

Inspection of Queen's Drive Primary School

Black Bull Lane, Fulwood, Preston, Lancashire PR2 3LA

Inspection dates: 26 and 27 November 2024

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Outstanding

What is it like to attend this school?

This is a happy and welcoming school. Pupils enjoy coming to school each day and attend regularly. Pupils feel safe because of the warm, positive relationships between pupils and staff. One parent, typifying the views of many, told inspectors that their child 'has flourished' since going to school. Inspectors agree.

The school inspires pupils to 'dream', 'believe' and 'achieve' in their learning. This encourages pupils to be ambitious. The school ensures that staff have high aspirations and expectations of pupils' learning. Pupils live up to these and most achieve well.

Pupils behave well. They are polite and well mannered. Pupils are taught how to recognise and manage their own emotions, which helps them to behave well. As a result, lessons are calm and purposeful.

Pupils are proud of their school. They enjoy taking advantage of the range of opportunities that are on offer to deepen their learning. They develop their leadership skills as sports leaders, school councillors and subject ambassadors. These roles ensure that pupils make a real difference to the school. For example, school councillors raise money so that they can buy books for pupils to enjoy from the playtime library.

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

In the main, the school has thought carefully about how to organise pupils' learning from the beginning of the early years to the end of Year 6. It has designed an ambitious curriculum that meets pupils' needs and interests. In most subjects, the school has organised the curriculum so that pupils' learning builds securely over time. Staff are clear about what they want pupils to know and remember. Pupils have regular opportunities to revisit prior learning. Consequently, pupils achieve well in these subjects.

In a few subjects and areas of learning in the early years, the school has not identified the important knowledge that pupils should learn and when this will be taught. This means that staff are less certain about what to teach. This limits pupils' learning in these subjects and areas of learning.

Overall, the school has ensured that teachers are well supported. This means that they have the appropriate subject knowledge to deliver the curriculum effectively. They use this knowledge to deliver content to pupils with clarity. Teachers select interesting resources to engage pupils. They check what pupils remember and use this information to understand how well pupils are learning. For the most part, pupils can recall prior and current learning in most subjects.

In some subjects, the school gathers a range of information to check how well the curriculum supports pupils' learning. This provides the school with a clear understanding of how well pupils are increasing their knowledge over time. However, in other subjects, this process is less well developed. This prevents the school from fully understanding the impact of the curriculum on pupils' learning.

The curriculum supports pupils' additional needs well, including pupils with special educational needs and/or disabilities (SEND). This ensures that these pupils develop the essential skills that they need to access the same learning activities as their peers. Staff work hard to identify the individual needs of these pupils. They make effective adaptations that enable pupils with SEND to achieve well.

Reading is central to the school's curriculum. The school has ensured that there is a variety of high-quality texts that enhance the wider curriculum. Pupils enjoy choosing inspiring and interesting texts from the school's libraries and book areas. A focus on reading is evident in every corner of the school.

In the early years, children benefit from plentiful stories and songs. Children begin learning to read as soon as they start school. Staff plan progressive early reading lessons using the school's phonics programme. They receive regular training in the teaching of phonics. Staff check that pupils are on track with their reading. If pupils fall behind, they receive effective support to help them to catch up quickly.

Pupils play together happily at breaktimes. Older pupils regularly act as strong role models helping younger children. The school has a strong focus on supporting positive attendance.

The provision to promote pupils' personal development is a strength of the school. There is a well-planned and age-appropriate personal, social and health education programme. Pupils have a strong respect for, and appreciation of, different faiths and cultures. For example, pupils regularly visit and learn about local places of worship. Pupils benefit from a broad range of experiences beyond their classrooms. For example, the school gives pupils the opportunity to support a range of charities. These experiences help pupils to develop a strong moral compass and develop their eagerness to be future citizens of the world.

The school is well led. Leaders, including governors, know the school well. Governors support and challenge the work of leaders in their drive for continuous improvement. Staff are proud to work at the school. They appreciate the opportunities that they have to develop professionally and the efforts that the school makes to manage their workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, and areas of learning in the early years, the school has not made clear the precise knowledge that pupils should learn and when this should happen. At

times, this prevents some pupils from developing a deep and thorough understanding of the things that they have been taught. The school should refine its curriculum thinking in these subjects and areas of learning so that staff are clear about the precise knowledge that pupils should know and remember.

- In some subjects, the school's work to check on the impact of the curriculum is at an early stage. As a result, the school does not have a clear enough understanding of how well the curriculum is helping pupils to know and remember more. The school should ensure that in these subjects, it gains a stronger oversight of the curriculum so that it can make any necessary amendments to ensure that pupils build their knowledge securely over time.

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

Unique reference number	119292
Local authority	Lancashire
Inspection number	10348152
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	437
Appropriate authority	The governing body
Chair of governing body	Ailsa McCondichie
Headteacher	Nicola Gomersall
Website	www.queensdriveschool.co.uk
Date of previous inspection	10 and 11 December 2013, under section 5 of the Education Act 2005

Information about this school

- The headteacher was appointed in September 2022.
- The school provides a breakfast- and after-school club.
- The school does not use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and other school leaders. They also spoke with a range of staff.
- The lead inspector met with six governors, including the chair of the governing body. He also spoke with representatives of the local authority and the school adviser.
- Inspectors met with parents and carers at the start of the school day. They also considered the responses to Ofsted Parent View, including the free-text comments. Inspectors spoke with staff and pupils about their learning and experiences in school as well as considering their responses to Ofsted's online surveys for staff and for pupils.
- 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.
- Inspectors observed pupils' behaviour at breaktimes, during lessons and around school.
- Inspectors carried out deep dives in early reading, mathematics, science, music and history. They met with subject leaders and teachers and visited a sample of lessons. Inspectors spoke with pupils about their learning in these subjects. They also looked at examples of pupils' work.
- Inspectors observed some pupils from Years 1 to 3 read to a familiar adult.

Inspection team

James Blackwell, lead inspector	Ofsted Inspector
Kathryn Pym	Ofsted Inspector
Alex Keane	Ofsted Inspector

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