

Queen's Park Primary School

Inspection report

Unique Reference Number	101120
Local Authority	Westminster
Inspection number	335663
Inspection dates	11–12 May 2010
Reporting inspector	Nasim Butt

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	319
Appropriate authority	The governing body
Chair	Ms Angela Singhate
Headteacher	Barbera anne Mayne
Date of previous school inspection	12 May 2010
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Introduction

This inspection was carried out by three additional inspectors. They observed 15 lessons taught by 11 teachers. Meetings were held with staff, governors and groups of pupils. Inspectors observed the school's work, and scrutinised the school's development plan, tracking data, pupils' work, governing body minutes and school policies. They also analysed questionnaires completed by 40 parents and carers, 15 staff and 99 pupils.

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

- how effective leaders at all levels are in raising attainment and accelerating pupils' progress, particularly in mathematics across the school
- how well teachers enable more able pupils to learn effectively and make the best possible progress
- how well teachers and leaders use assessment data to support the learning of targeted individuals and groups
- the quality of provision in the Early Years Foundation Stage and the impact that leaders are having on attainment and progress.

Information about the school

This is a larger-than-average primary school that has a well-above-average proportion of pupils known to be eligible for free school meals. Most pupils are from minority ethnic backgrounds and a large majority speak English as an additional language, many of whom are at an early stage of learning the language. The proportion of pupils with special educational needs and/or disabilities is above average. The school has a breakfast club and a few artists in residence.

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

Queen's Park provides a satisfactory standard of education. Several aspects of its work are good. Parents and carers express strong support for their school as seen in surveys and responses to the Ofsted questionnaire. Although clear improvements have been made in the quality of teaching and assessment, these have not yet led to consistently good progress for pupils. Pupils have positive attitudes and enjoy very good relationships with the adults who work with them. They have a good awareness of the need to be fit and healthy and so make healthy choices when they can. Good care, guidance and support ensure pupils feel and are safe. Parents and carers really appreciate this, as in the case of one who remarked, 'The support my child has received has been above and beyond the call of duty. I feel so lucky.'

Children's achievement in the Early Years Foundation Stage is satisfactory. Their progress in the Nursery, however, is sometimes held back because teachers focus too much on the tasks children are expected to complete rather than their learning. In Key Stages 1 and 2, pupils make satisfactory progress because of satisfactory teaching. The school's reliable and accurate tracking system indicates that, after a dip in 2009, attainment in mathematics is rising and the current Year 6 group are achieving at higher levels. This improvement is the result of a concerted effort by senior leaders to use resources wisely and target support where it is most needed. Pupils' attainment in English and science is broadly average by the end of Year 6. Given that they begin Key Stage 2 with attainment that is slightly below average, this represents broadly satisfactory achievement from their starting points.

Pupils behave well around the school and in lessons, playing and working together in harmony with no trace of discrimination. They have good attitudes to learning and, when teaching is dynamic, it ensures that they make good progress. However, in some lessons teachers do not use assessment information well enough to plan tasks that match the needs of all pupils. As a result, more-able pupils, in particular, are not always sufficiently challenged. In addition, written feedback given to pupils is of variable quality. In many cases, pupils are given good guidance to improve their work, but this is not consistent.

A strong partnership with the Royal Shakespeare Company has had a good impact on developing pupils' speaking and listening skills. Because pupils from different backgrounds partake in this, including those with additional needs and those at the early stages of learning English, this is one of many good examples of work to promote community cohesion. In addition, strong teamwork and sound leadership are resulting in a staff team committed to raising pupils' achievement. The school has an accurate view of its strengths and those areas it still needs to improve. This has resulted in a focused

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development plan and monitoring procedures that identify clear actions for improving outcomes for pupils. The headteacher, deputy and curriculum leaders check pupils' progress closely to see whether improvement strategies are working. However, there is more work to be done to ensure consistently good teaching throughout the school. This means that, despite the improvements made on teaching and progress since the last inspection, the school's capacity for sustained improvement is satisfactory.

What does the school need to do to improve further?

- Remove inconsistencies in the quality of teaching and assessment so that all teachers:
 - use assessment data in planning lessons to meet the needs of more-able pupils and so provide them with more challenging targets
 - use high quality feedback and guidance consistently to help pupils know what they need to do to improve.
- Improve the quality of provision in the Early Years Foundation Stage by:
 - ensuring that Nursery teachers consistently identify and assess the intended learning for the activities provided
 - improving the outside area so that children are consistently provided with high quality learning opportunities.

Outcomes for individuals and groups of pupils

3

The school's current data show that attainment is broadly average and that pupils make satisfactory progress. In lessons, pupils make satisfactory progress, although it is better in some lessons. Girls perform as well as boys and there is no group of pupils that is significantly underachieving. There were a number of examples where pupils made good progress. Pupils in Year 5, stimulated by a scene from 'The Lion King,' worked well in an English lesson using metaphors, similes and connectives to construct a good piece of descriptive writing. Year 2 pupils made good progress in a science lesson applying data handling techniques learned in mathematics to an investigation on plant growth. Learning was less effective when there was insufficient reinforcement of objectives and slow pace, particularly when teachers spent too long introducing the lesson. Pupils who speak English as an additional language make satisfactory progress, as do those with special educational needs and/or disabilities, because of more focused teaching in lessons and when they work in small groups. Because teaching is not consistently challenging, more-able pupils do not always make the progress they are capable of. Pupils know how to stay safe and to keep fit. They choose healthy food items during the breakfast club and lunch and are very active at playtimes. Pupils behave well the vast majority of the time. They are attentive and concentrate well in lessons, especially when the teaching is engaging. They make a good contribution to the school community, for example as helpers in some of the well-attended after-school clubs. Involvement in the school council and taking part in the annual Schools' Shakespeare Festival give pupils a

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voice and enables them to gain the wider social and life-skills they will need as they get older. Some members of the school choir spoke excitedly to inspectors about their impending public performance at the Royal Albert Hall. Pupils have a good knowledge and respect for different cultures and beliefs. Attendance is average and improving and most pupils get to school on time.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	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
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
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	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teaching is improving because support and modelling by external consultants and curriculum leaders are enabling teachers to meet pupils' specific learning needs in lessons more effectively. This is helping raise achievement, for example in mathematics and writing. Mostly teachers use resources, drama and interactive whiteboards well to present learning in different ways and to sustain pupils' attention. Teachers ask questions that require pupils to explain their thinking so that they can check that pupils understand what they are learning. Some teachers build on this more effectively than others by giving harder work or more support. However, there is inconsistency in the quality of written feedback to pupils on how they can improve their work. Many teachers

¹ 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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take too much time introducing learning, which gives pupils too little time to practise, extend and apply their learning and skills and so improve their work. Teaching assistants give good support to pupils who need extra help with learning in lessons and when they work on individual tasks such as reading intervention programmes.

The presence of a potter and dancer-in-residence help to make the curriculum more stimulating, for example through the rich and varied after-school clubs on offer. The development of literacy and numeracy across all areas of the curriculum is satisfactory. High-quality care for pupils' welfare ensures that pupils feel good about themselves. They settle quickly into school due to positive relationships between pupils and with staff. Good guidance for personal development ensures a confident move to their next class and school. Support staff have been effective in developing pupils' social and emotional skills so they are better prepared for learning.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher has created a strong, shared team spirit within the school and the local community, where families from different backgrounds and cultures get on well together. This is a harmonious and happy place, where pupils readily recognise, accept and celebrate diversity. This shows the good impact of the school's work to promote community cohesion. Strong links with a rural school in Winchester and an elementary school in the Philippines are having a positive impact on pupils' personal development. Staff work hard to ensure that all pupils have equal opportunities and discrimination is eliminated. Because promoting pupils' individual interests is at the core of all its work, the school takes its responsibilities for child protection and safeguarding very seriously and is vigilant in ensuring the safety and well-being of its pupils. Although safeguarding is sound, both the school and governors have a greater role to play in ensuring that all risk assessments are sufficiently detailed.

The monitoring of teaching and learning is regular, but there is insufficient focus on improving the progress made by able pupils. As a consequence, some of these pupils do not make the progress they are capable of. The school's engagement with parents and carers is good, particularly in pastoral matters, and is strengthened further by the good work of the home-school liaison officer. Governors are fully committed to supporting the school, but they do not hold the school sufficiently to account for its results.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
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	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children enter the Nursery with skills levels below those expected for their age in social and emotional development and language and communication. They make satisfactory progress in all areas as they become more independent and are able to talk about and share their ideas with others. They establish good, trusting relationships with each other and the adults who work with them, particularly their key worker. Children's achievement by the end of Reception, given their starting points, is satisfactory. However, children do not make sufficient progress in developing their independent writing skills and in their knowledge and understanding of the world. This is partly because planning in the Nursery is not sufficiently focused upon what children will learn from the activities provided. Children with special educational needs and/or disabilities, and those who speak English as an additional language are well supported and make as much progress as others.

Adults work well with external agencies and this has a positive impact on developing children's language. Children learn from a balance of indoor and outdoor experiences. The leader recognises the strengths and weaknesses in provision and makes appropriate plans for improvement. For example, children's progress in creative and physical development is sometimes held back because the outdoor area is not sufficiently stimulating and resourceful. Strong partnerships with parents and carers mean that they are happy to come into school and take an active part in their child's learning.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

The parental and carer response to the questionnaire was low for a school of this size. Of those that did respond, an overwhelming majority were very supportive of the school and believe that their child flourishes in a safe, secure and healthy environment. All parents and carers say that teaching is good, although inspectors found it to be satisfactory, with good elements. Very few parents and carers are of the view that the school does not deal effectively with unacceptable behaviour. Inspectors found behaviour to be good in the vast majority of cases and systems to tackle poor behaviour are sound.

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 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 40 completed questionnaires by the end of the on-site inspection. In total, there are 333 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	24	60	16	40	0	0	0	0
The school keeps my child safe	20	50	18	45	2	5	0	0
The school informs me about my child's progress	20	50	19	48	1	3	0	0
My child is making enough progress at this school	21	53	19	48	0	0	0	0
The teaching is good at this school	25	63	15	38	0	0	0	0
The school helps me to support my child's learning	21	53	19	48	0	0	0	0
The school helps my child to have a healthy lifestyle	22	55	18	45	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	16	40	23	58	0	0	0	0
The school meets my child's particular needs	17	43	22	55	1	3	0	0
The school deals effectively with unacceptable behaviour	21	53	17	43	0	0	2	5
The school takes account of my suggestions and concerns	19	48	20	50	0	0	1	3
The school is led and managed effectively	23	58	16	40	1	3	0	0
Overall, I am happy with my child's experience at this school	25	63	15	38	0	0	0	0

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

Glossary

What inspection judgements mean

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

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 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. 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">■ 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 pupil's 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.



13 May 2010

Dear Pupils

Inspection of Queen's Park Primary School, London W10 4DQ

Thank you for welcoming us to your school. I particularly want to thank the pupils who gave up their lunchtime to talk to us. You go to a satisfactory school and some things are especially good.

Here are some of the good things in your school.

- The care and support the school gives you is impressive. You and your parents and carers know that you are looked after well.
- You behave well and have good attitudes to learning; as a result your relationships with staff are very good and your progress is improving.
- You have a good understanding of how to keep safe, for example you spoke eloquently about internet safety.
- You lead healthy lives and make a good contribution to your school community, for example the work of the school choir and acting as helpers.
- Your headteacher and senior staff work effectively with parents and carers and many organisations to help you to do even better.

Here are the main things I have asked the school to improve.

- Ensure all teaching is good and the needs of all pupils met, especially those of you who are able to do more challenging work.
- Ensure all teachers give you high-quality feedback so you are clear on what you need to do to improve.
- Ensure teachers in the Nursery explain to children more clearly what they are expected to learn and improve the outdoor area for the Nursery and Reception so children have more opportunities to learn and develop.

You can help by working hard and aiming to achieve your targets in English and mathematics.

Yours sincerely

Nasim Butt

Lead inspector

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