

Queenswood School

Queen Street, Morley, Leeds, West Yorkshire LS27 9EB

Inspection dates

15–17 November 2016

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Outstanding
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

- Leaders and managers know the school well, demonstrate high ambitions and plan effectively to ensure that pupils are safe and make good progress. As a result, leaders have been successful in ensuring that all independent school standards are met.
- In addition to meeting the required areas of study, the curriculum broadens pupils' understanding of the wider world and develops pupils' self-confidence.
- Good, well-planned teaching provides opportunities for pupils to make good progress. Pupils work collaboratively with each other and increasingly take responsibility for their learning. Assessment is accurate and the school has made progress in devising policy and practice in assessment without levels, but this is not complete in all subjects.
- Good outcomes and teaching in the early years provide children with a sound basis for successful learning.
- Personal development, behaviour and welfare are outstanding. Pupils' safety and care are an area of the school's work highly praised by parents. Pupils' spiritual, moral, social and cultural development is also outstanding. Pupils respond positively to a wide range of school activities, show high levels of maturity and benefit considerably from the school's international links. Behaviour is exemplary.
- Pupils make good progress across a broad range of subjects. Reading skills are consistently good and pupils read widely for pleasure. Outcomes in music and drama make a significant contribution to pupils' self-confidence.
- The most able pupils do not always make progress in line with their ability because occasionally all pupils have the same work and the most able pupils are not sufficiently challenged.

Compliance with regulatory requirements

- The school meets the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements.

Full report

What does the school need to do to improve further?

- Continue to develop assessment procedures across the curriculum by ensuring that teachers apply successful assessment practices established in English and mathematics to all subjects.
- Ensure that the most able pupils are given opportunities to reach their potential by ensuring that teachers set work that is consistently challenging.
- Ensure that teachers' feedback to pupils is of a consistently high quality so that pupils are encouraged to make even better progress.

Inspection judgements

Effectiveness of leadership and management

Good

- Leaders create and support an atmosphere of calm and respect for others which fills the school and results in pupils' outstanding behaviour and mutual support.
- Leaders promote good relationships and lead by example to support pupils' learning. For example, the headteacher joins in music practices with the pupils. Leaders are ambitious for their pupils and these ambitions are realised. Parents recognise and praise leaders' high expectations and say that it is a reason for choosing the school.
- Leaders and managers provide a highly caring environment which supports pupils' personal development and inspires their learning. Leaders and managers are aware of the school's strengths and areas for development. Self-evaluation and improvement planning are detailed and acknowledge the areas for development.
- Performance management is used well to improve teaching through termly observation and followed up with access to appropriate professional development. This leads to good teaching throughout the school.
- The curriculum is outstanding. The areas of learning specified in the independent school standards are all met and significantly enhanced. The school provides a modern language in key stage 2, a rich experience in international studies and opportunities for drama and music. The headteacher is a highly qualified and skilled musician and transmits her love of singing and playing to her pupils.
- The school takes part in a number of international projects, including the Erasmus project and 'Connecting Classrooms'. As a result of these projects, the school has visited, or received visitors from, Kenya, India, Slovenia and Lithuania, with contacts also established in Poland, Italy and Spain. This broadens pupils' understanding of the wider world and develops their confidence in relating to friends from a wide variety of cultures.
- Leaders create and support an atmosphere of calm and respect for others which results in pupils' outstanding behaviour and mutual support.
- Leaders and managers ensure that appropriate policy and practice provide for the welfare, health and safety of pupils.

Governance

- The headteacher is also the proprietor and there is no governing body.
- The headteacher has established a welfare group which monitors the school's safeguarding, welfare, and health and safety policy and practice. The school's safeguarding practice is very effective.
- In addition, the school has established a valuable partnership with the local safeguarding board and the NSPCC both of which support training and accreditation for staff and pupils.

Safeguarding

- The arrangements for safeguarding are effective.

- The single central register fully meets the regulations. All staff and volunteers are included.
- The school's safeguarding policy meets government requirements and is published on the school's website.
- All staff have signed a document to confirm their reading of the latest version of 'Keeping children safe in education' and apply it effectively. This and other activities ensure that the adults and pupils in the school are all aware of their responsibility to keep themselves and others safe.
- Leaders and staff have a good awareness of how to ensure that pupils are kept safe. The designated leader and deputy both have current appropriate training. Pupils' awareness of e-safety is widely promoted at school. Staff safeguarding and 'Prevent' duty training is up to date.
- The school held an effective anti-bullying week, involving music and drama alongside group discussions and case studies. Pupils' understanding developed well throughout the project. In particular, they discovered for themselves that it is inappropriate to respond to bullying in an aggressive manner.

Quality of teaching, learning and assessment

Good

- Teachers plan lessons which enable pupils to learn effectively. They set tasks which enable pupils in mixed-age classes to achieve well individually, especially in mathematics and English.
- Teachers inspire pupils to be creative, with an emphasis on music and drama, which helps to develop pupils' self-confidence through performance.
- Teachers provide individual support for pupils who are not progressing at the same rate as most pupils in the class. Good progress is achieved because teachers and pupils work productively together. However, a small number of pupils who are the most able are not sufficiently challenged. This limits the progress they make.
- Teachers use good questioning techniques to help pupils to understand and develop knowledge. Literacy and numeracy are a focal point of every lesson. Teachers skilfully introduce new vocabulary to a particular topic, encourage pupils to discuss their learning and include activities such as measuring and other calculations.
- Teachers set homework which ensures that pupils extend their knowledge and skills.
- Teachers have high expectations of pupils. In return, pupils commit time and effort to learning and respond to their teachers' expectations and trust in them by continuing to focus on their work when not directly supervised. The school has developed assessment based on targets which are in pupils' books and ticked as they reach the stages of success. However, this is currently only available in English, science and mathematics.
- Teachers and pupils together ensure that the school is a harmonious multicultural learning community. Parents are full of praise for the work of teachers in the school, citing the care offered to their children as a basis for learning.
- Teachers demonstrate good subject knowledge and a high level of understanding of each individual and provide appropriate support.

- All teachers praise good work. However, not all teachers provide feedback on how pupils can improve their work. Where teachers do provide feedback to improve work, some pupils do not respond and therefore do not make good progress.
- Teachers ensure that all pupils read accurately and fluently, show good understanding and make reading a valuable part of their lives both at school and at home.
- Parents receive a comprehensive report twice a year. They know that everyone in the school is approachable if they need information or support at other times. Parents commented on the high levels of care and support they have received.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils are safe in a caring and supportive environment much praised by parents. All parents confirmed, on Parent View, that their child felt safe in the school.
- Pupils understand how to keep themselves healthy, particularly through their diet.
- Pupils took a full and active part in anti-bullying week through drama, poetry and discussion. They showed understanding of the characteristics of bullying and discussed alternative behaviour.
- Pupils took an active part in a presentation from a visiting safeguarding expert and showed outstanding awareness of issues and how to report things which concern them. Pupils understand the risks that may exist on the internet and are aware of how to keep themselves safe.
- Leaders ensure that fire safety is promoted by implementing the policy, regular practice evacuations, efficient provision of equipment and taking opportunities to raise pupils' awareness. An adult checks the fire and security provision in the off-site hall every time it is used.
- All staff have current first aid training and a number of pupils are first aid helpers.
- The school's risk assessment policy is comprehensive and fully implemented. This includes good practice in travel to and from off-site physical education and swimming.
- Pupils have a strong understanding of how to keep themselves safe. For example, pupils went into the garden and identified possible hazards. On their return to the classroom, they worked in groups to discuss how to minimise the risks. They understood the need for rules and supervision. Pupils reported an accident when a pupil fell and injured himself.
- The school retains up-to-date attendance and admission registers.
- Pupils' spiritual, moral, social and cultural development is outstanding. Pupils demonstrate their spiritual appreciation of fine things such as music and poetry. They have great self-confidence, which the school successfully develops, to enable them to integrate into their next school. They develop self-esteem alongside realistic self-assessment.
- Pupils' moral development is based on an understanding of the parables of Jesus. This develops young people who are honest and respectful. They are disappointed to discover lesser behaviour in others. Pupils' social development is evident throughout their school

life. The school council meets weekly and organises fundraising events for charity. The school has donated generously to several charities this year and is now planning Christmas gifts for the underprivileged. Pupils have had visitors from the police and fire services. They wrote to their local councillor about the anti-social behaviour of those who vandalised their school.

- The school is a harmonious, multicultural community. Pupils learn to respect members of all faiths and all cultural groups, for example by sharing the celebrations of their faiths. Pupils understand aspects of the food and language of cultures other than their own.

Behaviour

- The behaviour of pupils is outstanding. They are polite and considerate to adults and other young people. They are rewarded for teamwork, which forms a major part of their learning activities.
- Their concentration and self-discipline in learning is exemplary. They display a constant commitment to learning.
- Pupils are confident, enthusiastic learners with a thirst for knowledge and pride in their achievements. They participate to the best of their ability in a wide range of learning activities.
- Pupils enjoy learning and exploring new areas of skills and knowledge. They demonstrate pleasure from succeeding in their work.
- Pupils responded positively to teaching in anti-bullying week that was well planned to include visitors and special events, which engaged pupils in valuable activities. Attendance at school is very high.

Outcomes for pupils

Good

- Most pupils join the school in the Reception class. Current pupils joined with varying levels of prior attainment and all are on track at least to meet age-related standards by the end of the school year.
- Current pupils in the main school are making good progress across a broad curriculum and especially in English, mathematics and science. They are almost all on track to meet challenging targets.
- Standards in reading are especially good. Almost all pupils have reading ages significantly ahead of their chronological age. Pupils read for pleasure and make progress in a range of subjects. Literacy, numeracy and computing contribute to learning across the curriculum. Pupils read very well and have a range of books available at home and at school. They read with accuracy from an early age and continue to attain a high standard, showing impressive intonation and comprehension.
- Several pupils have been successful in the examinations of the Associated Board of the Royal Schools of Music and some have already reached Grade 3.
- In the previous school year, pupils made good progress overall.
- Pupils are able to discuss and explain key elements of their learning; they accurately assess their own progress in English and mathematics.

- The school prepares pupils well for the next stage in their education. In the previous year, all pupils were successful in obtaining places at their preferred school.
- In addition to their academic success, pupils are becoming self-confident young people with high expectations and a balanced view of life.

Early years provision

Good

- Early years provision is good.
- The school meets the national standards in respect of the early years foundation stage.
- Children in the Reception class make rapid progress. Most children enter the school meeting the age-related targets and are on track to make good progress during the year. They are developing rapidly to be ready for Year 1 and already take part in the same activities, such as music and drama.
- The quality of education is good; strong teaching engages children and inspires good learning. Assessment and recording procedures are outstanding. Detailed information of progress in all the early learning goals is routinely recorded, as both the teacher's and children's view.
- Children show great enthusiasm for learning and derive great pleasure from any success. They have already developed the confidence to work without close supervision and to cooperate with other children. Consequently, they are ready for their next steps in education.
- Children's spiritual, moral, social and cultural development is very strong. Reception children join in with older pupils in most activities.
- Leaders and managers have carried out formal checks of teaching which inform them about teaching quality and enable them to support teachers' further development.
- Good partnerships with parents are a strong contributor to progress. The teacher is always available to meet parents as they bring their child to school.

School details

Unique reference number	108109
DfE registration number	383/6098
Inspection number	10020785

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

Type of school	Independent primary school
School category	Independent school
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	24
Number of part-time pupils	0
Proprietor	Mrs J A Tanner
Chair	n/a
Headteacher	Mrs J A Tanner
Annual fees (day pupils)	£5,779–£6,267
Telephone number	0113 253 4033
Website	www.queenswoodschool.co.uk
Email address	headteacher@queenswoodschool.co.uk
Date of previous inspection	18–19 October 2011

Information about this school

- Queenswood School is an independent day school which provides full-time education for up to 50 girls and boys aged from four to 11 years.
- There are currently 24 pupils on roll. There are no pupils with a statement of special educational needs or an education, health and care plan.
- The school was originally established in 1937 and moved to its current premises in April 2009.
- The school has use of an adjacent church hall for physical education activities, and pupils attend a local leisure centre for swimming lessons.

- Early years education is provided in a single Reception class.
- The school is based in a former nursery school. There is a range of facilities, including grass and hard-surface outdoor space with areas of soft landing. There is activity equipment available and the use is carefully supervised and monitored to ensure pupils' safety. Classrooms are appropriate for the intended activities and the size of pupil groups.
- The proprietor is also the headteacher.
- The school mission statement is: 'to offer our children a balanced education in a quiet, caring environment in which they are able to reach their full potential, both academically and as people'.
- The school was last inspected in October 2011.

Information about this inspection

- The inspection was carried out with one day's notice.
- The inspector checked the school's compliance with the independent school standards.
- He viewed the school's website and the school's policies and examined schemes of work and other relevant documentation. He analysed assessment records, scrutinised a selection of pupils' work and heard pupils read.
- The inspector observed lessons in all age groups and spoke with pupils during these observations.
- The inspector observed assembly, a presentation on safeguarding given by a representative of the National Society for the Prevention of Cruelty to Children and a rehearsal for Christmas celebrations. The inspector met with the headteacher and the teacher responsible for the early years foundation stage. He had a telephone conversation with the safeguarding adviser.
- The inspector analysed staff questionnaires and the 11 responses to Parent View, Ofsted's online survey. He spoke with parents who brought their children to school.

Inspection team

Peter McKenzie, lead inspector

Ofsted Inspector

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