

Inspection of Queensbridge School

Queensbridge Road, Moseley, Birmingham, West Midlands B13 8QB

Inspection dates: 17 and 18 October 2023

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| Overall effectiveness | Good |
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| The quality of education | Good |
| Behaviour and attitudes | Good |
| Personal development | Good |
| Leadership and management | Good |
| Previous inspection grade | Outstanding |

This school was last inspected under section 5 of the Education Act 2005 10 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time. From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between graded inspections under section 5 of the Act. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last graded inspection.

What is it like to attend this school?

Pupils are proud to attend Queensbridge. They value the quality of learning they experience and how well they are supported when making their post-16 choices. They appreciate the school's inclusive culture and celebration of diversity.

Pupils know that the school has high expectations of them, personally and academically. Behaviour in lessons is very good. Pupils work hard in lessons because they want to do well. Most achieve impressive outcomes.

Pupils know that the core value of respect is especially important within their diverse community. Almost all pupils show respect and dignity towards each other. However, a small number of pupils do not; their less than positive attitudes mean that some pupils do not feel valued for who they are.

The school provides many opportunities that support pupils' personal development. Pupils appreciate how there are now more ways in which they can speak up and contribute to school improvement. They value the breadth of the clubs and activities available to them after school. These include many sporting and performing arts options, as well as photography and chess. Many are involved in the Duke of Edinburgh Award scheme.

Parents and carers speak highly of the rounded education their children receive at Queensbridge.

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

Over the last year, there have been significant changes to leadership at Queensbridge. Leaders have evaluated accurately the school's performance and implemented several changes to aspects of the school's work. Leaders' new initiatives are helping to strengthen the school's provision for pupils. Some of these initiatives are in the early stages of development.

Most pupils achieve very strong outcomes at the end of key stage 4. The school has recently put in place more effective ways of checking on pupils' progress in key stage 3. The number of pupils who complete the full suite of subjects which form the English Baccalaureate is slowly rising.

The school prides itself on the breadth of the curriculum on offer to all pupils. This includes a focus on creative subjects, including dance and drama. However, the school's allocation of time to study different subjects means that some subjects are prioritised at the expense of others. Consequently, pupils' depth of learning in some subjects is not as strong as in others.

Curriculum content is well sequenced. Recent changes to the organisation of the curriculum in some subjects, including French and science, are helping pupils build their learning better over time. Teachers use their strong subject knowledge to help

pupils understand new content. There are regular checks of pupils' learning and teachers address any gaps or misconceptions promptly. Pupils appreciate the consistency of learning strategies used across different subjects, for example, the use of their green pens to check and improve their work.

Pupils enjoy reading. Excellent use is made of the vibrant school library. The school ensures appropriate support for those pupils who are not yet secure readers. Leaders are working on how they can develop reading across the curriculum. The school is currently strengthening its approach to support the small number of weak readers to enable them to make more rapid progress.

The school's inclusive approach means that pupils with special educational needs and/or disabilities (SEND) are very well supported. Their needs are expertly identified, and appropriate targets are set. Staff are clear on the strategies that will best support each pupil; they use these well in lessons. This helps pupils with SEND to achieve strong outcomes.

The school recently made changes to its work to promote good behaviour. This means expectations and processes are now clearer for both staff and pupils. Pupils who have experienced consequences for their behaviour say that the systems are fair. The school makes careful use of more serious consequences and does what it can to find ways to help pupils get it right in the future.

Through the 'toolkit for life', 'SPARK' tutor programme and assemblies, pupils learn about many important topics that help to set them up for current and future success and well-being. They also gain a better understanding of the world they live in. For example, pupils learned about the conflict in the Middle East through a sensitively handled assembly. The school's work on careers is excellent and prepares pupils very well for making informed choices about their futures.

Governors have a clear vision for the school. They provide supportive challenge to leaders and check that the school's responsibilities are being met. Staff talk about how recent changes have had a positive impact on 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)

- The school's organisation of the curriculum means that not all subjects are studied to an equivalent depth. As a result, pupils do not acquire the same depth of knowledge across the curriculum. Not all pupils are able to select the subjects they want to study beyond key stage 3. The school should ensure that its curriculum design supports a good depth of learning for pupils in all subjects, as

well as ensuring that pupils can continue with the range of subjects they need for future success.

- A minority of pupils have not bought into the school's culture of respect for each other's differences. These pupils are not as considerate as they should be. Their attitudes and language mean that some pupils do not feel fully valued or respected. The school should ensure that all pupils' behaviour reflects the school's values and ambition to be truly inclusive.

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

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| Unique reference number | 103497 |
| Local authority | Birmingham |
| Inspection number | 10290528 |
| Type of school | Secondary comprehensive |
| School category | Foundation |
| Age range of pupils | 11 to 16 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 910 |
| Appropriate authority | The governing body |
| Chair of governing body | Jo Klaces |
| Headteacher | Harpinder Singh |
| Website | www.queensbridge.bham.sch.uk |
| Date of previous inspection | 28 February 2013 |

Information about this school

- The headteacher took up post in September 2022.
- The school makes use of two registered alternative providers for a small number of pupils.
- The school provides before- and after-school care on site.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

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. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- To evaluate the effectiveness of safeguarding, the 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 inspectors met with the headteacher, other school leaders, governors and a representative from the local authority.
- The inspectors carried out deep dives in English, science, art and design, religious education and modern foreign languages. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at pupils' work. Inspectors also visited lessons in other subjects to check how the curriculum is implemented.
- The inspectors considered the responses to Ofsted's staff and pupil surveys. They considered the responses to Ofsted Parent View, including comments submitted via the free-text facility.

Inspection team

| | |
|------------------------------|-------------------------|
| Nicola Beech, lead inspector | His Majesty's Inspector |
| Huw Bishop | Ofsted Inspector |
| Richard Wakefield | His Majesty's Inspector |
| Mike Onyon | Ofsted Inspector |

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

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