

Queen's Park Primary School

Inspection report

Unique Reference Number	114478
Local Authority	Brighton and Hove
Inspection number	357553
Inspection dates	12–13 January 2011
Reporting inspector	Janet Simms

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	338
Appropriate authority	The governing body
Chair	Tom Dussek
Headteacher	Anne Cox
Date of previous school inspection	20 May 2008
School address	Park Street East Sussex BN2 0BN
Telephone number	01273686822
Fax number	01273 603046
Email address	head@queenspark.brighton-hove.sch.uk

Age group	3–11
Inspection dates	12–13 January 2011
Inspection number	357553

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 4234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2011

Introduction

This inspection was carried out by three additional inspectors. They observed 22 lessons or parts of lessons taught by 14 teachers, some observed jointly with the headteacher. Inspectors held discussions with senior and middle leaders, with other staff and with members of the governing body, and spoke to the School Improvement Partner by telephone. They talked to groups of pupils formally and with many others in lessons and around the school. Inspectors observed pupils at play and at lunchtime, attended assemblies and observed other activities. They scrutinised school documentation, including the governing body minutes, school development plans, assessment records, documents relating to safeguarding, attendance data and records of the monitoring of teaching. They analysed 114 parents' and carers' questionnaires and those from staff and students.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The school's provision for writing and mathematics and pupils' attainment and achievement in these areas.
- The extent to which staff monitoring and evaluation of pupils' progress promotes consistently good achievement for all. The effectiveness of policies and procedures to improve attendance.

Information about the school

This is a large primary school which includes a 50-place nursery. The proportion of pupils from minority ethnic backgrounds has increased lately and is above average, as is the percentage of those who are learning English as an additional language. The proportion of pupils known to be eligible for free school meals is above average. Pupils come from very diverse backgrounds and the proportion of those who have special educational needs and/or disabilities has increased to above average. These often complex and multiple needs are mainly related to speech, language and communication, and behavioural, emotional and social difficulties. There has been significant change in staffing recently, including senior staff, with two new deputy headteachers in post since September. An extensive building project has recently begun, which will increase the school's teaching space and, in turn, increase intake numbers to one full class per year group. Currently, all classes from Year 1 to Year 6 include a mix of two year groups. The school has gained awards which include Artsmark Gold, Healthy Schools and Silver ECO accreditations.

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

This is a good school. Pupils achieve well and are happy and secure here, enjoying their learning and behaving well. They develop into confident youngsters who articulate eloquently their appreciation of the many strengths of Queen's Park. Pupils are good ambassadors for their school and its staff, making good contributions to the school and local communities. From the Nursery onwards, personal and academic skills develop well in tandem, so pupils move on with above average levels of competence to undertake their future studies. They are well-rounded young people, curious about the world around them and beyond. Pupils are good partners in learning, ready to take on more responsibility for improving their own performance to meet their targets, though teachers do not always provide them with sufficiently detailed advice to help them improve their work.

From an average start, attainment often exceeds what might be expected. As now, attainment was above average in English at Year 6 in 2010 with strong reading, and writing and mathematics much improved. In addition, pupils' extensive achievements in other areas are major strengths. In sports and physical education, they do well, particularly given the severe limitations of the school's outdoor space. Good artwork and singing demonstrate their enjoyment and pleasure in arts-related pursuits, and pupils themselves are organising a drama club. Older pupils appreciate the recent provision of philosophy in their studies, giving them the chance to reflect on abstract ideas. These and many other opportunities lead to outstanding social development. Pupils also show excellent knowledge and understanding of what constitutes a healthy lifestyle and engage actively in sustainability issues.

◆ An increasingly creative curriculum, underpinned by good teaching and well-targeted care, guidance and support, is key to the school's continued success. Memorable experiences, such as visits to the Globe Theatre in London, extend pupils' horizons and their imagination. Opportunities for gymnastics and cricket coaching before school on dark, wet January mornings result in pupils enthusiastically running into school to participate in extra-curricular activity. Those with special educational needs and/or disabilities achieve as well as others, including those who enter mid-way through, or late, in their primary school experience. All swiftly assimilate the welcoming, community ethos. Good leadership has maintained the school's strengths through significant recent changes. Senior staff and the governing body are aware of the school's strengths and areas for development. They monitor performance increasingly well, although not yet sufficiently frequently. School leaders recognise inconsistencies in teaching such as the need to match work to pupils' diverse needs more effectively and to keep all pupils actively occupied. They are open to advice, such as that which has led to improvement in mathematics, writing and assessment. Staff now track pupils' progress well, but their use of data does not always focus on maximising pupils' achievement, and managers' feedback on lessons

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

they have observed sometimes omits to highlight these aspects. School initiatives have improved attendance. This and other improvements since the last inspection, together with united staff support for school leaders' vision for further improvement, show good capacity to sustain the school's forward momentum.

What does the school need to do to improve further?

- Improve the consistency of teaching and the proportion of good practice by:
 - ensuring that all pupils are actively engaged in learning during all phases of lessons to improve the pace of their achievement
 - matching work more precisely to the extremely diverse needs and prior attainment of individuals
 - improving feedback and guidance provided to pupils through marking to include reference to targets, how pupils can meet or exceed these, and opportunities for pupils to respond to advice and demonstrate improvement.
- Strengthen leadership and management by:
 - carrying out more frequent, formal monitoring and evaluation of teaching by senior and middle managers focused on the issues above
 - using the much improved information now available to track, monitor and improve the achievement of individuals and groups and prevent potential underachievement.

Outcomes for individuals and groups of pupils

2

Lessons in Reception show children's attainment to be already above expectations in some areas, including their use of numbers for counting and their writing. Good self-assurance, speaking skills and reading develop early and remain strong throughout, becoming significant contributory factors to pupils' good personal, moral and social development and their academic achievement. Behaviour is good and pupils care about others' well-being, becoming more reflective learners as 'thinking' opportunities are extended. Attendance is average and pupils understand the importance of punctuality because of better-structured starts to the school day. Their excellent understanding of healthy lifestyles leads to a high level of participation in extra-curricular sport, eagerness to cycle to school and keen knowledge of healthy and less healthy eating. Pupils feel safe, understanding how careful they must be during the current building works.

◆ In physical education in Year 1/2, pupils achieved well in an introductory basketball lesson because the teacher planned an interesting range of activities and used questioning well to check understanding. An excellent Year 3/4 science lesson showed pupils buzzing with excitement and making outstanding progress as they learned about aerodynamics through the imaginative use of a 'Top Gear' video-clip. In Year 5/6 English, pupils used

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

their effective listening and speaking skills to discuss ideas with partners, drawing inferences about characters from short pieces of text. Where progress is less successful, it is usually because pupils are less actively involved, for instance sitting too long on the carpet listening to the teacher, so the pace of learning is slow in some phases of lessons.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
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
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Good teaching was observed in all year groups across the wide range of the school's good curriculum, promoting strong learning. Year 3/4 pupils had learned well through interesting research about Leonardo da Vinci, preparing questions for simulated 'interviews' with him which took place during the inspection. Pupils were very excited and greatly enjoyed questioning Leonardo, an actor, taking good notes from his responses. In a Year 1/2 lesson, the teacher's good subject knowledge in mathematics and the stimulating use of a puppet led to enjoyable learning and good progress in recognising number sequences. Year 5/6 pupils used information and communication technology to good effect as they researched ideas and prepared 'wiki' pages. Staff understand pupils' progress well because of improvements in assessment and tracking, but senior staff have correctly identified that this information is not utilised consistently effectively. The curriculum includes a broad range of experiences which successfully promote pupils' achievement and their broader personal development. In a few lessons, activities do not provide a close enough match to the wide range of pupils' age and ability, so occasionally

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

they become restless. However, good practice in this respect was observed, leading to exceptional progress in a Year 3/4 science lesson. Teachers and assistants work very well together, with effective support in lessons helping less-able pupils to achieve as well as others. Many pupils, as well as parents and carers, greatly value the very good support they receive from the learning mentor and school counsellor. The school has worked effectively with parents and carers to reduce unauthorised absence and minimise persistent absenteeism.

These are the grades for the quality of provision

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

How effective are leadership and management?

The new senior team is developing well, ably supported by the governing body and its new Chair. They enjoy a high level of support from staff, parents and carers and all share a common vision of how to create the improvements required. The united drive to achieve this demonstrates good capacity for further improvement. Monitoring of provision generates improvement, though feedback on teaching does not always focus sharply on key areas to improve individuals' and groups' achievement. The governing body provides good support and challenge, using a useful mix of expertise and experience to help the school to improve. Good promotion of community cohesion at the local level is being extended by plans to increase national and global links, in order to develop these dimensions more effectively. Good safeguarding procedures lead to pupils' high awareness of potential risk such as that involved in the current building work. Strong relationships with partners have been instrumental in improving the curriculum, for example in increasing opportunities for sport. The headteacher has successfully sustained previous strengths through a period of turbulence and has brought about improvements, including in writing, assessment and attendance, since the last inspection. This strong leadership has also been well used to help other schools. The school shows strong commitment to promoting equality of opportunity for all pupils, so that all groups of pupils now achieve equally well and there is no evidence of any discrimination.

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

These are the grades for leadership and management

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

Early Years Foundation Stage

Good provision in the Nursery and Reception classes leads to children learning well and making good progress in personal and academic development. Children's skills and understanding on entry vary considerably year on year. They are usually typical of the range found amongst children of similar age but several recent Reception groups have been significantly below that level. Children from the school's own Nursery and newcomers mix harmoniously in Reception. Their attainment by the time they complete the Early Years Foundation Stage exceeds expectations.

◆ Children develop very good social skills, with most sustaining lengthy periods where they learn and play very well independently and together. Children's skills in early language and mathematics progress well. Adults work together effectively, creating good relationships and a sense of security so that children are happy and feel safe. Children understand well why they have moved into different premises during the building work. They are keen to explain what is happening and how their classrooms will be better when the building is finished. Good teaching and monitoring of progress ensure that children of all abilities, including the increased proportions with special educational needs and/or disabilities, make good progress relative to their starting points. 'Learning logs' demonstrate this progress well and an innovative computer-based 'Learning Platform' in the Nursery has proved to be a very effective device to involve children and parents and carers interactively in understanding children's learning and becoming involved. Good, enthusiastic leadership and management of the Early Years Foundation Stage ensure staff make good use of the reduced outdoor accommodation during the building period, and the good work of the new staff subject teams facilitates a smooth transition into Year 1.

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

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

An average proportion of parents and carers responded to the questionnaire. The very large majority are highly supportive of the school and additional comments mostly reflected these views. Positive comments commended teaching, additional help from assistants, the imaginative nature of homework and the school's strengths in making learning fun. Others said how well higher-attaining pupils and those with special educational needs and/or disabilities develop and thrive, and commented on the good care and overall support their children receive. These views reflect the findings of the inspection team. The few critical comments were often about individual children, but some expressed common concerns about the inevitable reduction in outside space created by new buildings. Investigation showed that leaders are trying hard to secure additional access to the adjacent park to minimise the adverse impact of reduced space. A very small minority of parents and carers feel they need more communication from the school. Inspectors investigated this during this inspection and found that information available through various channels, including newsletters, governing body letters and the school's website, is extensive and informative. However, managers agreed to review the amount of information available to parents and carers which relates to individual children's learning and progress, and the ease of access to this.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Queen's Park Primary and Nursery 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 114 completed questionnaires by the end of the on-site inspection. In total, there are 338 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	69	61	44	39	0	0	1	1
The school keeps my child safe	65	57	44	39	5	4	0	0
My school informs me about my child's progress	37	32	65	57	8	7	1	1
My child is making enough progress at this school	50	44	57	50	6	5	1	1
The teaching is good at this school	60	53	47	41	6	5	0	0
The school helps me to support my child's learning	42	37	61	54	9	8	1	1
The school helps my child to have a healthy lifestyle	48	42	58	51	5	4	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	36	59	52	6	5	2	2
The school meets my child's particular needs	40	35	63	55	7	6	2	2
The school deals effectively with unacceptable behaviour	45	39	59	52	6	5	2	2
The school takes account of my suggestions and concerns	39	34	48	42	18	16	1	1
The school is led and managed effectively	48	42	46	40	17	15	0	0
Overall, I am happy with my child's experience at this school	60	53	49	43	4	4	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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



14 January 2011

Dear Pupils

Inspection of Queen's Park Primary and Nursery School, Brighton BN2 0BN

I am writing to thank you for your very warm welcome when we came to your school for the inspection and to tell you what we found out.

Yours is a good school where you achieve well in your studies and in your personal development. Your behaviour is good and you are enthusiastic to learn all the interesting things teachers prepare for your lessons. Adults look after you very well, and we were impressed with the way you care for each other too, wanting to help people. This helps newcomers into your classes to settle well. Senior staff manage the school well, so your writing, mathematics and attendance have improved and your reading remains very good. You are all dealing with recent changes and the new building work well. We were pleased to find out how well you understand how to keep healthy, safe and fit, including how careful you must be with the building work going on.

Teaching is good and teachers have good information now about how well you are progressing, especially in English and mathematics. They are starting to use this better to make sure you do as well as you can. Staff have agreed to make this better still, for instance to organise your work so that it keeps you very active and is not too easy or too hard. We have also asked them to mark your work in ways which guide you about what to do to achieve your next targets. We think senior staff should come into your lessons more often to make sure this is all happening and that you are all progressing well. We feel your good attitudes show that you can help yourselves to reach these by doing what they say.

Thank you again for your welcome.

Yours sincerely

Janet Simms

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.