

Queen's Park Academy

East Way, Bournemouth, BH8 9PU

Inspection dates 17–18 June 2014

Overall effectiveness	Previous inspection:	Not previously inspected
	This inspection:	Outstanding 1
Achievement of pupils	Outstanding	1
Quality of teaching	Outstanding	1
Behaviour and safety of pupils	Outstanding	1
Leadership and management	Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Achievement is outstanding. All pupils, including those in receipt of additional funding, the most able pupils and those who are disabled or have special educational needs, make outstanding progress.
- Pupils leave the academy at the age of 11 with levels of attainment which are well above average.
- Teaching is outstanding. Pupils respond very well to teachers' high expectations. Teachers use assessment particularly well to show pupils how well they are doing in their work and how they can improve it further.
- Pupils behave outstandingly well. They love coming to the academy, and attendance is above average. Pupils are very keen to learn and play a full part in lessons.
- Pupils feel very safe and well cared for. They love taking on responsibility and are excellent ambassadors for the academy.
- The academy plans its timetable so that pupils learn an interesting range of topics as well as core skills like reading, writing and mathematics. Pupils also love the range of activities which the academy provides outside the classroom. A high proportion of pupils take part in these activities.
- Leadership and management are outstanding. The leadership team has improved the academy considerably since it was set up almost two years ago. The academy leaders work relentlessly to maintain high standards and raise them further.
- All staff are enthusiastic about the part they play in driving the academy forward.
- All staff understand how well their pupils are doing. They use information about pupils' progress to plan carefully to help all pupils work towards their full potential.
- The academy's leaders at all levels check the quality of teaching and learning rigorously. They provide excellent opportunities for staff to develop their skills further.
- Governors, like staff, are committed to ensuring the best possible education for all pupils. They fully understand the strengths in the academy and their role in holding it to account.
- The academy has a deservedly strong reputation for its support for other schools and demonstrating how best to achieve success in teaching and learning.
- Parents greatly appreciate what is done to help their children enjoy their time in the academy and their preparation for the next stage of their education is excellent.

Information about this inspection

- The inspectors observed 16 lessons, taught by 16 teachers. Two of the observations were carried out jointly with the principal. Inspectors also made some shorter visits to classroom sessions.
- The inspectors held meetings with the executive principal and the principal, other staff, several groups of pupils and two governors. They also spoke to several parents.
- The inspection team took account of 25 responses to the online questionnaire, Parent View, and the record of responses to the academy's own surveys of parents' and pupils' views. Inspectors scrutinised 22 questionnaires returned by staff.
- The inspection team observed the academy's work and looked at a variety of documentation, including the academy improvement plan, the academy's checks on its own performance, information on pupils' current progress and records relating to safeguarding. Inspectors also looked at many examples of pupils' work.

Inspection team

John Laver, Lead inspector

Additional inspector

Jacqueline Good

Additional inspector

Janet Simms

Additional inspector

Full report

Information about this school

- Queen's Park Academy converted to become an academy on 1 October 2012. When its predecessor school, Queen's Park Junior School, was last inspected by Ofsted, it was judged to be good.
- The majority of pupils are White British.
- The academy is larger than the average-sized school for pupils between the ages of seven and 11.
- The proportion of pupils who speak English as an additional language is average, but increasing.
- The proportion of pupils eligible for the pupil premium, which is additional funding provided by the government for looked after children or pupils known to be eligible for free school meals, is above the national average.
- The proportion of disabled pupils and those with special educational needs supported through school action, and the proportion of pupils supported at school action plus or with a statement of special educational needs, are both below average.
- The academy meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- There are four classes in each of Years 3, 4 and 6. There are three classes in Year 5.
- Since the academy opened in October 2012, there has been an executive principal in place. In addition, the current principal took up her post in September 2013.
- There are a breakfast club and a programme of after-school activities operating within the academy. Both are run independently of the academy and did not form part of the inspection.

What does the school need to do to improve further?

- Expand the academy as a centre of teaching and learning excellence for the benefit of its staff and pupils and for those other schools and academies which look to Queen's Park for support in improving their own staff's professional expertise.

Inspection judgements

The achievement of pupils

is outstanding

- Pupils join Year 3 with broadly average levels of attainment. They leave Year 6 with standards in all subjects which are well above average. These levels of attainment have risen consistently during the academy's existence.
- Pupils make outstanding progress. The proportions making much better than expected progress compared to the national average have risen significantly since the academy was set up. Checks made from outside the academy have confirmed the accuracy of the academy's own detailed assessments on progress. The assessments and tracking of achievement show that pupils are already making outstanding progress, and are on track to meet even more demanding targets during the next twelve months.
- All groups of pupils achieve outstandingly well. There is no difference in the achievement of pupils in receipt of additional funding from that of other pupils, and all make significantly better progress than similar pupils nationally in English and mathematics.
- The academy provides additional opportunities for more able pupils to achieve their best. For example, sixth form students from the adjacent secondary school help to teach some pupils on a regular basis.
- Disabled pupils and those with special educational needs achieve outstandingly. Not only do teachers provide for them very successfully in the classroom, but additional adult support also gives them further very good learning opportunities outside the classroom.
- Pupils who speak English as an additional language, and pupils from minority ethnic groups, achieve outstandingly well. Inspectors observed these pupils playing a full part in class discussions. Pupils often have the choice of working on their own or with each other, and they collaborate very effectively, whatever tasks they are doing.
- Pupils achieve very well because teachers use a variety of methods to help them learn in the classroom, always with high expectations. Also, pupils are very keen to learn. For example, they have very well developed speaking skills and enjoy taking part in discussions.
- Pupils have excellent writing skills. They take great pride in the presentation of their work. The academy develops writing skills through a range of subjects. For example, pupils write up their science experiments on soundproofing and the growth of plants, and in history they develop research skills. Therefore, standards are high in all timetabled subjects.
- Pupils enjoy reading and many read with impressive fluency and accuracy. Several pupils told inspectors how much they enjoyed solving problems in mathematics.
- Staff use homework very effectively to reinforce pupils' learning. Staff encourage parents to comment on their children's work in books and become partners in their learning.
- Parents commented on how pleased they are with their children's progress.

The quality of teaching

is outstanding

- The academy judges that teaching has been outstanding for some time. Inspectors agreed with this judgement, since during the inspection they saw teaching that was never less than good, and usually was outstanding. Parents and pupils also acknowledge the strengths in teaching.
- Partly because pupils are very keen to learn, and partly because teachers have consistently high expectations, pupils of all abilities and from all backgrounds learn rapidly.
- Pupils understand exactly what teachers expect of them. Whether working together as a class, on their own or in pairs, pupils work without fuss. When pupils have opportunities to speak to the whole class, the others listen well. Pupils become very confident learners. For example, inspectors saw pupils with special learning needs responding well to staff encouragement for them to join in with other pupils and, as a result, making excellent progress.
- Teachers' use of assessment is a particular strength. Inspectors saw teachers reporting back on pupils' work done earlier and discussing ways in which it might be improved. Pupils talked

maturely to inspectors about their targets. They know their targets and find them helpful to their learning.

- Teachers mark pupils' written work very thoroughly. Constructive comments show pupils how to improve. Pupils know clearly how they can move from one level to another in their work.
- Teaching ensures that pupils do exceptionally well, not just in the core subjects of English and mathematics. Pupils also study a variety of topics, often with an international dimension, such as rainforests. Teachers expect pupils to write well in subjects like history, and apply investigative skills to a very good level in science.
- Teachers use homework very effectively to reinforce and extend the learning done in class.
- Staff make very good use of opportunities elsewhere to help pupils learn. For example, pupils benefit from using sports facilities and sports coaching expertise in other schools.
- Teachers told inspectors how much they value the excellent opportunities they have to develop their expertise, both at Queen's Park and in schools elsewhere.

The behaviour and safety of pupils is outstanding

- The behaviour of pupils is outstanding. They want to learn in lessons and respond very positively to the challenges which teachers give them. This makes a strong contribution to the outstanding achievement.
- Behaviour is also excellent around the academy site. The great majority of pupils and parents believe that behaviour is excellent. A very small minority of pupils are not certain that behaviour in the playground is as good as it could be. However, they recognise that what they term 'bullying' can take different forms. They say that if there were to be an incident, it would be dealt with quickly. Academy records confirm that there have been no serious incidents of physical, racist or homophobic bullying.
- Pupils delight in taking on responsibility. In addition to the academy council, there are prefects, house captains and sports ambassadors. They take pride in the fact that they have gone through rigorous selection processes. They enjoy helping other pupils, for example in reading and in organising playground activities. They also enjoy acting as ambassadors outside the academy.
- Above average rates of attendance reflect how much pupils enjoy coming to the academy. They enjoy trips, such as the residential visit to Carey Camp. Pupils told inspectors that they would unreservedly recommend the academy to others. They also feel that the academy prepares them well for the next school they will attend.
- The academy's work to keep pupils safe and secure is outstanding. It is very evident in the academy that all pupils have an equal opportunity to be happy and succeed, and that pupils get on very well with each other.
- The academy makes sure that safeguarding policies and procedures meet requirements. Staff give parents information about safe practices, for example in using computers.
- The academy provides a high standard of care and support. Staff check absences carefully. Parents told inspectors that the academy is very supportive and responds well to any issue they raise. There is an open door policy for parents. The leadership also encourages parents to come on to the premises, for example to celebrate pupils' work at the end of a topic.

The leadership and management are outstanding

- Leadership and management show several strengths. The executive principal and the principal work closely as a team. Other staff, at all levels, respond enthusiastically to their leaders' drive for excellence.
- The academy has developed other staff's areas of responsibility very effectively. For example, heads of year play a key role in making sure that pupils get the best opportunities to learn in their particular year groups. The senior leadership checks the quality of learning and teaching rigorously, but has also increasingly involved middle leaders such as the heads of year in this

process. There has been a pronounced impact on progress throughout the academy.

- The leadership has high expectations of accountability. All staff are expected to analyse the performance of all the pupils they teach, and account for the progress of all groups. The principal meets regularly with all staff, ensuring both accountability and that staff have opportunities to improve their skills through various types of training or support.
- Inspectors gathered evidence from staff questionnaires which showed unanimous support for what the leadership is trying to achieve. They acknowledge the high expectations and the culture in which pay and responsibilities are closely linked to demonstrable progress.
- The academy has improved the effective use of assessment considerably since the academy was founded. The leadership checks the progress of every pupil regularly. Staff follow this by setting appropriate targets, which pupils and parents know. Staff then provide additional support wherever needed. This has contributed significantly to the high standards and outstanding progress by pupils of all abilities and backgrounds.
- The leadership has evaluated the academy's strengths and areas for development very accurately. They also plan thoroughly for further improvements as the academy's roll continues to rise.
- Parents are very complimentary about the leadership, and partnerships between themselves and the academy are very strong. Lively newsletters are part of this link.
- The leadership uses additional funding very effectively to ensure excellent progress and extend pupils' enjoyment and opportunities. For example, it has used funding available for pupils known to be eligible for free school meals to get extra support where necessary, and to fund enrichment activities outside lessons. The school uses sports funding, for example, to buy in specialist coaching expertise to strengthen teachers' own skills and give pupils the best opportunities.
- The timetable has an international dimension. Pupils learn about other faiths and cultures, and there are links with schools in Asia. These contribute to the academy's drive to provide rich opportunities for spiritual, moral, social and cultural development.
- One of the academy's many strengths is its role as a beacon of excellence. The academy attracts staff from varying backgrounds and develops their expertise in several ways, for example by staff sharing and modelling their best practice for each other. Staff go into other schools, and staff from other schools come to Queen's Park to learn from quality practice. The academy carries out joint projects with other schools to ensure a common approach to assessing pupils' work accurately. The executive principal and principal give regular support to other schools. The leadership regards its role in spreading its successful practices to other schools and, in turn, providing wider opportunities for its own staff and pupils, as central to its vision of providing the best quality educational experiences beyond its own doors.
- **The governance of the school:**
 - The governing body contains enthusiasm, experience and expertise. This helps, for example, to ensure financial stability. Governors come into the academy whenever possible, taking part in activities such as learning walks and talking to staff and pupils. Governors fully understand the leadership's strengths, the strengths in teaching, and how well pupils are doing in relation to pupils elsewhere. They have made sure that additional funding has been used effectively to help all pupils achieve equally well. They also check that initiatives such as the primary sports funding have been used appropriately, for example to increase the pupil take up of after-school sports and to encourage healthy eating. The governing body has a good understanding of the assessment data which underpin teachers' planning for their lessons. Governors have appropriate training opportunities to develop their own expertise and to enable them to carry out their responsibilities, for example in ensuring secure safeguarding procedures. They understand their responsibilities in making sure that staff performance and progress are linked to pay. Governors are proud of the way the academy has developed since its formation, both in terms of the academy's own successes and in acting as a beacon of excellent practice in the world beyond the academy.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	138860
Local authority	Bournemouth
Inspection number	440116

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

Type of school	Junior
School category	Academy converter
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	420
Appropriate authority	The governing body
Chair	Caroline Sard
Executive Principal	Brian Hooper
Principal	Alexandra Prout
Date of previous school inspection	Not previously inspected
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