

# Inspection of Queensbridge Primary School

Queensbridge Road, Haggerston, Hackney, London E8 4ET

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Inspection dates: 13 and 14 December 2023 and 29 January 2024

<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Early years provision	<b>Outstanding</b>
Previous inspection grade	Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since July 2011.

## **What is it like to attend this school?**

Pupils are happy and safe at this inclusive primary school. Staff encourage pupils to understand and appreciate each other's views, and to value the diversity of the school's community. Pupils understand how the school expects them to behave. They are polite and well-mannered. Older pupils act as role models for younger children. Staff manage behaviour with sensitivity and care.

Bullying is rare. Adults act quickly to stop it, when it happens. They help pupils to resolve any issues between them.

The school has high expectations for pupils' learning, and pupils achieve highly across the curriculum. Pupils have many excellent opportunities to learn, including those which go beyond the academic curriculum. For example, pupils devised and performed an opera, designing and making the props themselves in art lessons. Pupils with special educational needs and/or disabilities (SEND) receive skilled support. This is effective in helping their learning and their wider development.

Pupils have many opportunities to take on leadership roles, which are open to all. For example, pupils stood for election to be Spanish ambassadors. The successful candidates made a short Spanish-language film for their partner school in Peru.

## **What does the school do well and what does it need to do better?**

The school has developed an ambitious curriculum. Each subject clearly sets out and sequences the important knowledge for pupils to learn. Rigorous curriculum thinking helps pupils to develop their understanding in a subject exceptionally well. For example, they learn in depth the specific knowledge and skills that they need to carry out fieldwork in geography or conduct experiments in science. The curriculum is coherently planned. Pupils' learning is connected meaningfully across different subjects. For example, pupils created animation projects in computing to explain what they had learned in history about Egyptian mummies.

The curriculum ensures that pupils deepen their understanding over time. In mathematics, children in the early years use physical resources which help them see the different ways of combining numbers to make five. Older pupils build on this secure understanding of number with a focus on learning addition facts off by heart through regular practice. Teachers routinely check that pupils securely understand each step of their learning. Teaching is adapted to address any misunderstandings before moving on. As a result, the oldest pupils in the school can confidently tackle more complex mathematical problems which involve several steps. The way in which children learn in early years is also very carefully considered. Children's understanding is developed and revisited in real-life contexts. For example, children enjoy learning about number by exploring what they see around them, such as numbers on clock faces or on buses. Staff skilfully reinforce children's learning further through well-selected rhymes, singing and counting games.

Curriculum thinking has a strong focus on vocabulary, enabling pupils to talk about their learning in depth. For example, in science, pupils discuss their observations and use what they already know to explain their thinking. Pupils remembered what they had learned about air resistance as they discussed which shape of boat would move through the water best, with the least drag.

Reading has been prioritised across the whole school. Leaders have made sure that all staff receive regular training in the school's chosen phonics programme. Older pupils read widely and develop their comprehension and interest in books. During story times across the school, pupils are gripped by the twists and turns of plotlines as teachers bring well-chosen books to life. In phonics lessons, pupils listen very attentively to adults. They benefit from plenty of time to practise saying the sounds that letters make. Adults check pupils' understanding routinely and leaders are equally rigorous in making sure that pupils are keeping up with the expectations of the phonics programme. When needed, supporting pupils to catch up with their peers is carried out with urgency. The books that pupils read consistently match their knowledge and understanding of phonics. Adults who read with them expertly guide pupils to use their knowledge to decode unknown words.

In early years, adults provide a warm, caring and secure environment for children. They help children to understand and follow routines. Children are taught to recognise different emotions. They learn about being friendly, sharing and helping each other. As a result, they behave exceptionally well. Adults consistently model how to use language accurately. They also expertly ask children in order to develop their thinking and use of language.

The school makes effective provision for pupils with SEND. In the additionally resourced provision for pupils with autism, pupils' needs are carefully identified. Expert support is well targeted. Parents appreciate the wider support, including regular coffee mornings, which the school offers. Across the school, there has been a recent and significant increase in the number of pupils with SEND. Their needs are identified promptly so that appropriate support is in place, enabling them to access the same curriculum as their peers. As a result of this work, pupils with SEND achieve well.

The school's work to promote pupils' personal development is exemplary. The programme for personal, social and health education is well planned. Pupils are taught about how to promote their well-being and look after their mental health in physical education lessons and yoga sessions. Some pupils train to become peer mediators, helping others to sort out disagreements. Special events help to promote the school's inclusive culture. Pupils are taught about issues such as equality and diversity. They have many opportunities to debate and discuss important issues.

Pupils attend very well. Staff put appropriate support in place quickly to improve attendance, where necessary. Leaders provide effective professional development for staff, including teachers in the early stages of their careers.

## Safeguarding

The arrangements for safeguarding are effective.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	100235
<b>Local authority</b>	Hackney
<b>Inspection number</b>	10267938
<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	434
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Noelia Rufete-Gil and Helen Jerrold (Co-chairs)
<b>Headteacher</b>	Sarah Bailey
<b>Website</b>	<a href="http://www.queensbridge.hackney.sch.uk">www.queensbridge.hackney.sch.uk</a>
<b>Date of previous inspection</b>	5 and 6 July 2011, under section 5 of the Education Act 2005.

## Information about this school

- Queensbridge Primary School is larger than the average primary school.
- The school has a specialist resource provision for pupils with autism.
- The school does not make use of any alternative provision.
- The school runs a breakfast club and an after-school club.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- The school was initially inspected on 13 and 14 December 2023. On 29 January 2024, two of His Majesty’s Inspectors returned to the school to gather further evidence on aspects of the quality of education and leadership and management. The evidence gathered from all three days was used to inform the final judgements.
- Inspectors met with senior leaders, a selection of subject leaders, teachers and the safeguarding and attendance leads.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, computing, science and geography. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of their work.
- Inspectors also considered the curriculum in some other subjects.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils’ interests first.
- The lead inspector met with three representatives from the governing body, including the chair.
- The lead inspector also met with school improvement partners from the local authority.
- Inspectors considered the views of pupils, parents and staff through discussions and looking at information collected from Ofsted’s online surveys.

## Inspection team

Julian Grenier, lead inspector	His Majesty’s Inspector
Sukwinder Samra	Ofsted Inspector
Emma O’Connor	Ofsted Inspector
Annabel Davies	His Majesty’s Inspector
Aliki Constantopoulou	His Majesty’s Inspector
Nick Turvey	His Majesty’s Inspector

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