 2020

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Early years provision

**Requires improvement**

Previous inspection grade

Requires improvement

## **What is it like to attend this school?**

Leaders have created a welcoming environment where pupils feel safe and well cared for. Relationships between adults and pupils are strong. Staff know the pupils and their families well. Most parents and carers say good things about the new headteacher.

The headteacher is making changes to improve the quality of education for pupils. However, these have not yet had sufficient impact on pupils' outcomes. Leaders are ambitious about what the pupils can and should achieve.

The majority of pupils behave well in and around school. Where lessons are less engaging, pupils sometimes lose concentration. Pupils say that 'bullying doesn't happen'. Pupils are confident that if they had problems, they could tell a teacher, and it would be sorted out.

Pupils take part in a range of clubs, from choir to cookery. They say school meals are 'delicious and nutritious'. Pupils take on responsibilities around the school, such as being a member of the school council or being a playground buddy. Despite a range of experiences being offered to pupils, teachers are not yet doing enough to teach pupils about British values. Nor do they develop effectively pupils' understanding of different faiths and cultures.

## **What does the school do well and what does it need to do better?**

Staff have recently designed a curriculum to meet the needs of all pupils in all subjects. This has been well thought out and is well sequenced. Leaders ensure that the content is being taught in the right order to help pupils learn.

The standards pupils achieve in early years and key stages 1 and 2 are below where they should be. This is partly due to inconsistency in teaching resulting from changes in leadership. The new headteacher is addressing these issues. He is capable of implementing the needed improvements.

Children in early years are well cared for. Children play with each other kindly and behave well in this class. Observations of children's learning help to identify children's next steps and are shared with parents. The indoor classroom is well organised and provides opportunities for children to chat, count and explore. The outdoor environment is less engaging and the space available is not always used effectively.

Staff are improving the way they teach reading. Phonics lessons start in the early years class and continue throughout the school. Recent training for staff and new books that match the sounds pupils are learning are part of these improvements. 'Book-it Mondays' encourage parents to book time off work to share a book with their child. Staff model reading books to pupils and ask questions about stories. This is popular with parents and successful in helping pupils develop a love of reading.

The transfer of reading skills into writing is less successful. Many pupils in key stage 1 do not form letters correctly or present work neatly.

In other subjects, such as mathematics, teachers have to fill gaps in pupils' knowledge and understanding. This is because previous teaching has not enabled pupils to know and remember more. Support is in place for pupils who need to catch up. Leaders are looking at how to ensure learning is remembered over time. In other subjects, such as history and science, work has started on developing pupils' enquiry skills.

Pupils with special educational needs and/or disabilities (SEND) are included in all aspects of school life. The SEND coordinator has expert oversight of these pupils.

Most pupils behave well. However, where teaching is less well matched to pupils' interests, they lose focus. Learning time is lost. Pupils' absence is higher than it should be and those pupils are not making enough progress as a result.

Pupils understand the school's values and know the importance of being honest, kind and happy. However, at present, teachers do not do enough to promote pupils' understanding of British values. Pupils do not fully understand what these mean in practice. Their understanding of different religions and cultures is underdeveloped. The school has strong links with its local church, but pupils do not have a wider understanding of different places of worship.

The governing body holds leaders to account effectively. Governors know what needs to be improved. They are fully committed to ensuring that staff get the support they need. Staff enjoy working at the school and say their workload is manageable. They are aware that the school needs to make many more improvements, but feel generally that 'things are getting better'. The headteacher is providing strong leadership and a clear vision. This is acknowledged and appreciated by parents and staff.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding at this school. Staff work closely with parents and external agencies to keep pupils safe and they swiftly follow up concerns. Staff are very well trained to fulfil their duties and know what to do if they have concerns about pupils' welfare. The record keeping they maintain is detailed and stored securely.

Pupils feel safe in school and they know that they can share concerns with staff. Pupils know how to stay safe online and are taught about dangerous drugs and the consequences of illegal use.

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

### (Information for the school and appropriate authority)

- The standards pupils achieve by the end of early years and key stages 1 and 2 are not where they should be. By the end of Year 6, too few pupils are ready for their next stage of education. The work leaders have done so far to improve the quality of education in English and mathematics has yet to have an impact on outcomes. Leaders need to continue to improve delivery of the curriculum and raise standards across the school.
- In the early years, indoor classroom activities ensure that most children are focused on their learning. However, the outdoor environment is not of the same quality. Leaders should ensure that the resources and range of activities available outdoors are improved so that children have access to a wider range of purposeful learning experiences.
- The new headteacher and subject leaders have made sure the school's curriculum is designed, planned and sequenced effectively in all subjects. The intent is well thought through. The curriculum is not yet fully embedded so that it has an impact on pupils' knowledge and skills over time.
- Some pupils do not attend school regularly enough. They are not making as much progress as they could because they are missing too many lessons. Leaders and staff need to support these pupils and their families to make sure levels of attendance improve.
- Aspects of pupils' personal development are not secure. For example, pupils do not learn enough about British values. Leaders should ensure that opportunities for personal development, including visits to different places of worship, are embedded across the school so that pupils are better prepared for life in modern Britain.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the provider and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	123415
<b>Local authority</b>	Telford & Wrekin
<b>Inspection number</b>	10122450
<b>Type of school</b>	Primary
<b>School category</b>	Foundation
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	120
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Paul Dyson
<b>Headteacher</b>	Lee Ferriday
<b>Website</b>	<a href="http://www.queenswood.org.uk">www.queenswood.org.uk</a>
<b>Date of previous inspection</b>	8–9 November 2017

## Information about this school

- Children start school either part time or full time in the mixed Nursery and Reception class.
- The person who was headteacher at the time of the previous inspection has left. Since then, the deputy headteacher has acted as the headteacher and an interim headteacher was appointed for a term and half. A consultant headteacher was appointed for a fixed period of two years by the local authority in September 2019.

## Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- We focused on the following subjects during the inspection: reading, mathematics, science and history. We visited lessons, looked at pupils' work and examined teachers' plans. We talked with pupils and staff about the way these subjects are planned and taught. We also looked at work from other subjects and spoke with pupils, staff and parents about the school.

- The lead inspector examined external performance data about the school and looked at the school’s website.
- Pupils, staff (including the school’s administrator), leaders, parents and governors spoke to inspectors about safeguarding arrangements and routines at the school. The lead inspector examined the record of employment checks on school staff.
- We observed pupils’ behaviour in class and at other times of the day and spoke to parents, staff and pupils about behaviour.
- During the inspection, we had formal meetings with the headteacher, governors, the special educational needs coordinator, teachers and pupils. The lead inspector met with an adviser from the Severn Teaching School Alliance who is working with the school. We also talked informally to pupils and parents to gather information about the school.
- Inspectors considered the nine responses to Ofsted’s online questionnaire, Parent View and the 13 responses to Ofsted’s online questionnaire for staff that were available by the end of the inspection.

### **Inspection team**

Heather Phillips, lead inspector

Her Majesty’s Inspector

Linda Brown

Ofsted Inspector

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