

# The Queen Boudica Primary School

## Inspection report

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<b>Unique Reference Number</b>	135585
<b>Local Authority</b>	Essex
<b>Inspection number</b>	360731
<b>Inspection dates</b>	20–21 June 2011
<b>Reporting inspector</b>	Tusha Chakraborti

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	155
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Stuart Carey
<b>Headteacher</b>	Craig Duncan
<b>Date of previous school inspection</b>	Not previously inspected
<b>School address</b>	Cowper Crescent Colchester CO4 5XT
<b>Telephone number</b>	01206 844654
<b>Fax number</b>	01206 853127
<b>Email address</b>	admin@qbps.essex.sch.uk

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## Introduction

This inspection was carried out by three additional inspectors. They observed 13 lessons taught by six different teachers in the six classes. Meetings were held with senior leaders, staff, pupils and members of the governing body. Inspectors observed the school's work, and looked at the school's improvement plans, policy documents, pupils' work, records of the monitoring of teaching and learning, minutes of the governing body's meetings and safeguarding documentation. They also scrutinised responses to the inspection questionnaires from 96 parents and carers, 42 pupils and 26 staff.

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

- What are the current rates of progress throughout the school, especially in mathematics?
- How effectively does the school meet the needs of all pupils, including the full range of ethnic groups and those who arrive at school with limited English?
- How effectively do staff use assessment data to track pupils' progress and to set challenging targets?
- How rigorous and effective is the school's self-evaluation in identifying the quality of leadership and management at all levels and the further steps for improvement?

## Information about the school

This is a small primary school with a large majority of pupils being from White British background. The proportion of pupils who are known to be eligible for free school meals is well below average. The percentage of pupils with special educational needs and/or disabilities is broadly average, although the number of pupils with statements is well below average. The proportion of pupils who speak English as an additional language is below average and very few are at the early stages of learning English. Children in the Early Years Foundation Stage are taught in the two Reception classes.

This is a new school, opened in September 2009 to serve a new community in the north of Colchester. The school building is new, initially built to accommodate 210 pupils but currently an extension is being built to expand the school for 330 pupils as a result of the forecast of increased pupil population in near future. Pupils come from a large geographical area and from diverse socio-economic backgrounds.

The headteacher was appointed in January 2009 and the deputy headteacher in April 2009. They, in collaboration with the governing body, spent the two terms before the opening of the school, planning for the opening of the school and communicating with prospective pupils and parents and carers. This is the first inspection for this school.

**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?**

**3**

**The school's capacity for sustained improvement**

**2**

## Main findings

The school provides a satisfactory quality of education. It has worked hard under challenging circumstances to open and establish this new school. Starting with very few children, the school is expanding rapidly towards its targeted number of pupils. There is a continuous flow of new children, including those who are new to the English education system, from all over Colchester. They arrive at the school almost every week and join different year groups. The school works very hard to quickly establish the attainment of these pupils, on arrival in school and track their progress from their starting points to ensure that their learning needs are met. Records of prior attainment of pupils are not always available and this sometimes makes tracking pupils' progress difficult. Leaders have successfully put in place all relevant policies and procedures. Several initiatives have been introduced to raise pupils' attainment and achievement. These are in the process of being implemented and their impact is beginning to show in an improving trend of pupils' achievement across the school. This is particularly evident in the provision of the Early Years Foundation Stage where provision is good. The school has good capacity to sustain further improvement.

The school is a cohesive and caring community where pupils enjoy learning and feel safe and secure. Pupils behave well, develop good personal and social skills and grow up as confident learners. Leaders, teachers and support staff work together efficiently, in close liaison with outside agencies to ensure an effective level of care for all pupils, including those whose circumstances make them vulnerable and this is a strength of the school. Parents and carers recognise the school's hard work in its commitment to improving the quality of their children's education. The comment of one parent and carer, who stated, 'It is an absolutely fabulous school where staff strive for excellence and I am impressed with how much my son has learnt in his first year,' clearly reflects this.

Children enter the Reception classes with skills and experiences that are below those expected for their age. They make good progress during their time in the Early Years Foundation Stage and reach average standards in all areas of learning by the time they enter Year 1. Pupils' attainment is average in Year 6 and they make satisfactory progress in English and mathematics across the key stages. Progress in reading and writing has been quicker than in mathematics because of a strong focus on developing reading and writing skills across the school. Pupils with special educational needs and/or disabilities and those who speak English as an additional language also make satisfactory progress.

Although teaching is satisfactory overall, several good lessons were observed during the inspection. Staff have effective relationships with pupils and most have good behaviour management skills. They engage pupils well in paired and whole class discussions and make good use of resources that effectively support pupils' learning. Assessment information is not always used effectively enough to plan tasks that challenge higher

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attaining pupils sufficiently to ensure that they achieve as well as they can. The teachers mark pupils' work regularly, but do not always ensure that pupils understand how to improve their work.

The school's self-evaluation is generally accurate and provides a secure basis for development planning and target setting. The role of subject leaders has been identified as an area for development and appropriate steps have been taken. However, middle leaders have not yet had enough time to develop their roles sufficiently. The governing body is effective in its work to support and challenge the school. Governors have a clear understanding of the school's strengths and areas for improvement.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

### **What does the school need to do to improve further?**

- Raise attainment further and accelerate the progress of all pupils, particularly in mathematics by:
  - increasing the proportion of good or better teaching
  - using assessment data more effectively to plan work matched to the abilities of higher attaining pupils so that they are challenged consistently and achieve as well as they can.
  - ensuring that marking consistently supports pupils to understand how they can improve their work.
- Develop the role of middle leaders by improving their involvement in the monitoring and evaluation of pupils' progress.

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

<b>3</b>
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Pupils thoroughly enjoy their time at school and behaviour is good. Assessment data, observations of lessons and pupils' work show that that pupils learn, develop understanding and acquire new skills at a satisfactory rate. Overall, achievement is satisfactory; the use of appropriate intervention programmes is contributing to improvements in learning for all groups. Progress in English has accelerated over the past year because of a strong focus on developing pupils' reading and writing skills. Pupils enthusiastically discuss their ideas before embarking on writing topics due to the enthusiasm of teachers. This was seen in a literacy lesson where pupils read and discussed a range of non-fiction books before they gathered information for their 'fact files'. The school identified the need to develop writing skills across the curriculum to ensure that pupils were able to use a range of writing styles to write for different purposes. The project on the 'Effective Writing Process' across the school, rigorously supported pupils and so they improved their work, successfully using punctuation and imaginative language. Pupils' progress in mathematics is a little slower than in English. Pupils with special educational needs and/or disabilities achieve as well as their peers as a result of the well-targeted help they receive from all support staff. There is no significant variation between the achievement of pupils from different ethnic and gender groups.

Pupils understand how to keep themselves and others safe. They are confident that any concerns they raise will be dealt with effectively and immediately. They understand what

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constitutes healthy lifestyles and many take part in a range of after-school sports clubs organized by the school. They learn to respect others' values and beliefs. Pupils' spiritual, moral and social development is good and this is reflected in their consideration and support for others. They gain good understanding of spirituality and different cultures through the assemblies and study of art and religious education. They have growing understanding of their rights and responsibilities through participation in school council work and are beginning to take part in voluntary activities, such as entertaining older generations through the 'Stadium Legends' project. Attendance is above average.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>3</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> 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 quality of teaching and learning is satisfactory overall. Good teaching was observed in several lessons in all key stages. Teaching is weaker in upper Key Stage 2 and consistently good in the Reception classes. In good lessons observed teaching successfully promoted learning and enjoyment for pupils. The purpose of lessons is effectively shared with the class so pupils know what they are expected to learn. Interactive whiteboards are used well to illustrate key teaching and learning points. There are good opportunities for pupils to discuss their learning and work in groups to investigate and solve problems. Teaching assistants are skilful in supporting all groups of pupils, particularly those who require extra help. Generally teaching is improving. However, in a small number of lessons, pupils are

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not making sufficient progress because teaching is not focused enough on pupils' ranges of abilities and learning needs.

The curriculum provides a sound variety of interesting and varied activities and opportunities that extend pupils' learning experiences. The school has put in place a broad and balanced programme to ensure effective cross-curricular links to develop pupils' literacy, numeracy and information and communication technology skills across different subjects. These developments are beginning to support pupils' learning more effectively. There is a good range of after-school clubs including arts and sports clubs as well as outdoor learning opportunities through events, such as 'Forest Schools' sessions.

The school provides a happy and welcoming learning environment and good pastoral support for all its pupils. Staff work well with parents and carers and outside agencies to support the learning and the well-being of pupils. Pupils with special educational needs and/or disabilities are identified early, carefully targeted and effectively supported. The arrangements for transferring children between the key stages within the school, as well as between Year 6 and the secondary schools, are effective.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

Over the past two years the leadership team, ably supported by governors and staff, have provided a stable platform to build upon and drive improvements successfully at a good pace. They have consistently introduced strategies to improve teaching and raise pupils' learning and achievement. There is an appropriate focus on monitoring the quality of teaching to ensure effective support for new and existing staff. As a result, a clear trend of improvement is evident over the past year. Middle leaders' roles are not fully developed. Governors are well organised and hold specific responsibilities for monitoring the work of the school. They are well informed and work closely with leaders and staff to improve all areas of the school's work. As a result, there is a good, shared understanding of the priorities of the school's improvement plan.

The school has developed good partnership with parents and carers involving them increasingly in their children's education. A close partnership with neighbouring schools and other local organisations and external agencies is clearly helping the school to move forward. The school is committed to equal opportunities and is continually seeking ways to raise standards of achievement for all groups of pupils. The arrangements for safeguarding the safety and welfare of all pupils are secure. Community cohesion operates well at the school and local level, but progress is slower in promoting understanding of diversity within the wider society.

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*These are the grades for leadership and management*

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

## Early Years Foundation Stage

Children make a good start in the Early Years Foundation Stage. The strong focus on children's personal, social and emotional development is particularly effective in establishing firm foundations for good personal outcomes. Staff form good relationships with children. Behaviour is good and well managed by all adults. An attractive learning environment, with vibrant displays and a good range of resources, interests and engages children well in learning. As a result, children enjoy their experiences and achieve well in all areas of learning.

Children settle into routines quickly. They respond well to adults and are eager to share ideas. Teaching is good and adults work effectively as a team; teachers plan a wide range of practical activities to stimulate children's imagination. The staff take every opportunity to develop children's language, literacy and numeracy skills and extend speaking and listening opportunities. This was seen in a session promoting child-selected activities. Here, the teacher ensured that children developed appropriate language and number skills through a range of activities linked to different areas of learning. There is an appropriate balance between child-initiated and adult-led activities. There are good opportunities to explore both indoor and outside areas and so children develop good co-ordination and personal skills as they work and play. They are productively encouraged to be independent learners. For example, they take responsibility for putting away resources. The good ratio of adults to children enables those who are potentially vulnerable, or who need extra support, to gain in confidence because they receive individual attention. Independent activities are closely monitored to assess children's progress and teachers use assessment information effectively to move children to the next steps. Occasionally, it is not always used with enough precision to match activities to the abilities of all children.

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The Early Years Foundation Stage is well led and managed and there is a shared commitment towards sustained improvement. Children's welfare and safety are given the highest priority. Staff develop good relationships with families and support parents and carers to become fully involved in their child's learning right from the start.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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

The vast majority of parents and carers responding to the questionnaires report that their children enjoy coming to school and are very pleased with their children's school experience. They appreciate that the school keeps their children safe and supports their learning well. Many parents and carers comment that teachers are 'dedicated' and 'hard working'. Most feel that they are well informed about their children's progress. A very small minority is concerned about pupils' behaviour and bullying. The inspectors looked into these concerns. They found that pupils' behaviour is good. They also found that any inappropriate behaviour and any rare incidents of bullying are dealt with immediately and effectively.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at The Queen Boudica 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 96 completed questionnaires by the end of the on-site inspection. In total, there are 155 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	68	71	24	25	4	4	0	0
The school keeps my child safe	79	82	17	18	0	0	0	0
My school informs me about my child's progress	51	53	37	39	4	4	1	1
My child is making enough progress at this school	57	59	27	28	11	11	0	0
The teaching is good at this school	66	69	29	30	1	1	0	0
The school helps me to support my child's learning	60	63	31	32	2	2	0	0
The school helps my child to have a healthy lifestyle	70	73	26	27	0	0	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)	47	49	40	42	2	2	0	0
The school meets my child's particular needs	55	57	31	32	5	5	1	1
The school deals effectively with unacceptable behaviour	53	55	33	34	4	4	0	0
The school takes account of my suggestions and concerns	45	47	41	43	9	9	0	0
The school is led and managed effectively	64	67	30	31	1	1	1	1
Overall, I am happy with my child's experience at this school	68	71	25	26	2	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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



22 June 2011

Dear Pupils

**Inspection of The Queen Boudica Primary School, Colchester, CO4 5XT**

Thank you all very much for welcoming us to your school and being so friendly and helpful. We were pleased to see how much you enjoy school. We agree with you that your teachers take good care of you. You behave well and are always keen to help each other. You carry out your duties, including the special jobs as class monitors and school council representatives, responsibly. Thank you also for the questionnaires that you filled in for the inspection and for sharing your views with us.

Your school is providing you with a satisfactory education. As a result, you make satisfactory progress and the majority of you reach the standards expected by the time you leave Year 6. To improve your school further, we have asked the headteacher and staff to:

- make sure that you are able to improve your skills in mathematics further
- ensure that you know what you can do to improve your work
- make sure that more teachers take on responsibilities for leading some of the improvements in your school.

I am sure that you and your teachers will work hard to make these improvements. You can help the school to get even better by working hard and by continuing to behave well, so that your school is always a happy place.

I wish you well for the future.

Yours sincerely

Tusha Chakraborti

Lead Inspector

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