

The characteristics of the school

Queen’s Park Academy is:

- An Academy within Ambitions Academies Trust offering mainstream upper primary education.
- Located in the area of Queen’s Park and Charminster in Bournemouth.
- Led by an Associate Principal and Director of Primary Education and a Vice Principal. The Associate Principal is a Specialist Leader of Education (SLE) and the Director is a Local Leader of Education (LLE).
- A four form entry Academy providing education for boys and girls with over 450 pupils.
- Providing School to School support via the Ambitions Teaching School via the Specialist Leader of Education (SLE) and the Local Leader of Education (LLE).
- Exceeding the Government’s floor standards, which set the minimum expectations for pupils’ attainment and progress in English and Mathematics.

Figure 1. Basic characteristics of the school

Characteristic	National	School	Comparison
Number on roll	251	447	Above average
% free school meal eligibility	26.7	21.9	Below average
% pupils from minority ethnic groups	28.7	28.41	Average
% pupils with first language not English	18.1	13.2	Average
Deprivation indicator	0.24	0.26	Above average
Average points score on entry (Y6 in 2014)	15.3	15.01	Below average

The overall effectiveness of the Academy is

Outstanding

Queen’s Park Academy is Outstanding (Ofsted June 2014). This is evidenced through the outstanding achievement throughout the Academy. Underpinning this is the Academy’s mantra ‘High expectations lead to High Achievers’. This leads to very high aspirations from the pupils themselves including those in vulnerable groups and those children with DSEN.

Overall teaching is Outstanding and the Academy provides an exceptional curriculum. Achievement data shows that because of the suitability and high quality learning pupils make Outstanding progress.

Levels of attainment have significantly increased over the past three years, ensuring secure transition from year six to KS3; the progress that pupils make is Outstanding.

The behaviour and safety of pupils has remained outstanding (Ofsted May 2012 and June 2014).

The quality of learning is Outstanding with 100% of teaching graded as Good or better with at least 56% Outstanding. This is supported by secure progress made by all pupils evidenced through their high quality presentation, learning and responses, marking and challenge and achievement data.

Leadership and management at all levels including Governance is Outstanding, sharing excellent practice within the Academy whilst supporting other schools. The Academy has highly developed systems and procedures for spreading best practice across the Academy, Trust, Local Authority and nationally. This includes the following intensive and challenging nationally recognised leadership development programmes; NPQH, Leading from the Middle, NPQSL, School to School Support, NQT/ITT development, QTL Professional Coaching, Teaching Leaders Programme, Improving Teacher Programme, Outstanding Teacher Programme and behaviour support. In addition to these, we have developed our own innovative programmes to support the rapid development of teaching within the Academy. The success of this is demonstrated through the increase of the proportion of Outstanding teaching this year which is evidence of a strong capacity to sustain improvement. There is a robust challenge and support programme led by the Chair of the Academy Advisory Committee.

The Academy Advisory Committee scrutinise all key areas of the Academy: achievement, behaviour and safety, leadership and management, teaching and learning.

Leaders are relentless in their drive for pupil’s achievements and focus on ways of building success quickly and consistently. The drive to maintain, improve and build upon the rates of attainment and progress is through the continual, rigorous monitoring, support and challenge. Staff at all levels demonstrate high levels of professional and personal accountability of the achievements of **all** their children

The Associate Principal leads a clear and robust appraisal system reporting to the Academy Advisory Committee and the Directors of the Ambitions Academies Trust. This system has a focus on the monitoring of all performance and an emphasis on improvement. The impact of this is clearly seen through the significant improvements in achievements over the last three years, demonstrating an upward trend.

Pupils' spiritual, moral, social and cultural development is exceptionally well developed and helps to ensure that there is an extremely positive culture for learning, promoting excellent behaviours for learning and attitudes to learning. Pupils whose circumstances might make them vulnerable, including those pupils with special educational needs and/or disabilities, are very well supported to achieve their best, ensuring their progress is at least in line with their peers.

Figure 2. Summary judgements	
Key aspect	Judgement
The achievement of pupils at the school	Outstanding
The quality of teaching at the school	Outstanding
The behaviour and safety of pupils at the school	Outstanding
The quality of leadership in, and management of, the school	Outstanding
Overall effectiveness	Outstanding

Parents strongly agree / agree that: *My child is happy and safe at school* **100%**

Parents strongly agree / agree : *The school has high expectations of the children and their learning* **100%**

Parents strongly agree / agree : *They would recommend Queen's Park Academy to another family* **100%**

Based on surveys conducted in the Spring term, 2015

'Achievement is Outstanding. All pupils, including those in receipt of additional funding, the most able pupils and those with special educational needs, make outstanding progress'. (Ofsted June 2014) The achievement of all groups of pupils from each different starting point across Key Stage 2 is outstanding. Rates of attainment and progress continue to demonstrate sustainable upward trends with results well above the National Average. Lesson observations are good or better in 100% of lessons with at least 56% OUTSTANDING. Rigorous tracking systems indicate that the outstanding achievements of 2014 will continue to increase in 2015.

KS2 Attainment – L4+

A Graphs

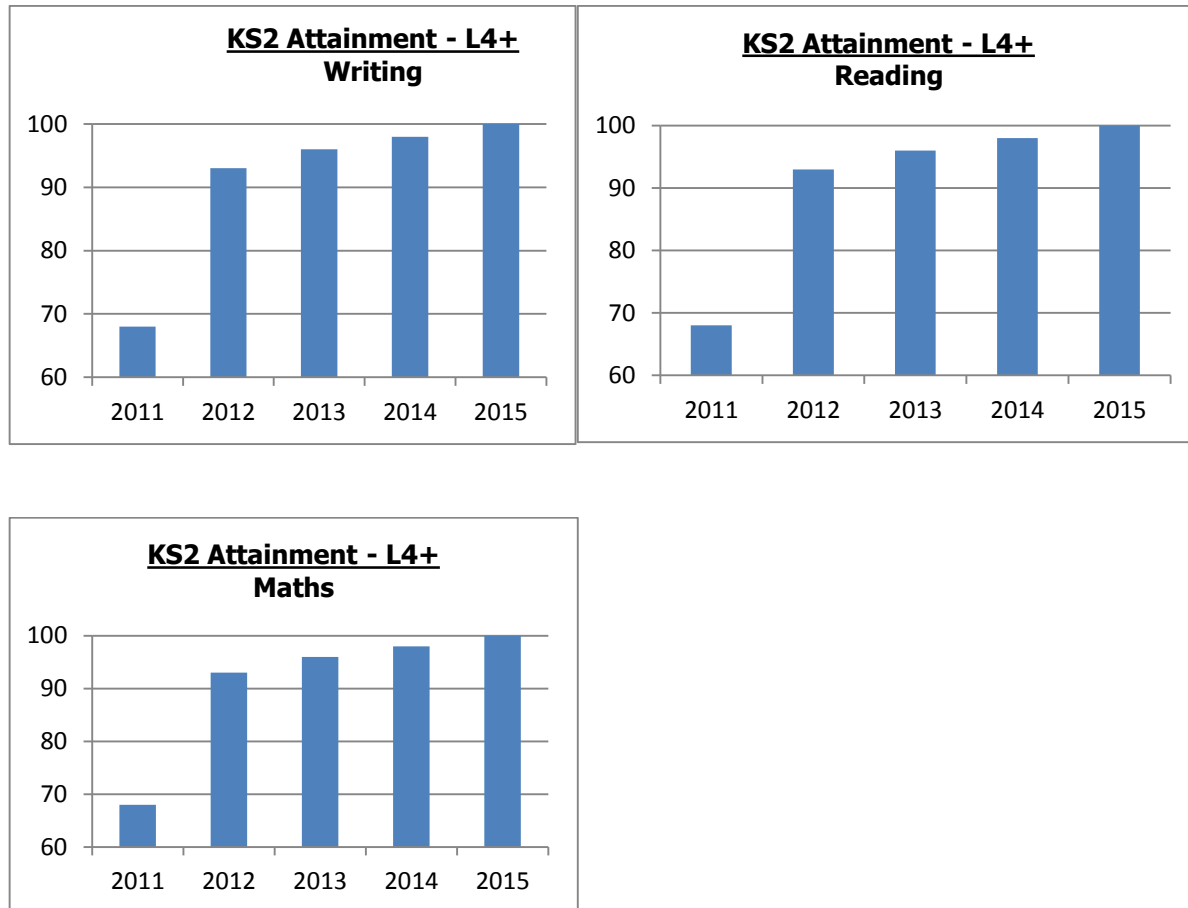


Table A

	2011 Actuals			2012 Actuals			2013 Actuals			2014 Actuals			Projected 2015		
	L4+ %	L5+ %	L6+ %	L4+ %	L5+ %	L6+ %	L4+ %	L5+ %	L6+ %	L4+ %	L5+ %	L6+ %	L4+ %	L5+ %	L6+ %
Writing	64	25	0	84	14	0	89	25	0	91(85)	25	0	96	62	7
Reading	71	38	0	84	34	0	92	35	0	94(89)	48	0	96	61	7
Maths	69	31	0	95	40	2	96	47	10	98(86)	49	20	99	80	27
SPAG										84(79)	63	4	97	61	8

National Averages ()

The percentage of pupils attaining level 4 has continued to rise rapidly since the last inspection (2011. Higher attaining pupils reaching level 5 and 6 (A Graphs and Table A) has also continued to rise rapidly. These are significantly above the National Average. They are also above or in line with the 2013 National Medians (2014 not yet released) of 95% writing, 91% reading and 92% maths.

	2011	2012	2013	2014	Proj 2015
Writing	Eng – 25.3	26.7	27.1	27.9	30.7
Reading	Eng – 25.3	27.8	28.5	29.1	31.7
Maths	26	29	30.4	31	33.3
Overall	25.7	27.8	28.7	29.8	31.7

Pupils enter KS2 with an APS that is broadly average and exit with an APS that is significantly above the National Average. (Table B) There has been rapid and sustained progress in all subjects in the last 3 years with continued, secure projections to extend this trend.

Table C

Value Added from KS1 to KS2:

(National expected progress between KS1 and KS2 is 12 APS)

Year	KS result	APS	Value Added KS1 to KS2
2011	KS1	15.8	
	KS2	25.6	+ 9.8 APS
2012	KS1	15.14	
	KS2	27.8	+12.66 APS
2013	KS1	14.96	
	KS2	28.7	+13.56 APS
2014	KS1	15.01	
	KS2	29	+13.99 APS
2015 – projected	KS1	15.8	
	KS2	31.7	+15.9 APS

Table C shows value added from entry to exit of KS2. Attainment of pupils shows they are broadly average on entry to KS2 compared to National Expectations but that pupils leave in Year 6 exceeding National Expectations and that this is increasing year on year.

KS2 results 2014:

Table Di

All children:

Year	KS result	APS	APS Gain from KS1 to KS2
2014	KS1	15.01	
	KS2	29	+13.99 APS

PPG Children:

Year	KS result	APS	APS Gain from KS1 to KS2
2014	KS1	14.4	
	KS2	27.8	+13.4 APS

DSEN Children:

Year	KS result	APS	APS Gain from KS1 to KS2
2014	KS1	8.2	
	KS2	21.4	+13.2 +APS

EAL:

Year	KS result	APS	APS Gain from KS1 to KS2
2014	KS1	15.4	
	KS2	29.5	+14.1 APS

GIRLS:

Year	KS result	APS	APS Gain from KS1 to KS2
2014	KS1	15.4	
	KS2	28.8	+13.6 APS

BOYS:

Year	KS result	APS	APS Gain from KS1 to KS2
2014	KS1	13.6	
	KS2	29.3	+14.5 APS

The learning of groups of pupils, including PPG/DSEN/EAL/Girls/Boys is not significantly different when compared to their peers. (Table D) with QPA continuing to add value to their achievements whilst at the Academy. (Table F) Their progress from KS1 to KS2 is well above national expectation for all year groups (See Tables Di, Dii, D, E and F).

KS2 SATs results 2012, 2013 and 2014

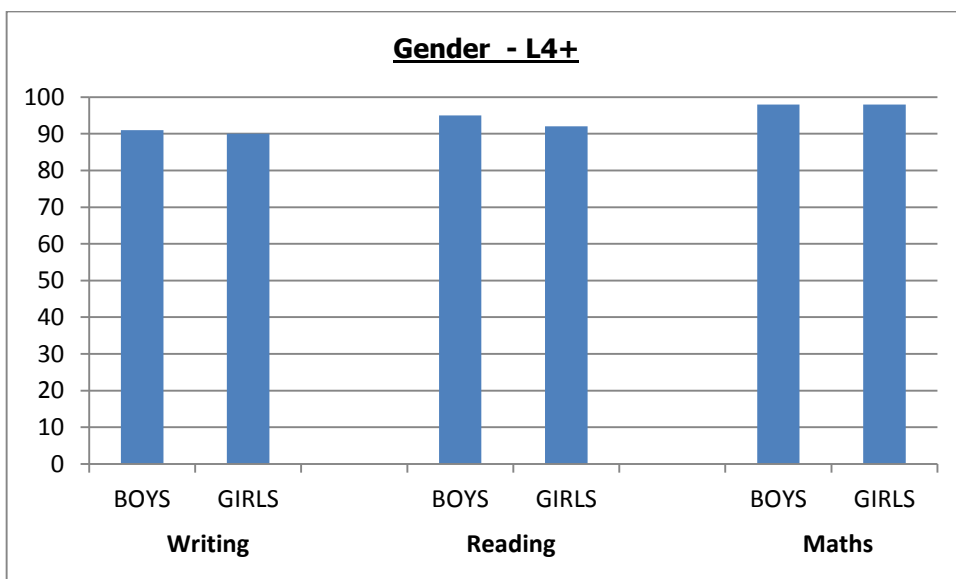
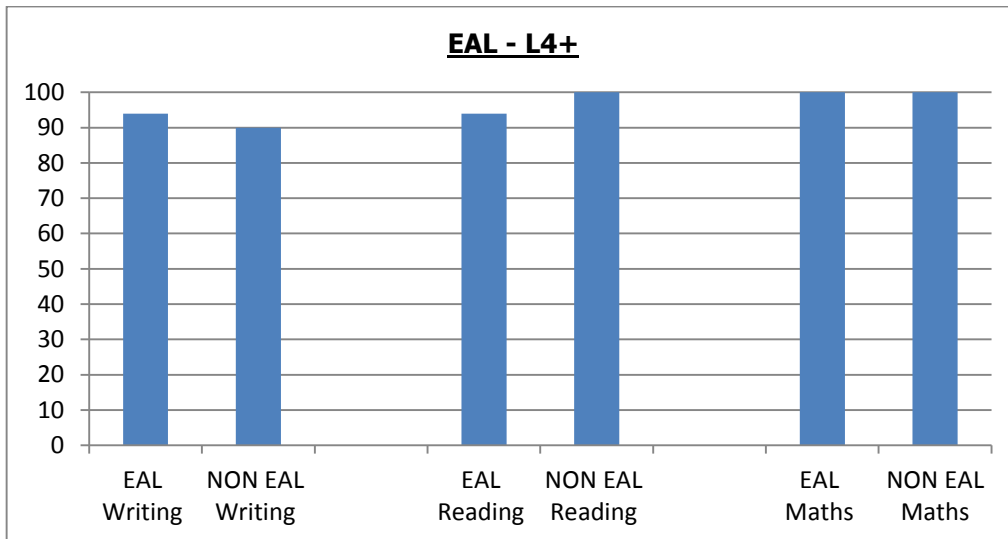
Progress rates for DSEN children – Average levels based on APS

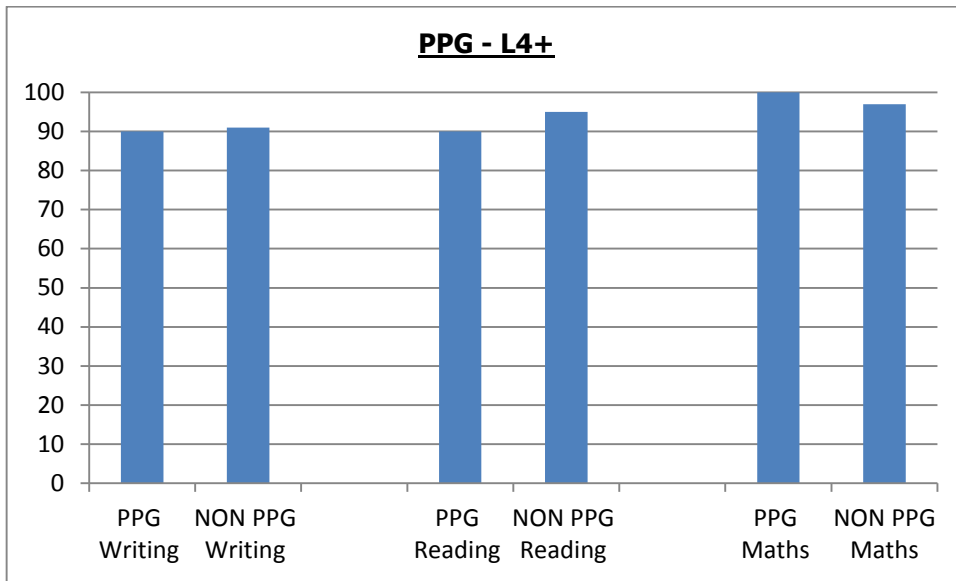
	2012			2013			2014		
	KS1	KS2	Progress	KS1	KS2	Progress	KS1	KS2	Progress
Writing	1	3	2 levels	1	3	2 levels	1	3	2 levels
Reading	1	3	2 levels	1	3	2 levels	1	3	2 levels
Maths	2	4	2 levels	1	4	3 levels	1	4	3 levels

All the DSEN children make at least expected progress from KS1 to KS2 and in maths are exceeding expected progress

KS2 Attainment Children achieving Level 4+ 2014 for main school groups

Table Diii





These graphs demonstrate that there are no significant differences for the attainment of these groups

Closing Gaps – PPG

Table E

% children achieving L4+ in KS2 SATs

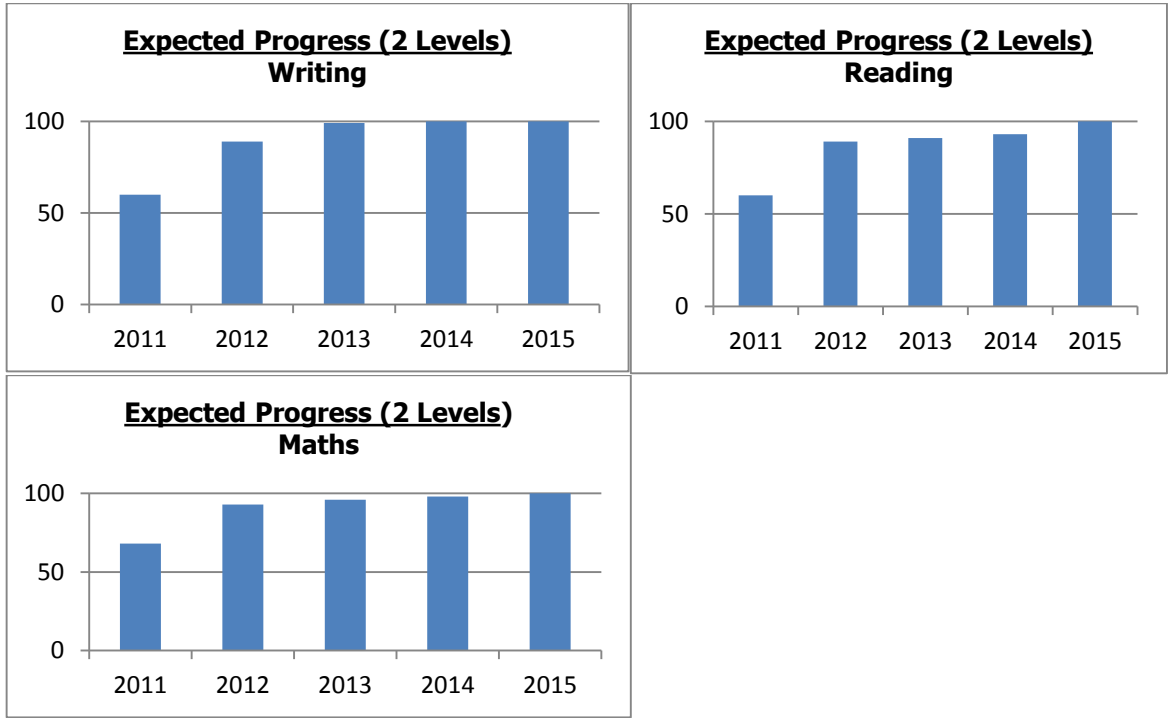
	2012		2013		2014		Projected 2015	
	FSM	NON FSM	PPG	NON PPG	PPG	NON PPG	PPG	NON PPG
Writing	75	84	86	91	90	91	97	96
Reading	63	90	89	89	90	95	100	96
Maths	94	98	95	96	100	97	100	98

There is no difference between the attainment of PPG and non PPG children

PROGRESS

Children making expected progress (2 Levels)

B Graphs



Children making more than expected progress (3 Levels)

(Data for 2012 are not comparable to previous years due to changes in methodology)

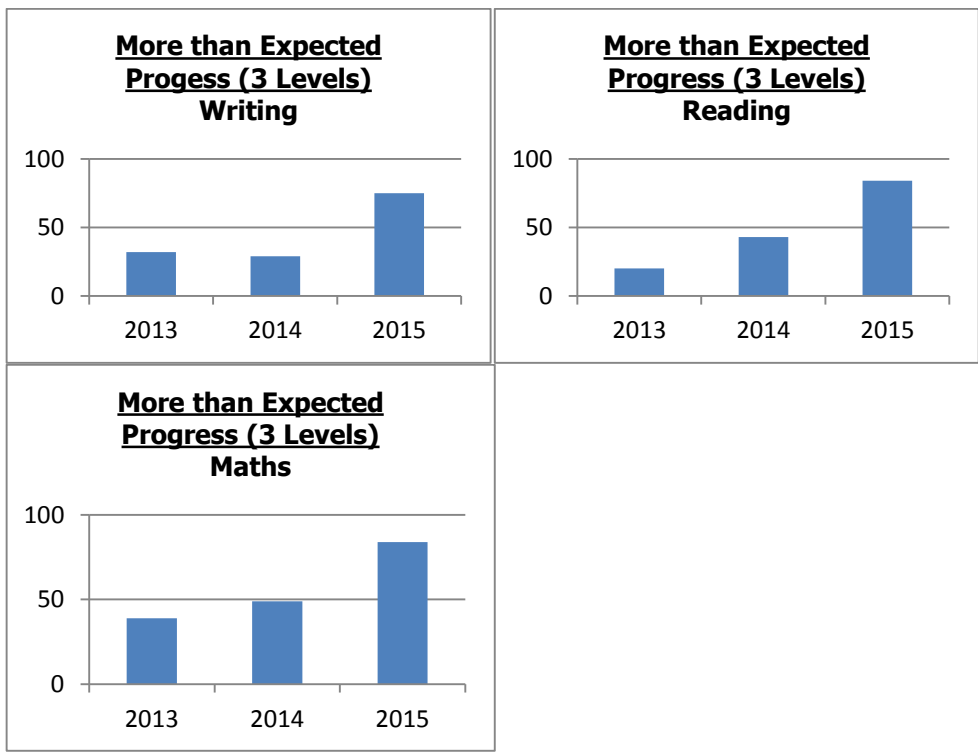


Table F

	2 Levels Progress %					3 Levels Progress %				
	2011	2012	2013	2014	Proj 2015	2011	2012	2013	2014	Proj 2015
Writing	E- 60	E- 89	99	100(93)	100	N/A	N/A	32	29	55
Reading	E- 60	E- 89	91	92(91)	100	N/A	N/A	20	43	47
Maths	68	93	96	98(89)	100	N/A	N/A	39	49	73

Comparison of KS2 Progress against National Averages and medians, based on 2013 data as 2014 is yet to be released

**2 Levels of Progress Writing 2013 99%
2014 100%**

- Significantly higher than national average of 93% (2014)
- Significantly higher than the national median of 96% (2014)

**3 Levels of Progress in Writing 2013 32%
2014 29%**

- In line with national average of 30% (2013)

**2 Levels of Progress Reading 2013 91%
2014 93%**

- Above national average of 91% (2014)
- In line with national median of 92% (2014)

**3 Levels of Progress in Reading 2013 20%
2014 43%**

- Significantly higher than national average of 30% (2013)

**2 Levels of progress Maths 2013 96%
2014 98%**

- Significantly higher than national average 89% (2014)
- Significantly higher than national median of 93% (2014)

**3 Levels of Progress in Maths 2013 39%
2014 49%**

- Significantly higher than National Average of 31% (2013)

Comparison against Local Authority Averages – 2014 .

2LP – Writing

- 2 LP was significantly higher than LA Average of 92.4%

2LP – Reading

- 2LP was significantly higher than LA Average of 89.2%

2LP – Maths

- 2LP is significantly higher than LA Average of 86.4%

Evidence for KS2 Teacher Assessments:

- Moderation in June 2014 by Local Authority upheld all judgements
- Close correlation between regular practice SATs results and teacher assessments.
- Strong partnerships developed between 2 local schools to share excellent practice and moderate work regularly.
- Regular and robust whole school moderation by Local Authority trained moderators
- 'The Academy carries out joint projects with other schools to ensure a common approach to assessing pupils work accurately' (Ofsted 2014)

The quality of teaching is Outstanding. As a result the achievement of all groups of pupils from each different starting point across Key Stage 2 is Outstanding, with sustainable results being well above the National average and National medians. This is supported by secure progress made by all pupils evidenced through their high quality presentation, learning and responses, marking and challenge and achievement data.

Over time teaching and learning is securely graded as 100% Good with a large majority being Outstanding. The percentage has risen from 45% to 56% in the autumn 2014. The % of teachers observed teaching outstanding lessons during the 2014/2015 year is 68%. (Table E) Observation data is validated through regular quality assured joint observations by the Associate Principal and other senior and middle leaders and the Director of Primary Education. In the recent Ofsted Inspection (June 2014) Inspectors said 'Teaching is Outstanding' during the inspection they saw teaching that was never less than good and usually was Outstanding.

Table G

Overall Summary Quality of Teaching as Judged in lesson observations

Teacher	Date & Outcome of Observation 2013 /2014	Date & Outcome Observation Autumn 2014	Date & Outcome Observation Spring 2015	Date & Outcome Observation Summer
A		29/9/14	19/1/15	
B	15/01/14	9/10/14	19/1/15	
C	15/01/14	7/10/14	22/1/15	
D	15/01/14	7/10/14	21/1/15	
E	15/01/14	30/9/14	23/1/15	
F		29/9/14		
G	15/01/14	14/11/14	21/1/15	
H	15/01/14		23/1/15	
I	15/01/14	30/9/14	23/1/15	
J	15/01/14	7/10/14	21/1/15	
K	15/01/14	30/9/14	2/2/15	
L	14/02/14	29/9/14	19/1/15	
M		7/10/14	21/1/15	
N	15/01/14	6/10/14	22/1/15	
O		9/10/14	22/1/15	
P		29/9/14	19/1/15	
Q		13/11/14	21/1/15	
R			21/1/15	
S			29/1/15	

Key	Observations 2013/2014		Observation		Observation	
	No. of Lessons (Obs 1)	% of Lessons	No. of Lessons (Obs 2)	% of Lessons	No. of Lessons (Obs 3)	% of Lessons
Outstanding	5	45%	9	56%	9	50%
Good+	11	100%	16	100%	18	100%
Requires improvement						
Inadequate						
Total	16		16		18	

Of 19 teachers observed this academic year, 13 have been graded outstanding on at least one occasion i.e. 68%

Teaching is continually supported and challenged through the Academy's Self Evaluation and Monitoring Programme. A varied and wide ranging set of activities are also used to ensure that teaching remains at a consistent level of at least Good with a continued and increasing level of Outstanding teaching. Supporting activities are as follows:

- Progress and Attainment data at pupil/group/class/year group/phase/whole school level
- Lesson observations
- Learning Walks
- Planning Scrutiny
- Work Scrutiny
- Marking and Feedback Scrutiny

Through a sustained focus on teaching, the Academy has developed its own bespoke Outstanding Teaching Programme (OTP). In addition to this, the Academy has nationally accredited OTP Facilitators. Coaching and mentoring by all leaders is the consistent theme running through the programmes with a focus on developing skills in the classroom and working side by side teachers, modelling and demonstrating best practice. These programmes have since been successfully implemented by the Director of Primary Education in her role of supporting other schools, rapidly driving up standards of teaching and positively bringing staff out of capability proceedings, thus securing Outstanding judgements from Ofsted.

Assessment across the Academy is used effectively to support progress. Assessment takes various forms but is always rigorous, thorough and continuous so that teaching can pro-actively respond to pupils' needs. Formal teacher assessments are provided half termly to inform our robust tracking system for progress and attainment. The Associate Principal holds half termly Pupil Progress Meetings with all teachers holding them to account for results. If expected progress is not evident then together, appropriate interventions are put in place to ensure that progress continues and any gaps are rapidly closed. Ofsted 2014 'Teachers use of assessment is particular strength'.

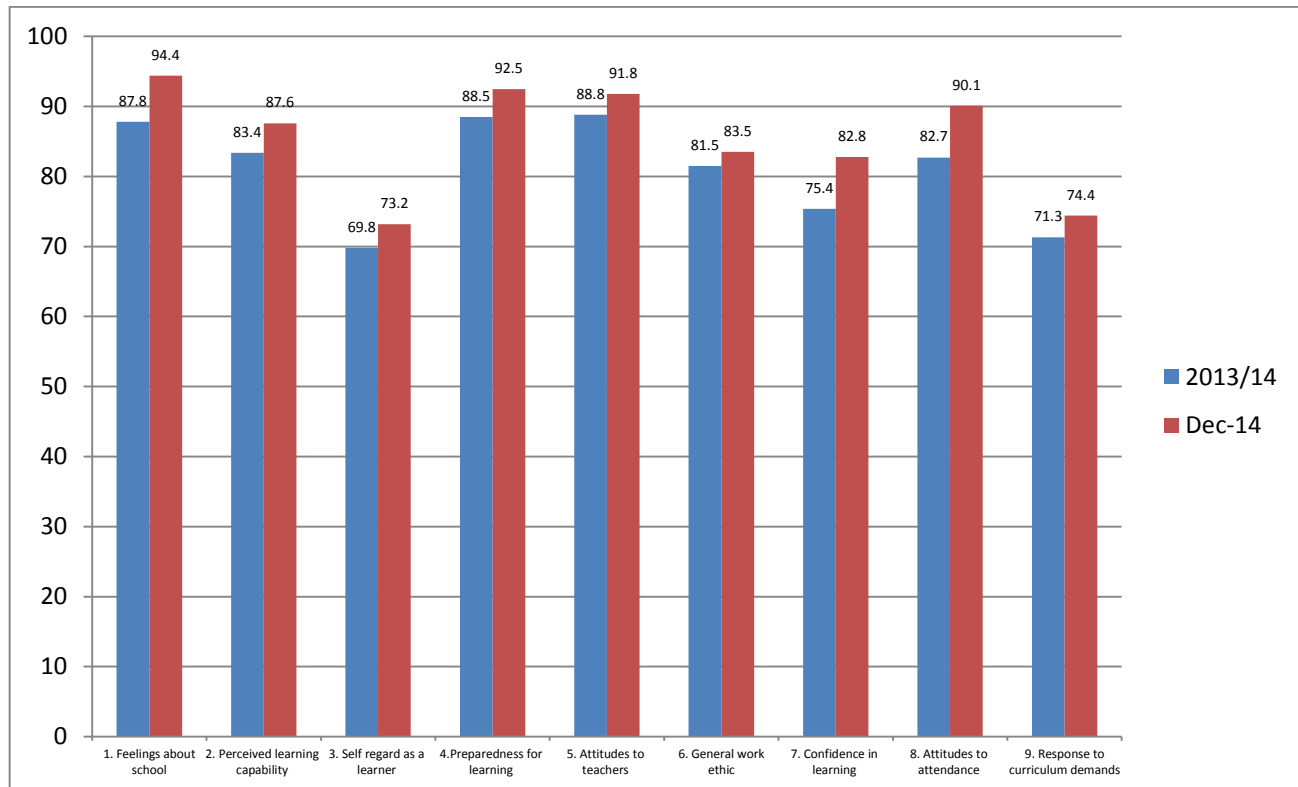
The Academy's appraisal policy is robustly implemented by the Director of Primary Education, Academy Advisory Committee and the Associate Principal to ensure very high expectations of all teachers. Any teacher receiving 2 Requires Improvement grades enters formal capability proceedings. A support package is also put in place to rigorously and robustly challenge and support teachers who do not meet the high expectations of the Academy to teach at least Good in all lessons.

Behaviour and Safety is Outstanding. Pupils have a thirst for knowledge and love of learning. This is not only evidenced in our achievement data, quality of teaching and PASS data (Graph but also in

- Low rates of absenteeism, with 2% of persistent absence
- Attendance of 96.2% Summer Term 2014
- Attendance of 96.3% Autumn Term 2014
- 0% rates of exclusions
- Low rates of bullying concerns with 0% proven incidents of bullying
- 0% rates of homophobic and racist incidents

Whole School – Mean Percentages

C Graph



The ethos and daily life of the Academy is calm and orderly and pupils and staff believe in our vision and work towards high expectations. Pupils’ manners, conduct and punctuality demonstrate high expectations throughout the Academy. Established routines are consistently modeled by all adults across the Academy, making our high expectations clear. All staff actively encourage pupils to behave well through our structured reward and sanction process. Pupils and staff are respectful and maintain the high standards co-operatively. This leads to a very positive climate for learning.

Pupils respect and care for the grounds and building, which is evident through all the learning environments and their involvement in creating a Friendship Stop and quiet areas. Pupils continually demonstrate their commitment to the vision through their immaculate school uniforms. Pupils, starting from year 3, contribute to the culture and ethos of the Academy through their excellent manners and courteous conduct towards adults and visitors. The creative curriculum promotes collaborative working and individuals leading on their learning with the older pupils developing their speaking and presenting skills through lessons and applications to vital roles across the Academy such as Prefects, and Head Boy and Head Girl. Overwhelming feedback from parents indicates that their children feel safe and that they are happy to come to school, securing the judgement of outstanding. Parents are unreservedly positive about behaviour and safety. Ofsted June 2014 states ‘pupils behaviour outstanding well. They enjoy coming to the Academy and attendance is above average. They feel very safe and well cared for. They love taking on responsibility and are excellent ambassadors for the Academy’

Leadership and Management is Outstanding. The pursuit of excellence is evident through the relentless push for the highest levels of achievement.

The impact of leaders at all levels is demonstrated through outstanding achievement, outstanding teaching and outstanding behaviour. The ethos of high expectations impacting on pupils’ achievements and high ambition and a developmental culture for staff is consistently modelled by the Associate Principal, the Senior Leadership Team and middle leaders.

The Academy has an excellent track record of succession planning, talent spotting and growing its own leaders. Through appraisals, 1:1 meetings and professional development of staff is carefully matched to individuals. The Academy works together with strategic partners to support the initial training of teachers, offering a range of placements to University students on teacher training courses. Teachers are either selected or are asked to put themselves forward to be coaches or mentors to students, sharing best practice, resulting in 100% success rate for all students. As part of the Ambitions Teaching School this will expand the NQT programme to be run at the Academy which will include many schools from the area whom are contracted. This will follow the model run during the past 2 years and commenced in September 2014.

The Academy engages in school to school support through the CEO’s role as an NLE and the Director of Primary Education as a LLE and Associate Principal’s role as a SLE. Support that has already proved successful is that of rapid improvement of teaching and learning, developing skills of middle and senior leaders and the development of and interrogation of data systems. This also demonstrates a capacity for sustained improvements within the Academy.

The Associate Principal and other senior leaders, devise and lead training modules for NQTs across the Multi Academy Trust. The training is tailored to the needs of the NQTs with all NQTs being allocated an outstanding ‘buddy’ teacher. Success of induction years is demonstrated by the high number of staff who joined QPA as NQTs and whose teaching is outstanding.

The Associate Principal maintains and models a relentless focus on the needs of the children with a vision for everyone at the Academy to fulfill their potential. All aspects of improvements and development are driven by the impact on improving the life chances and experiences of the children, this is clearly communicated to the Academy community, including parents/carers, stakeholders and members of the Academy Advisory Committee (AAC).

The AAC is stringent in its support and challenge of the Academy in the pursuit of excellence through rigorous implementation of the Raising Achievement Plans. The Associate Principal regularly reports on the effectiveness and impact of the RAPs to the AAC and Committee Members meet senior and middle leaders to support and challenge their lead areas.

The quality of Governance is outstanding as evidenced by AAT Minutes and Ofsted June 2014. The AAC Challenge and Support Programme provides a high level of challenge and supports the strategic direction of the Academy. Through rigorous planning and monitoring Committee Members ensure the financial stability of the Academy.

The Associate Principal, who is led by the Director of Primary Education, and the AAC are held to account by the Directors of the Trust. They are stringent in challenging all areas of the Academy’s work. The Academy meets all financial and audit requirements, which lead to a secure and financially viable Academy offering effective deployment of staff and resources ensuring best value for money. Members of the AAC support and challenge the Academy through knowledge and expertise with a Value Added Tax Area Manager and an owner of a Health and Safety company. The Academy’s Business Team is supported, monitored and challenged through the Trust’s Directors of Finance (qualified Accountant) and Personnel drawing, on their expertise.

Accountability is at the core of all the work of the Academy, members of the AAC and Ambitions Academies Trust. A transparent accountability framework is used to drive performance and robustly hold senior leaders to account for all aspects of the Academy’s performance. Senior Leaders then hold staff to account for results, through the appraisal system impacting on pay progression. (Figure G)

Figure G. Anonymised performance management data (for 2010-2014)

	MPS	Threshold	UPS	Leadership	TLR / other
Staff Progression*	5 (5)	4 (5)	0	2 (2)	3 (3)
Quality of teaching**	100%	100	N/A	100%	100%

* Number of staff making progress along relevant pay spine or awarded additional responsibility points (figure in brackets indicates how many staff were eligible to be considered for progression)

** Percentage of such staff graded as good or outstanding for overall quality of teaching

The Appraisal System is stringent and highly robust and is used to develop, support and challenge the professional practice of all staff. Although there is consistently good and outstanding teaching throughout the Academy, there is a direct correlation between salary progression, teacher effectiveness and impact and meeting/exceeding targets and the Teaching Standards.

The creative curriculum provides extensive opportunities for pupils to promote their basic skills and use their new skills and knowledge from English and Maths lessons and consolidate them whilst learning about other topics. This is supported by the outstanding achievement data.

The International Primary Curriculum is used to enthuse, interest, excite and promote a love for learning and enquiry. Pupils are regularly submerged into real life experiences at the start of their topic, homework based projects to deepen and further their understanding and then celebrate and share their new learning at the end of their topics, with their parents through a range of showcase events. Ofsted June 2014 stated 'The Academy plans its timetable so that pupils learning an interesting range of topics as well as core skills, Reading Writing and Maths. Pupils also love the range of activities which the Academy provides outside the classroom. A high proportion of pupils take part in these activities'.

The Academy meets safeguarding requirements and follows stringent safeguarding procedures with members of the Senior Leadership Team and Pastoral Leader being designated child protection leads. All members of staff at the Academy undergo regular safeguarding training to ensure that their knowledge and practice is up to date.

The single central record is securely maintained with appropriate arrangements in place for recruitment. The safeguarding and recruitment procedures at QPA meet all statutory requirements.

Through the curriculum and assemblies the children are taught how to stay safe in regard to e-safety. This ensures that a culture of confident e-users remain safe whilst developing their IT skills. Activities to further enhance their understanding of e-safety are visits from the community Police Officers and officially produced material from Local Safeguarding Children Board and the Child Exploitation and Online Protection Centre.