

Queensmead Primary Academy

Winstanley Drive, Braunstone, Leicester, Leicestershire LE3 1PF

Inspection dates

3–4 July 2018

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a good school

- School leaders are ambitious for the school. Their decisive actions have led to significant improvements in the quality of teaching and learning.
- Leaders are passionate about raising aspirations for all pupils. Pupils have regular opportunities to experience and learn about their options for the future.
- The school's curriculum is well designed to inspire pupils to learn and to broaden their knowledge and skills.
- The Greenwood Academies Trust provide effective support and challenge to the school. Trust officers are committed to ensuring that pupils receive an inspirational education.
- Leadership of the early years is good. The leader is knowledgeable and provides children with a variety of carefully planned learning experiences to ensure that they make good progress. Children make good progress by the end of the Reception Year.
- Children in the Nursery Year make a good start to their school life. Good teaching and nurturing help children to make good progress.
- Relationships between adults and pupils are caring and respectful. Pupils are confident and behave well.
- Pupils' spiritual, moral, social and cultural and personal education is developed well. Pupils are encouraged to be thoughtful and proud citizens of the world.
- Provision for pupils who have special educational needs (SEN) and/or disabilities is good. Pupils receive support which enables them to make good progress.
- The teaching of phonics is good. The large majority of Year 1 pupils attain the expected standards in the Year 1 phonics screening check.
- The quality of teaching and learning across the school is good. However, teachers are not consistently accurate in their use of assessment information. They do not always ensure that the most able pupils are sufficiently challenged in their writing and mathematics.
- Plans to establish and develop leadership of subjects other than English and mathematics are in the early stages of development.
- Too few disadvantaged pupils make good progress by the end of key stage 2.

Full report

What does the school need to do to improve further?

- Regularly evaluate the impact of the use of additional funding to ensure that more disadvantaged pupils make good progress and attain the expected standards at the end of key stage 2.
- Ensure that all teachers use assessment information effectively, so that particularly the most able pupils are sufficiently challenged in their writing and mathematics.
- Develop the roles of subject leaders so that they are able to take an active part in assessing and monitoring the progress of pupils across different subjects.

Inspection judgements

Effectiveness of leadership and management

Good

- School leaders have an accurate understanding of the school's performance. They have a united vision for the school. The principal's determination to ensure that pupils receive good-quality teaching and learning experiences has been crucial to the improvements made.
- Over the last two years, the school has been through a significant period of change. There have been several changes of staff, including the appointment of a new deputy principal. These changes have improved teaching and strengthened the capacity of the senior leadership team. With the effective support of the trust and a cohesive team of staff, senior leaders are successfully driving improvements and raising aspirations for pupils.
- Plans to improve the school are sharply focused. They identify the necessary priorities and actions to achieve success. Trust officers, including the senior education advisor for the trust, regularly review the plans to ensure that improvements move forward rapidly.
- Leaders have put in place a rigorous system for checking the effectiveness of their actions to improve the school. For example, actions to improve the quality of teaching, learning and assessment are frequently scrutinised by trust officers, who hold the principal to account well.
- Middle leadership is strong. Leaders are passionate about their areas of expertise. For example, the leaders for English and mathematics are confident and have a clear grasp of their roles. They work alongside colleagues effectively to strengthen teaching and improve standards for pupils.
- Leadership of pupils who have SEN and/or disabilities is effective. The coordinator for special educational needs has ensured that support for these pupils is carefully tailored to meet their individual needs. She makes sure that staff receive regular and relevant training. There is a good system for the early identification of pupils' needs and staff work effectively with external agencies to seek advice where necessary. Pupils who have SEN and/or disabilities make good progress from their starting points.
- Leaders are passionate in their desire to provide a curriculum that inspires and challenges pupils so that they are excited to learn. Leaders have developed the curriculum so it reflects the context of the school and the needs of the pupils. This means that pupils have many opportunities to extend their knowledge and broaden their experiences. For example, pupils in Year 5 visited Hunstanton to complete a coastal study as part of their scientific and geographical theme work. Vibrant interactive displays around the school, together with the evidence from work in pupils' theme books, demonstrate the richness of the curriculum and its positive impact on developing pupils' skills and knowledge.
- Leaders effectively promote pupils' spiritual, moral, social and cultural development and their understanding of fundamental British values. For example, pupils take part in frequent learning weeks where they learn life skills such as understanding how to manage money responsibly and the importance of embracing diversity. One pupil

explained to an inspector, 'We learn that there are many languages in the world but one voice. We are all different but all equal.' Pupils highly value the many elected positions of responsibility they hold in school, including their academy prime minister.

- In the past, the additional funding provided through the pupil premium had not been used effectively to improve outcomes for disadvantaged pupils. In 2017, leaders commissioned a review of the spending. Actions identified were put in place swiftly. Leaders provide a good range of additional support and activities for eligible pupils. This support is carefully targeted to meet pupils' academic as well as social and emotional needs. Nevertheless, leaders recognise that these actions are in the early stages. They have not been fully evaluated to ensure that improvements are sustained so that increased proportions of pupils attain the expected standards at the end of key stage 2.
- Subject leaders for areas of the curriculum other than English and mathematics are not well established. Changes to staff throughout this academic year have led to an increased workload for senior leaders in monitoring the performance of pupils in a range of subjects. Plans to develop new subject leadership roles are in the early stages of development.

Governance of the school

- The chief executive officer for the Greenwood Academies Trust and members of the trust board take responsibility for the governance of the school. Leaders are challenged and supported by the senior education advisor for the trust who visits the school regularly and reports her findings to the trust board. Through these visits, meetings with officers and frequent updates sent to the trust, leaders are effectively held to account for pupils' progress and attainment.
- Trustees are aware of their responsibilities and meet regularly to discuss the performance of the school. They use the information provided by the senior education advisor and from the school's advisory committee, to ensure that they have an accurate overview of the strengths and weaknesses of the school.
- The trust board and chief executive officer have provided the principal with significant challenge and support to ensure that the quality of teaching and learning has improved. They demonstrate a strong commitment to the pupils. Their ambition to provide pupils with an aspirational education is realised in the school's curriculum and in relationships between staff and pupils.
- Trust officers keep a sharp focus on the use of additional funding, such as the pupil premium. They have made sure that funding is used more effectively than it has been in the recent past to improve the progress of disadvantaged pupils. However, officers recognise that, although improving, the proportion of disadvantaged pupils who make good progress by the end of their time in the school is still too low.

Safeguarding

- The arrangements for safeguarding are effective. Leaders ensure that the school's employment checks are in place in line with statutory requirements.

- The school's safeguarding team has a good understanding of the local community and works effectively with families.
- Senior leaders ensure that all members of staff are well trained and understand the school's procedures. There is a culture of vigilance for pupils' welfare.
- A robust system is in place to enable staff to report any safeguarding concerns. Records are well maintained and demonstrate that leaders are tenacious in following up concerns. They work in partnership with external agencies when necessary, to ensure the well-being of pupils.

Quality of teaching, learning and assessment

Good

- Teaching across the school is improving as a result of effective training and support. Observations of learning, scrutiny of pupils' work and the school's assessment information show that teaching is typically good. Where it is less strong, senior leaders provide effective guidance and skilled support so that it improves.
- Teachers have good knowledge of the subjects they teach. They plan lessons that interest and inspire pupils to learn. For example, pupils in Year 6 enjoyed using their recent residential trip as a stimulus to create a balanced argument. They animatedly discussed the reasons for and against pupils being able to use their mobile phones during the trip. In another lesson, a teacher skilfully encouraged Year 5 pupils to analyse the features of a text in order to create an effective opening to their own writing. She used well-chosen examples from texts which enabled pupils to identify a range of language and discuss their meaning and purpose.
- The teaching of reading has improved as a result of leaders' continued focus on this aspect of the curriculum. The teaching of phonics is good. Pupils receive good-quality phonics teaching which provides them with a secure base on which to build their wider reading skills. Pupils who read to inspectors were able to use their phonics knowledge to read unfamiliar words. Pupils use their phonic knowledge well to support their spelling in their writing.
- Teachers use questions well to consolidate learning and clarify misconceptions. Where questioning was most effective, it extended and deepened pupils' understanding by encouraging them to explain what they were learning.
- Teachers plan mathematics lessons that are well structured. There is a consistent approach across the school. Pupils have regular opportunities to practise their skills and apply their knowledge to solve problems. They have frequent opportunities to use reasoning and explain what they have done and why. Pupils say that they enjoy mathematics. For example, a pupil approached an inspector at lunchtime and greeted her with a handshake. He then invited her to provide him with a 'really challenging maths problem' to solve!
- The teaching of English grammar, punctuation and spelling is effective. Teachers have high expectations for the quality of pupils' handwriting and the presentation of their work. The majority of pupils are able to apply the knowledge and skills they learn in lessons to their written work across different subjects.
- The teaching of writing has improved. Pupils are encouraged to write for different purposes which are linked to different genres and topics of interest. Pupils are inspired

to write at length and with enthusiasm. This enables them to develop their understanding and use of language. For example, a Year 6 pupil successfully developed suspense in her story by writing, 'as darkness descended, the forest surrounding them grew more menacing with a labyrinth of wild animals clawing Isaac's clothes.'

- Pupils who have SEN and/or disabilities and pupils who speak English as an additional language, receive effective, well-planned support. Teachers work closely with teaching assistants to ensure that additional support meets pupils' needs well and is carefully targeted to move them on in their learning.
- Pupils thoroughly enjoy their theme lessons, where they have regular opportunities to extend their knowledge and skills in different areas of the curriculum. The frequent trips to places of interest and visitors to school enhance pupils' learning and broaden their experiences of life.
- Not all teachers use the information they collect about pupils' progress in writing and mathematics effectively to ensure that the work they plan is sufficiently challenging for the most able pupils.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are proud of their school. They are encouraged to be confident and are aware of their rights as citizens of the world through the school's curriculum. Pupils explained to inspectors how the school has recently achieved the silver award as part of being a Unicef UK rights respecting school. One pupil enthusiastically told an inspector that article 12 of the Human Rights Act was very important to him because 'we are all different but we should all have the same rights'.
- Leaders have a good understanding of the local community and are ambitious for all pupils. Pupils are provided with opportunities and experiences which encourage them to think about such issues as online safety, wider world issues affecting the environment and future career prospects. This is extending pupils' awareness of global issues and raising their aspirations.
- Pupils told inspectors that they feel safe in school and that staff help them with any worries or problems they may have. Pupils take care of each other. For example, the school 'friends against bullying' representatives help pupils at break and lunchtimes to solve friendship issues and keep safe.
- Pupils could explain to inspectors how they are taught to keep safe in a variety of different situations, including how to keep safe when using the internet. Parents who spoke with inspectors and who responded to Ofsted's online survey, Parent View, confirmed that the school keeps their child safe.
- A very small minority of parents expressed concerns about how the school handles bullying. However, records show that instances of bullying are rare and are handled appropriately, in line with the school's behaviour policy.

Behaviour

- The behaviour of pupils is good. They behave well in lessons and around the school.
- The school is a calm, welcoming place to learn. The environment is attractive and inspiring. Pupils say that they enjoy school and enjoy their learning.
- Pupils are noticeably polite and well mannered to each other, visitors and staff. The environment encourages pupils to consider their learning wherever they are in school.
- Pupils are clear about the expectations for behaviour. They understand the different forms that bullying can take. They say that incidents of bullying or poor behaviour do sometimes happen but, when they occur, staff deal with them effectively.
- In lessons, pupils collaborate well and show mutual respect for one another. Relationships are positive. In some lessons, pupils lost concentration if their work was not well matched to their needs.
- Procedures for monitoring the attendance of pupils are robust. The attendance officer works closely with the family support worker and safeguarding team. They ensure that families are supported and pupils are safe and attend school regularly. Attendance is close to the national average.

Outcomes for pupils

Good

- Improvements made last year have been sustained and substantially developed throughout the current academic year. Evidence seen in lessons and in pupils' books and information provided by the school indicate that the majority of current pupils are working at the standards expected for their age in a variety of subjects.
- From starting points often well below those typical for their age, the majority of children make good progress and achieve well in the early years.
- In 2017, the proportion of children who reached a good level of development was in line with the national average. Current school information shows that the proportion has increased this year.
- The proportion of pupils achieving the expected standard in the Year 1 phonics screening check has been above national averages. Current school information indicates that pupils are making good progress and an increased proportion have attained the expected standard.
- Over the last two years, the proportion of pupils attaining the expected standards in reading, writing and mathematics by the end of key stage 1 has increased. School information shows a further rise in the proportion of current pupils attaining the expected standards. Inspectors' scrutiny of pupils' books and observations during lessons confirmed that the majority of current pupils are making good progress in these subjects.
- In recent years, pupils' attainment and progress by the end of key stage 2 has been below national averages. Strong leadership and improved teaching are raising standards. Current Year 6 pupils are making good progress in reading, writing and

mathematics. An increased proportion of pupils are leaving the school with knowledge and skills that are essential for successful learners.

- Across the school, pupils who have SEN and/or disabilities and those who speak English as an additional language are making good progress in reading, writing and mathematics.
- The progress that disadvantaged pupils make during their time at the school has historically been well below that of other pupils nationally. Current pupils have benefited from leaders' relentless drive to raise standards. Inspectors' scrutiny of pupils' work shows that disadvantaged pupils across the school are making similar progress to their peers in the school. However, leaders acknowledge that there is further work to be done to ensure that progress for these pupils is closer to that of other pupils nationally.
- In some classes the most able pupils do not make the progress of which they are capable in writing and mathematics because their work is not well matched to their abilities.

Early years provision

Good

- Leadership of the early years is strong. The leader for the early years is knowledgeable and has high expectations for children's learning. Provision across the Nursery and Reception Years is planned well to ensure a variety of stimulating activities that interest children in different areas of learning.
- Good teaching and nurturing enable children to make good progress. The majority of children start the Reception Year with skills which are well below those typical for their age. Over the last two years, the proportion of children achieving a good level of development by the end of the Reception Year has steadily increased. In 2017, that figure improved to be in line with the national average. Current school information shows the proportion has continued to rise this year.
- The early years classes are inclusive. Children who speak English as an additional language and those who have SEN and/or disabilities are supported well. Additional adult support and activities are carefully planned to ensure that they meet children's needs well. Children who speak English as an additional language and those who have SEN and/or disabilities, along with other children in the early years, thrive and are well prepared for Year 1.
- Teachers in the Nursery and Reception classes continuously check the progress of children's learning. They use the range of evidence they collect from their assessments to ensure that children are making good progress across the early years curriculum. The early years leader regularly checks the accuracy of this information with colleagues working in other schools.
- The early years classes are motivating and safe places for children to learn. Children receive regular opportunities to develop their knowledge and understanding in different areas of the curriculum. Children are encouraged to investigate and explore and are encouraged to become independent. For example, children independently create their own snacks and sandwiches using a variety of healthy food options.

- Children's reading, writing and mathematics skills are developed well in the early years. Teachers plan regular opportunities to develop these skills through exciting learning activities. For example, in the Nursery Year children develop their phonic skills effectively through songs and games. Children in the Reception Year also develop their understanding of number by playing games and solving problems in a variety of different situations. Adults consolidate children's knowledge of vocabulary through stories. For example, children in the Nursery class were observed enjoying a story read by the teacher. The teacher skilfully encouraged the children to consider and discuss their understanding of the word 'vaccination'.
- The early years leader makes sure that parents are actively involved in their children's learning. Parents speak positively about the opportunities they have to talk to early years staff and attend workshops to help them support their children at home. One parent commented, 'The staff are welcoming and friendly and always have time to talk to you about your child.'
- Relationships between adults and children in the early years are caring and positive. Children make a good start to their school life. Well-structured routines and procedures mean that children enjoy their learning and are kept safe. They cooperate with each other and behave well.

School details

Unique reference number	138553
Local authority	Leicester
Inspection number	10041602

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

Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	454
Appropriate authority	Board of trustees
Chair	Mike Hamlin
Principal	Liz Latham
Telephone number	01162 858518
Website	www.queensmead.net
Email address	admin@queensmeadacademy.org
Date of previous inspection	4–5 June 2014

Information about this school

- The school is a larger than average-sized primary school with nursery provision.
- A new principal has been appointed since the last inspection.
- The school is part of the Greenwood Academies Trust. The trust provides a variety of services and support to the school.
- The majority of pupils are from White British backgrounds. The proportion of pupils from minority ethnic backgrounds is above the national average. The proportion of pupils who speak English as an additional language is in line with the national average.
- The proportion of pupils eligible for the pupil premium is above the national average.
- The proportion of pupils who have SEN and/or disabilities is above the national average.
- The school meets the current government floor standards, which set the minimum expectations for pupils' progress.

Information about this inspection

- Inspectors observed teaching in all year groups. They observed the teaching of reading and listened to pupils reading. Inspectors talked to pupils about their school and looked at examples of pupils' work.
- Inspectors held meetings with the principal, deputy principals, the assistant principal and several middle leaders, including those for English and mathematics. The lead inspector met with officers from the Greenwood Academies Trust.
- Inspectors spoke with parents informally at the start of the school day. They took account of the 18 responses to the Ofsted online questionnaire, Parent View.
- There were no responses to Ofsted's online questionnaires for staff and pupils. Parent and pupil surveys carried out by the school were considered.
- Inspectors looked at a range of documents, including: the school's self-evaluation of current performance and plans for improvement; the school's most recent information on the achievement and progress of pupils; information relating to the safeguarding of pupils; information about the behaviour management of pupils; information relating to the school's use of the pupil premium funding; the school's most recent information relating to the attendance of pupils; and minutes from meetings of the trust board and advisory committee.

Inspection team

Stephanie Innes-Taylor, lead inspector	Her Majesty's Inspector
Elizabeth Mace	Ofsted Inspector
Gayle Bacon	Ofsted Inspector

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