

Queen's Crescent Primary School

Inspection report

Unique Reference Number	126294
Local Authority	Wiltshire
Inspection number	360040
Inspection dates	9–10 February 2011
Reporting inspector	David Collard

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	342
Appropriate authority	The governing body
Chair	Derek Underhill
Headteacher	Julia Hawkins
Date of previous school inspection	5 June 2008
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Introduction

This inspection was carried out by three additional inspectors. They visited 21 lessons taught by 14 teachers. Meetings were held with various members of staff, groups of pupils and members of the governing body. Informal discussions were held with parents and carers. The inspection team observed the school's work, and looked at a range of documentation including assessment data, policies and planning. In total, 98 parental questionnaires, 97 pupil questionnaires and 23 staff questionnaires were analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The apparent discrepancy between the school's self-evaluation grade and that implied by national data regarding the overall progress made by pupils. In particular, the inspection looked at whether boys, potentially higher attaining pupils and those in Key Stage 1 all make good levels of progress.
- The apparent variability in attainment and whether pupils are making continuously good progress through each year group.
- The capacity of the school to improve further since the appointment of a new headteacher.

Information about the school

This is a larger-than-average and over-subscribed school that serves its local community. The proportion of pupils having special educational needs and/or disabilities is below that seen nationally. These needs mostly relate to language and communication difficulties, although there are a few pupils with physical difficulties. The proportion of pupils with a statement of educational needs is slightly below average. Almost all pupils are from White British backgrounds, although a few pupils come to the school speaking little or no English. The proportion of pupils known to be eligible for free school meals is below average.

Following the retirement of the previous headteacher in December 2010, the deputy headteacher became the acting headteacher. She was appointed to the substantive post on the first day of the inspection.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

1

The school's capacity for sustained improvement

1

Main findings

This is an outstanding school where pupils achieve well and have highly developed personal skills. There has been a seamless transition to the new leadership due to excellent succession planning. This has ensured that the school's provision, as well as the pupils' outcomes, continues to improve. There is a highly realistic understanding of what makes this school successful and the things that will make it even better. This is very securely based on ensuring that all pupils have the right opportunities that will prepare them for later life. Consequently, the extremely wide range of activities, good teaching and the high level of ability of staff to develop pupils' independence and thirst for learning are clearly evident throughout the school. The responses to the questionnaires from parents, staff and pupils are almost unanimous in their agreement.

The pupils are delightful. They go about their work enthusiastically, try and help one another, and are always polite and courteous to visitors. Behaviour is exemplary. They are a credit to the school, their parents and carers. Thorough support and provision for these young children mean they receive a good balance between child-led and teacher-initiated activities in the Early Years Foundation Stage, although because of restrictions of the building, the flow between the inside and outside areas is not all it needs to be. By Year 6, pupils have made good academic progress and achieve well in national tests in English and mathematics. Just as importantly, they have well-advanced skills in a wide range of other subjects such as information and communication technology (ICT), art, music and the humanities. They have a very extensive understanding of their own community as well as the world around them and different cultures. For example, pupils are very keen to make a connection with a school in Africa and, after studying the country and its people, are eagerly waiting to hear all about it from the visitors coming to the school. These extensions to the excellent everyday curriculum give them a whole array of real and relevant learning opportunities and an appreciation of the rich diversity of the world. Much of this solid foundation has been built up over a number of years through well-established processes and the extensive sharing of expertise across all members of staff.

The school has developed, over time, extremely secure support and guidance for its pupils. Vulnerable pupils are carefully monitored and outside agencies used appropriately. Teaching is of good quality with a number of outstanding lessons seen, some from relatively inexperienced teachers. This is due to the rigorous, but supportive, monitoring and modelling of good practice which have raised the abilities of all staff.

The new headteacher, since her appointment as acting headteacher, has continued the process of improvement and has extended the high-quality self-evaluation process. Her own expertise is greatly valued by staff and, with the support of other highly knowledgeable and able leaders, she has built on the successes that had been achieved. For example, a relative dip in the proportion of pupils reaching level 5 in national test

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results last year has been followed up with one-to-one support and other forms of group work to ensure any potential underachievement is being stemmed. In the main, this has been successful, although the school improvement plan rightly identifies the need to raise the proportion of higher-attaining pupils reaching their potential. Nevertheless, the high-quality work around the school, pupils' excellent understanding of the importance of healthy lifestyles and feeling safe and the excellent curriculum all point to a school with an outstanding capacity to continue to move forward and further enhance its very good reputation.

What does the school need to do to improve further?

- Improve the proportion of pupils attaining higher levels in English and mathematics by:
 - ensuring that analysis of data includes an evaluation of the progress of different ages and then work is set that is suitably challenging, particularly for those pupils who have the potential to reach the higher levels but have not managed to achieve it.
- Provide better opportunities within the Reception classes for children to use the outside area when they want to and in ways that enhance their learning.

Outcomes for individuals and groups of pupils

1

Children start with skills broadly in line with the expectations for their ages, although they experience some difficulties in communication and language. All pupils, including those with special educational needs and/or disabilities, make good progress throughout the school and achieve well. Their skills improve steadily in reading, writing and mathematics as well in other subjects. By Year 2 there is a history of at least above average results in national tests and in some years results are very high. Similarly, as a result of the consistently good progress made in Years 3 to 6, attainment continues to rise to above average. In last year's tests, results were well above average, although the school recognises that more pupils were capable of reaching the higher Level 5. Evidence from pupils presently in the school confirms this pattern is generally continuing and that the school has reacted well to the needs to improve the proportion achieving higher levels and to ironing out any differences between boys and girls and pupils of different ages. For example, in one Year 6 mathematics lesson, pupils confidently talked about problem solving and used previously-acquired knowledge to make accurate predictions. In another lesson, pupils made good progress, especially the boys, by writing instructions for their 'Pirate Punch'. This also provided good evidence for the pupils' excellent understanding of healthy lifestyles through their insistence on the use of fruit salad to make their punch. A key feature of the pupils' learning is the way pupils respond so positively to any independent activities. For example, in an ICT lesson in both Year 1 and Year 2, pupils maturely and confidently set about logging on and finding their art drawings and then settled down and concentrated on what they were doing for long periods of time. The school's nationally recognised ICT mark is well deserved.

Personal development is exemplary. Pupils have extremely positive attitudes towards their learning and take advantage of all the opportunities offered to them. They relish taking responsibility, such as through the 'play leader' programme in which pupils, prior to their

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appointment, are instructed carefully in how to teach others to play safely. The school council not only takes responsibility within the school but, more widely, meets with other schools and the local council through the school parliament. The members have been instrumental in making changes to their local community. These types of experiences, across a wide range of ages and abilities, ensure that pupils are fully prepared for both their future education and later life.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	1
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	1

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

The consistently good teaching, a significant proportion of which is outstanding, is the reason why pupils make the progress they do. There are a number of common strengths such as in the planning for different abilities, the quality of support offered to different groups and the high-quality questioning that takes place in lessons. In addition, lessons are structured to make learning as interesting and as fun as possible and work is conscientiously marked and evaluated to see what has been achieved. Pupils are clear about their next steps through comprehensive targets set in conjunction with the teacher.

Some extremely memorable experiences were had during a recent topic on the Second World War. Pupils, acting as evacuees, recalled their parents and carers waving them goodbye and, on their return, how they had to hide under the tables when the air raid siren went off. One pupil added enthusiastically, 'Somebody bumped their head as they hurried under the table and that must have been just how it was like.' These curricular

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adventures are fully planned to give pupils realism in their studies and a reason for learning more. In addition, teachers are careful to ensure subject specific skills are learnt. For example, topics are combined to raise mathematical concepts and to enhance pupils' ability in writing, such as through a China project using the story of the willow pattern plate. Extremely high-quality artwork bears witness to the Artsmark Gold status the school has achieved. Not only are day-to-day experiences of such high quality but the school offers an extensive range of extras such as clubs, performance, drama and sport. The take up from pupils is high. On just a few occasions teaching is satisfactory rather than good, this is due to less challenge within the lesson or when it is not tailored well enough to all the different ranges of ability.

The care, guidance and support for pupils successfully take a very high priority among all staff. Pupils with physical difficulties are fully supported and, as one parent said, 'I could not wish for more. My daughter has flourished here.' Teachers know their pupils well and, along with good support from teaching assistants, make every effort to ensure they receive the best levels of guidance. The small number of pupils who start school with little English quickly become confident in their ability to talk with their friends and to produce different forms of writing.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The exceptionally clear vision governing the school's ethos and pursuit of priorities has not come about accidentally but has been built steadily over a number of years. It is successfully based on wanting to ensure both staff and pupils do their best. Pupils are fully encouraged to achieve both academically and socially by being provided with an invigorating and creative learning environment. Without doubt, equality of opportunity has a very high priority and there is no evidence of any form of discrimination. One of the key features that has enabled the school to achieve this is through the way that all staff, but particularly those with less experience, are nurtured, trained and developed in their teaching roles. This is evident in the number of good or outstanding lessons. It is also confirmed by a number of comments from teachers, following good and outstanding lessons, in which it was said that the exemplary teaching skills were directly attributable to the excellent support they had received since starting at the school. The senior and middle leadership team provides a strong and highly effective steer to the school improvement plan based on high levels of evaluation and analysis. This, along with excellent support from members of the governing body, means the school plans ahead, anticipating new developments, rather than merely reacting to sudden change. For example, the excellent safeguarding arrangements became part of the succession planning for the new

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headteacher. This ensured that all staff were completely aware of changes to child protection personnel and had been trained well ahead of time.

The school has considerably improved its processes for developing the now excellent community cohesion. The governing body's audit lays out succinctly how this was to be achieved and the impact on pupils is exceptionally clear. Pupils have a strong commitment to their local community with a number of high profile successes. They enjoy meeting up with other pupils from different areas nationally and already have a good idea of daily life in the area of a school in The Gambia with which the school is to become a partner.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Children settle quickly into the school day, playing happily with the friends they make in a calm and friendly atmosphere. All groups of children make good progress in their learning and development so that by the time they leave Reception they are working at least at the age-appropriate levels. Children with any difficulties are well supported, such as when a teaching assistant sensitively guided a child to explore sand and texture to develop hand-eye coordination. Children make especially good progress in their personal, social and emotional development due to the way that staff ensure they are able to take responsibility and work independently, such as during the self-registration, 'free flow' or 'tidy up time'. Healthy lifestyles are encouraged through the availability of fruit and snacks at playtime and by washing hands before lunch.

Early years planning is designed to take account of individual children's needs but also to develop their interests. For example, in the role play activities, children's own views about what they want to do are built in which gives the children a feeling that they are involved. In addition, parents' and carers' feedback is also taken into account as part of the process. Leaders have a good knowledge of the early years guidance and use this alongside

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excellent knowledge of family circumstances to ensure an interesting, relevant and well-resourced environment. Adults are deployed well and during the day there is sensible and clear organisation that constantly challenges the children's learning, while at the same time providing a balance between teacher-led and child-initiated activities. The good leadership is rightly aware that, because of the restrictions of the building, the lack of free flow between the inside and outside areas does not allow children to make their own choices about which area to use or to go outside whenever they want to.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

There was a broadly average return of questionnaires from parents and carers. Almost all are more than happy with what the school provides saying that they feel their child's experience at the school is positive. Just a very few felt that their suggestions were not taken notice of and that they did not have enough information about their child's progress. The inspection did not find this was the case. There is a very wide range of information available to parents and carers and the school's documentation shows that there are also very good lines of communication with families.

Responses from parents and carers to Ofsted's questionnaire

The inspection team received 98 completed questionnaires by the end of the on-site inspection. In total, there are 342 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	59	60	38	39	0	0	1	1
The school keeps my child safe	53	54	43	44	2	2	0	0
My school informs me about my child's progress	42	43	50	51	6	6	0	0
My child is making enough progress at this school	47	48	48	49	1	1	1	1
The teaching is good at this school	54	55	42	43	0	0	1	1
The school helps me to support my child's learning	52	53	40	41	5	5	0	0
The school helps my child to have a healthy lifestyle	38	39	59	59	1	1	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	36	37	53	54	4	4	1	1
The school meets my child's particular needs	41	42	47	48	4	4	1	1
The school deals effectively with unacceptable behaviour	33	34	54	55	3	3	1	1
The school takes account of my suggestions and concerns	27	28	60	61	6	6	1	1
The school is led and managed effectively	49	50	44	45	1	1	0	0
Overall, I am happy with my child's experience at this school	59	60	38	39	0	0	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



11 February 2011

Dear Pupils

Inspection of Queen's Crescent Primary School, Chippenham, SN14 0QT

Thank you for making us so welcome during our recent visit. You will not be surprised to know that we have said that you attend an excellent school. There are many reasons for this and I have included some of the most important below.

- You behave extremely well and are a credit to yourselves, your parents and carers and the school. Keep it up!
- You have an excellent understanding of how to stay safe, fit and healthy and make an extremely valuable contribution to your local community. You are also extending this through the connections with other schools. We could see how excited you are about meeting people and by now you will know a lot more about the school in The Gambia that you are contacting.
- You are taught well by your teachers who plan many exciting and excellent activities within the curriculum. We particularly enjoyed seeing the high-quality work you have been doing over the last year.
- The leaders in the school are very knowledgeable about how to make your school even better and we are confident that they will, with your help, be able to put in place these developments. In particular, we have asked them to make sure that even more of you reach higher levels and that the children in the Reception classes are able to access the outside area whenever they want to.

Finally, keep up the good work and continue to suggest things which you would like to see improved. Best wishes for the future.

Yours sincerely

David Collard

Lead inspector

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