

Queen's Inclosure Primary School

Inspection report

Unique Reference Number	116248
Local Authority	Hampshire
Inspection number	357921
Inspection dates	13–14 October 2010
Reporting inspector	Julie Sackett

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	367
Appropriate authority	The governing body
Chair	Gordon Branchett
Headteacher	Joanna Allen
Date of previous school inspection	13 February 2008
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Introduction

The inspection was carried out by three additional inspectors. Inspectors observed 19 lessons featuring 15 teachers. They held meetings with staff, pupils and members of the governing body and observed the school's work. They looked at pupils' work, school documentation and considered 234 questionnaire responses from parents and carers, as well as 19 members of staff and 100 pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- The success of initiatives to bring about improvements to teaching and pupils' performance was evaluated.
- The effectiveness of the use of assessment to ensure all pupils are well challenged was explored.
- The impact of developments in the leadership and management of staff as a whole on pupils' attainment and achievement was established.
- The impact of provision in the Early Years Foundation Stage was examined.

Information about the school

This is a larger than average primary school on the outskirts of Portsmouth. The proportion of pupils known to be eligible for free school meals is below the national average. The proportions of pupils from minority ethnic groups and pupils who speak English as an additional language are below the national average. The proportion of pupils with special educational needs and/or disabilities is broadly average but this varies widely year on year. Most of such needs relate to difficulties with communication, language and literacy.

The school has a breakfast club which is not managed by the governing body.

The school holds an Enhanced Healthy Schools award and Activemark.

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?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. It has some significant strengths, for example in the way that pupils are safeguarded so that they rightfully feel very safe and secure, and in the highly successful way the pupils are helped to develop a commitment to leading a healthy lifestyle. The school's capacity to sustain further improvement is good, especially obvious in the success with which recommendations from the previous inspection have been addressed. The headteacher's and senior leaders' passion and commitment underpin success in improving the quality of learning. This, combined with a strong sense of teamwork, indicates that the school is well set for the future.

Pupils are happy and their attitudes to learning are good. Their behaviour is good and they clearly know what constitutes 'right' and 'wrong'. There is a strong sense of care and respect in the school, which reflects the school's aims. The school has correctly identified that while the school builds appropriate links with the local community, it is less effective in providing pupils with opportunities to develop their awareness of diverse cultures within the United Kingdom.

The profile of pupils' attainment over the last three years has been above that found nationally. Weak outcomes evident at the time of the last inspection have been overcome with improvements in attainment sustained as a result of successful initiatives. Attainment in mathematics and reading is above average, however, writing is below the national average, most notably for middle ability pupils and boys. Pupils make satisfactory progress through the Early Years Foundation Stage from starting points below national expectations, particularly in aspects of communication, language and literacy. Progress accelerates through Years 1 to 6 reflecting good achievement. Those with special educational needs and/or disabilities are well supported and make similarly good progress. Teaching has improved since the last inspection and is now good, with some examples of outstanding teaching particularly evident, for example, in Year 6. In the minority of lessons where teaching is satisfactory rather than good, planning is not used fully to meet the needs of all pupils and in some cases the pace of learning is too slow.

Key factors in the good progress pupils make are high expectations, the consistent and effective use of marking and the use of good quality questioning to challenge pupils' understanding. Staff successfully encourage pupils to reflect on the qualities of their learning. This is effectively helping pupils to evaluate their own work, as well as that of their classmates, and to play an active part in building on prior learning.

What does the school need to do to improve further?

- Raise pupils' attainment in writing by:

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- using the good examples of teaching already in the school as models to raise the quality of teaching in lessons which are satisfactory
- improving planning to ensure that the needs of all pupils are met, with especial reference to middle ability pupils and boys
- increasing opportunities for pupils to use and develop speaking and listening skills.
- Raise children's attainment in communication, language and literacy at the end of the Early Years Foundation Stage by:
 - developing the role of the Early Years Foundation Stage leader
 - improving the quality of outdoor learning so that more stimulating and challenging activities are promoted in order to encourage and develop communication skills
 - increasing the quality and focus of interactions between adults and children to maximise learning and accelerate the development of speaking and listening skills.
- Improve the school's contribution to community cohesion by:
 - increasing the range and number of opportunities for pupils to develop their understanding of, and respect for, the diversity of beliefs and backgrounds represented in differing areas of the United Kingdom.

Outcomes for individuals and groups of pupils**2**

Children's skills and abilities when they first start school are generally below national expectations although this picture varies from year to year. Pupils made at least good progress in the majority of lessons observed and in a few lessons where teaching was outstanding they made exceptional progress. Pupils with special educational needs and/or disabilities make similarly good progress to others in their classes. Relationships are good and this contributes to the pupils' good behaviour in lessons. Pupils are keen to learn. One pupil, for example, on being asked what she liked best about school, said 'I like learning best' and this was a typical comment. Pupils work effectively with others as well as independently. They respond thoughtfully to opportunities to consider their ambitions and aspirations and this prepares them well for their future lives.

The school has responded very successfully to recommendations made at the time of the last inspection. There was a marked improvement in attainment in mathematics and particularly in English in 2009 with attainment now above average. These improvements were sustained in 2010 and school data indicate the positive trend will be maintained in 2011. Particular strengths are evident in reading as a result of the school's successful focus on basic skills. The school has already accurately identified the need to improve weaknesses in writing that were identified by inspectors, particularly for middle ability pupils and for boys.

Pupils have an excellent understanding of how to stay safe and healthy. They take on responsibilities such as 'happy helpers' with enthusiasm and demonstrate concern about pupils who are unhappy or troubled, and make a good contribution to the school as a community. Attendance for the large majority of pupils is good, but the overall judgement is negatively affected by holidays taken in term time.

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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	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

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 use of assessment has been developed well to ensure that learning is more closely matched to individual pupils' needs and interests. Good teaching is common to the large majority of lessons. The recent focus on improving questioning skills has been very successful. An excellent example was in a Year 6 mathematics lesson on fractions where pupils' strategies were embedded as a result of the perceptive intervention of the teacher. The majority of teachers very effectively and confidently use questioning to evaluate and challenge pupils' understanding and this promotes pupils' understanding exceptionally well. The school has made rapid progress in the use of assessment information to set targets and to plan for the future.

The school's curriculum provides a sound basis for pupils' learning. Leaders have already begun work to develop a more thematic approach to make learning more engaging and relevant. The curriculum is effectively enriched by a range of visits and visitors and this helps pupils to develop understanding and respect for people with different backgrounds and beliefs. However, while there are visits to local places of worship, such as a church and a mosque, in addition to a growing range of international links, current links with contrasting areas of the United Kingdom are underdeveloped. Consequently, pupils do not have a secure appreciation of the variation in faiths, customs and lifestyles in other parts of the country. Parents and carers recognise and appreciate the strength of care in the

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school which successfully contributes to the pupils' strong sense of security and well-being. For example, one parent commented on, 'the support, care and genuine kindness of all staff'. The school works well with parents and carers, the vast majority of whom express confidence in the school. Good partnerships exist between the school and outside agencies and these are used well, where appropriate, to support the pupils' learning and well-being. Sensitive but rigorous support is provided for pupils whose circumstances make them more vulnerable with positive effects on learning.

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	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Strong teamwork and a sense that every member of the school community has a role to play characterise the ethos of this school. Staff, governors, parents, carers and pupils recognise improvements made in the school since the last inspection and there is a growing air of confidence. The headteacher's passion for pupils' learning is combined with a determination to make improvements and this, ably supported by senior leaders, has contributed strongly to the growing success of the school. Leaders and managers at a variety of levels are increasingly effective. Self-evaluation is accurate and clearly focuses on what needs to be done to move the school on still further.

The governing body is well informed and demonstrates that it has an accurate picture of the school's successes and priorities for development. Through their monitoring and evaluation of the impact of decisions made, governors make a good contribution to school improvement. There are valuable links with local schools and places of worship which enhance pupils' learning. These are being extended to other parts of the United Kingdom, such as the very recently created link with a school in Devon, so that community cohesion is satisfactorily supported. Pupils' understanding of, and respect for, a range of beliefs and backgrounds is enhanced by growing international links, such as those with a school in Africa, and by visitors to the school.

Outstanding safeguarding procedures are very successfully followed and carefully monitored. Rigorous systems are in place to ensure the safety of everyone on the school site. The school makes good provision to ensure equal opportunity, including the success with which it has tackled the slower progress made by higher attaining pupils in the past, and how well any discrimination is overcome.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Relationships are good and this, combined with strengths in the quality of care provided, helps children to settle quickly and to feel happy and secure. Children respond well to opportunities to choose activities as well as participating in those led by adults. Access to a spacious and secure outdoor area supports the development of independence skills and planning ensures activities reflect all areas of the Early Years Foundation Stage curriculum. However, opportunities are missed to make some of the activities more stimulating, especially those in the outdoor area, and to ensure that adult interaction maximises learning opportunities and actively supports the development of children's speaking and listening skills. While there is evidence of good progress in the development of personal and social skills, there are notable weaknesses in the progress children, and particularly boys, make in writing owing to this aspect of learning being underemphasised. This means that children make satisfactory rather than good progress overall. Leadership of the Early Years Foundation Stage is satisfactory. Leaders have rightly identified the need to update the training of staff and to improve aspects of monitoring and evaluation.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account: Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation	3

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Stage	
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Views of parents and carers

Parents and carers expressed overwhelming support for the school. The vast majority recognise the success of developments since the last inspection. A very small minority of parents and carers have concerns. Individual comments, for example about behaviour, children's progress, a need to increase opportunities for physical activity and a reference to bullying, were noted by inspectors, who found no evidence during the inspection to indicate that these are school-wide problems.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Queen's Inclosure Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 234 completed questionnaires by the end of the on-site inspection. In total, there are 367 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	154	66	77	33	1	0	0	0
The school keeps my child safe	155	66	74	32	1	0	0	0
My school informs me about my child's progress	147	63	84	36	1	0	0	0
My child is making enough progress at this school	125	53	96	41	10	4	0	0
The teaching is good at this school	127	54	102	44	2	1	0	0
The school helps me to support my child's learning	128	55	99	42	4	2	0	0
The school helps my child to have a healthy lifestyle	120	51	107	46	3	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)	111	47	100	43	7	3	0	0
The school meets my child's particular needs	119	51	107	46	5	2	0	0
The school deals effectively with unacceptable behaviour	96	41	108	46	12	5	4	2
The school takes account of my suggestions and concerns	91	39	120	51	9	4	1	0
The school is led and managed effectively	122	52	98	42	7	3	1	0
Overall, I am happy with my child's experience at this school	148	63	77	33	5	2	0	0

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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 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. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

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.



15 October 2010

Dear Pupils

Inspection of Queen's Inclosure Primary School, Cowplain PO7 8NT

Thank you for the welcome and help you gave us during the inspection. We were particularly impressed by how safe you feel and how knowledgeable you are about how to keep fit and healthy. Yours is a good school. Here are some of the highlights.

- The headteacher, staff and governors run the school well and take excellent care of you.
- You are making good progress, especially in reading, and are growing up as caring, responsible people.
- Your behaviour is good and you have good attitudes to learning. We could see how working together helps you make progress.
- Teachers mark your work with care and you have a clear idea of what you are doing well and how to improve further.
- The school has good links with a school in Africa. These are helping you to understand what life is like in other parts of the world.

In order to be an even better school, we have asked staff and governors to concentrate on the following.

- Improving standards in writing so that they are as good as those in reading.
- Improving opportunities for those in the Early Years Foundation Stage to be involved in speaking, listening and writing activities.
- Providing more opportunities for you to learn about people with different backgrounds and beliefs, especially in other areas of the United Kingdom.

You can help by continuing to work hard. Best wishes for the future.

Yours sincerely

Julie Sackett

Lead Inspector

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