

26<sup>th</sup> April 2010

Queensbridge Primary School  
Albion Drive  
London  
E8 4ET

## Summary

Queensbridge Primary is a vibrant, happy school where all children are supported to learn and to achieve to the best of their ability. The school is successful in fulfilling the statement in the behaviour policy, "At Queensbridge Primary we strive to provide a safe, welcoming centre of excellence with opportunity for all, where good communication, shared purpose and responsibility and effective use of resources contribute to the development of confident and respectful lifelong learners." The Leadership Team is committed to maintaining a fully inclusive ethos. Parents enjoy the many opportunities that enable them to be included in school life and their children's learning. Pupils are enthusiastic and confident learners. They respond positively to questions about their school. Staff, governors, parents and pupils are proud of their school and feel that they are part of a caring team. Pupils with a range of needs are fully included and are supported to ensure that they can engage in the many activities and opportunities provided.

The school has a purposeful working atmosphere, and a range of strategies are in place to ensure that children are motivated and enthusiastic about their learning. Pupils feel that they have a contribution to make and that they are valued for their personal qualities, skills and abilities. Effective systems are in place, staff are deployed and resources utilised to ensure that the needs of all pupils are met.

Children benefit from a commitment to developing the links between home and school. There is a strong desire to engage with the local and wider community and purposeful links have been established with local schools and organisations. Queensbridge is a lead school in Hackney for Speaking and Listening through Music and their Foundation Stage is designated as a Centre of Excellence in the local cluster of schools.

I am of the opinion that the school fully meets the standard required by the Inclusion Quality Mark. There are only minor areas requiring development and the school is aware of these. I recommend that the school be awarded the Mark and be reassessed in 3 years' time.

**Assessor: Linda Carr**

**Findings confirmed by Inclusion Quality Mark Ltd:**



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Joe McCann MBA NPQH  
Director of Inclusion Quality Mark

<b>Name of School:</b>	Queensbridge Primary School
<b>Headteacher:</b>	Ms Sarah Bailey
<b>Date of assessment:</b>	23 <sup>rd</sup> April 2010
<b>Final assessor/s:</b>	Linda Carr
<b>Successful:</b>	Yes

### **Context of the School and Sources of Data**

Queensbridge Primary School is a one-form entry school accommodated on a site which includes provision for the Local Authority Professional Development Centre. The management of a nearby Children’s Centre has recently been taken on by the school. There are 236 pupils on roll. Pupils come from many different backgrounds. Around 87% of families are from minority ethnic backgrounds and 53% of pupils speak English as an additional language. 54% of pupils receive free school meals. There are around 33% of pupils identified as having special educational needs and the school maintains a register of gifted and talented pupils. Twelve children have statements of special educational need and there are four statements pending.

### **Portfolio and Other Supporting Evidence**

Evidence was gathered from observations in the school, written evidence and policies, the School’s Self Evaluation form, the School Development Plan, SIP reports and the OFSTED report of May 2008. Interviews were undertaken with members of staff, children, parents, governors, and school partners and with the Headteacher and IQM coordinator.

### Element 1 - Pupil Progress

The school has high expectations of pupils and has secured significant improvement in pupil progress since the last assessment. A culture of encouraging and celebrating achievement ensures that pupils understand what they need to do to succeed and are committed to doing their best. Careful tracking enables staff to successfully identify needs and to implement strategies to support learning.

#### Strengths: -

- Efforts to support pupil progress are given a high priority.
- There are extremely effective systems for monitoring and tracking progress for all children. Differentiated provision address the various needs of pupils, and targets are set to ensure that teachers and pupils are aware of what needs to be achieved.
- Data is thoroughly analysed by staff in order that the success of any interventions is measured by pupil progress.
- Records of progress for children with Special Educational Needs are kept and progress is monitored. Effective support for children in the classroom, in intervention groups or one to one sessions is provided.
- Systems are in place to identify children's needs and to ensure that information is shared and support put in place.
- The Headteacher and staff have very high expectations for the children.
- More able children are supported through differentiation of the curriculum and through out of school provision.

#### Areas for development:-

- The school should continue to work to raise the attainment and aspiration of girls through its "Into University" project.

### **Element 2 - Pupil Attitude, Values & Personal Development**

The school community works together harmoniously and there are positive relationships between adults and pupils. Children respond well to efforts to motivate them to work hard and behave well. Behaviour around the school is good and pupils understand what is expected of them.

#### Strengths: -

- A strength of the school's provision is that staff work tirelessly to build the confidence of learners by celebrating and rewarding academic and other achievement, effort and positive behaviours. The reward system successfully motivates children to succeed.
- The Deputy has led a group of schools in the development of the "Dream" project where funding is used creatively to support pupils' development by providing a range of life experiences to those living in poverty.
- Pupils decide on the clubs and activities they would like to have. A wide range of clubs is available to the children to encourage them to feel confident and to develop their abilities and social skills.
- Behaviour around the school and in the playground is good. A system of restorative justice is embedded.
- Pupils responded positively to questions about how their feelings are considered and how behaviour issues are managed.
- Pupils feel that they are treated fairly and older pupils are given a range of responsibilities, which enable them to develop positive attitudes. For example there are eight prefects in Year 6 and a Young Leaders' programme is being developed.
- Pupils have extremely positive attitudes to their school and are keen to succeed.
- All children are able to participate in making decisions about their school through the School Council. The School Council has £400 each year to spend on playground games.

#### Areas for development: -

- There are plans to continue to develop children's understanding of their rights and responsibilities.

### Element 3 - Leadership & Management

The Head and Deputy provide extremely strong leadership to the school. Members of the Senior Leadership Team take on their responsibilities enthusiastically and effectively. The staff work well together as a team and are maintaining a harmonious and well managed community.

#### Strengths: -

- The school is a centre of excellence and the Headteacher provides support to other schools. Ofsted (2008) stated, “The Headteacher’s dynamic leadership inspires and unites the whole school community and generates a real excitement about learning”.
- The comprehensive School Development Plan is developed in consultation with all in the school community.
- Inclusion is at the heart of the school’s ethos and all are committed to ensuring that everyone is supported to achieve their best.
- The school has a range of policies and plans demonstrating that inclusion is considered in all aspects of school life.
- There is a firm commitment to ensuring that all pupils feel included and are able to access all aspects of the curriculum.
- Staff feel that they are fully supported in developing their effectiveness and in planning their future professional development.

#### Areas for development: -

- There are no significant areas for development.

### Element 4 - Staffing System & Organisation

The school is well organised with sustainable systems in place. Staff are effectively deployed to ensure that all procedures and processes support the smooth running of the school and effective provision for pupils.

#### Strengths: -

- Staff are offered good support and are made to feel that they are valued members of the team. Extremely effective systems are in place to maintain the shared ethos and high quality provision.
- The school supports the development of all staff. The outcomes of performance reviews identify development needs. All have access to a wide range of development opportunities.
- New staff are well supported and are kept well informed.
- Detailed Job Descriptions ensure that staff understand their responsibilities and expectations. The school's ethos is clear.
- The organisation and staffing of the school ensures that the focus remains on the support of pupil progress.
- A Speech and Language therapist is employed by the school to ensure that all children who need it get appropriate support.
- Support staff are effectively deployed to support children with Special Educational Needs as well as other groups of children who may need intervention strategies.

#### Areas for development: -

- There are no significant areas for development.

### Element 5 - The Learning Environment

The school has developed an extremely attractive environment. The outdoor areas have been developed to provide appropriate play and learning spaces and plans are in place to undertake further improvements. Indoor classrooms are well organised and well resourced to ensure that they support effective learning.

#### Strengths: -

- The school provides an attractive, welcoming environment.
- Developments of the accommodation have been made to ensure that it is suitable for learning.
- Displays are attractive and photographs and examples of work ensure that children feel that they and their work are valued.
- The environment has been developed with consideration of the needs of the pupils.
- The grounds have been developed to offer play equipment and learning areas.
- The organisation of classrooms and groups of learners is conducive to Inclusive provision.
- The Chair of Governors has reviewed the security of the school in light of the temporary accommodation within the building of a local primary school whose building was destroyed by fire.

#### Areas for development: -

- There are no significant areas for development.

### Element 6 - Teaching & Learning

Effective teaching and learning is a key feature of the school's work. Pupils are highly motivated and enthusiastic. Staff are committed to maintaining high standards and to developing their own expertise. The curriculum is being developed to use topics in a cross-curricular approach. The whole school is learning Makaton signing to support learners.

#### Strengths: -

- The curriculum is planned to ensure that careful consideration is given to meeting the needs of all learners.
- A great emphasis on the quality of teaching has led to a teacher in her second year being judged as the outstanding teacher of the year by the Hackney Trust and the Early Years coordinator is a lead teacher in the borough.
- Children know what is expected of them, and they can explain what they are learning and what they need to do to improve.
- A good level of in classroom support is offered to ensure that children are helped to reach their potential. A range of intervention programmes is provided.
- Clubs and activities are designed to enrich the curriculum.
- Regular trips and visitors are organised to support learning.
- Gifted and Talented pupils are supported in class as well as being offered out of school opportunities.
- Teaching Assistants have been trained to give pupils high quality feedback on their work.
- The children spend one week in Kench Hill, Kent every year on school journey looking at and living in a contrasting locality.
- A citizenship awareness in classes from reception up to Y6 has been developed through the Rights Respecting Schools Agenda (UNICEF).

#### Areas for development: -

- There are no significant areas for development.

### Element 7 - Resources & ICT

The school is extremely well resourced. Creative use is made of resources and as a result there is good provision for learners. The school has an ICT suite and pupils have access to computers in classrooms.

#### Strengths: -

- The provision of resources throughout the school is good and flexible use of these resources ensures that needs of individual learners can be met.
- Staff are effectively deployed to ensure that children enjoy a wide range of activities.
- Each classroom has an Interactive Whiteboard and computers.
- The school has a wide range of books in the library areas and around the school.

#### Areas for development: -

- The school could usefully develop a learning platform to support pupils' learning.

### Element 8 - Parents & Carers

Parents are very appreciative of the school's commitment to including them in the life of the school. The school is very welcoming and has developed an effective partnership with Parents and Carers. Staff are dedicated to ensuring that they support parents and carers in supporting their children's progress. The regular newsletters and text messages ensure that parents and carers are well informed.

#### Strengths: -

- There is a strong feeling amongst Parents and Carers that they are welcome to contribute to and be fully involved in school life. They greatly appreciated their opportunities to contribute to International Week.
- The school has an open, welcoming ethos and has worked hard to make parents feel welcome and comfortable to speak to school staff.
- Parents are kept well informed and they appreciate the texting service provided.
- Parents are offered workshops; open sessions and information sessions enable them to support their children.
- Parents feel that they are welcomed into school when their children first start.
- Daily opportunities are provided for parents to be informed of their children's progress and to discuss their needs. This results in excellent responses to developing needs.
- Parents of children with Special Educational Needs feel that the school is extremely supportive and effective and they appreciate the excellent communication that results in them having complete confidence in the school's commitment and ability to meet the needs of their children.

#### Areas for development: -

- Work should continue to involve a wider range of parents in their children's learning.
- Ways of communicating effectively with Parents and Carers whose first language is not English should continue to be developed.

### Element 9 - Governors, External Partners & Local Authority

Governors are fully involved in the life of the school. They contribute to the school's vision and ethos and are committed to supporting the school's development. The school works in partnership with other local schools and the Headteacher takes a leading role in supporting schools in "hard to shift" categories.

#### Strengths: -

- The school has an Olympic link Governor who attends Borough wide meetings designed to ensure that children can be involved in opportunities available linked with the Olympic games in 2012. This has resulted in pupils taking part in visits to the Olympic site and in the "Personal Best" sporting programme.
- The school liaises very effectively with other schools within the Local Authority. The Headteacher works with colleagues to support their school's development.
- The school is fully involved in the Extended Schools' Cluster.
- The school has positive links with the local secondary schools. Staff and parents participated in a show at Bridge Academy.
- Governors feel that they are very well informed. Subject Leaders give presentations to ensure that they are kept up to date.
- They are fully committed to inclusion and are committed to supporting the takeover of Mapledene Children's Centre in order to develop quality provision for all children.
- The school works very effectively with multi-disciplinary agencies to ensure that effective support is provided for children and families.
- Volunteers from a city bank support children in reading.

#### Areas for development: -

- The plans to further involve Governors in the School Development Planning process should be implemented.

### Element 10 - The Community

The school has developed links with community groups and organisations. They are an integral part of the local and wider community. There are developing links with schools in Denmark and Japan and continue their links with a school in Arizona.

#### Strengths: -

- Children regularly visit local resources such as the Mosque in Stoke Newington.
- The local Rabbi and other faith leaders lead assemblies.
- The school participates in activities arranged by the local organisations.
- A coach from a local tennis club works with pupils.
- The school has links with the London Symphony Orchestra.
- The school has made pen pal links with Japan to a 6 year old and a 9 year old class and continues to communicate with 8-11 year olds in Arizona by email.

#### Areas for development: -

- The links with schools overseas should be further developed through the use of ICT.

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