

The Queen Boudica Primary School

Cowper Crescent, Colchester, CO4 5XT

Inspection dates 26–27 June 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Achievement across the school is good and continues to improve. There continues to be a trend of improvement in reading, writing and mathematics. Teaching enables pupils to make good progress from low starting points.
- Pupils in Reception and Year 1 make good progress in matching letters to sounds (phonics).
- Parents are delighted with the school and all that it has to offer.
- The school is well led by the headteacher, who is ably supported by the deputy headteacher and other members of the senior leadership team. This emerging team places a strong focus on rigorous monitoring underpinned by effective training so that teaching continues to improve.
- The efficient use of funding for those pupils who are eligible for additional support is planned well and leads to good or better outcomes.
- Pupils behave extremely well in a safe and caring learning environment.

It is not yet an outstanding school because

- There is not enough outstanding teaching.
- Teachers' use of information about pupils' knowledge and understanding is inconsistent.
- In some lessons pupils are not challenged enough, especially the middle and high achievers.
- Pupils are not always sure of what it is they need to do to improve their learning.
- Members of the senior leadership team do not always use data confidently in order to further challenge teachers to improve pupils' achievement.

Information about this inspection

- Inspectors observed 21 lessons taught by 9 teachers. Five of the observations were carried out jointly with members of the school’s senior leadership team. Inspectors looked at pupils’ mathematics, English and topic books. Pupils from Year 2 and a combined class of Years 5 and 6 were heard read.
- Inspectors took into account 62 responses from parents to the on-line questionnaire (Parent View) and questionnaires completed by 30 members of staff.
- Meetings were held with senior members of staff, middle leaders, members of the governing body, a representative from the local authority and groups of pupils.
- Inspectors looked at a range of documentation including the school’s self-evaluation, plans for further improvement, the school’s data on the progress of pupils, and local authority reports.

Inspection team

David Berry, Lead inspector

Additional Inspector

Diana Songer-Hudgell

Additional Inspector

Mina Drever

Additional Inspector

Full report

Information about this school

- This is an average-sized primary school.
- The overwhelming majority of pupils are White British.
- The proportion of disabled pupils and those who have special educational needs supported at school action plus or with a statement for their needs is lower than average, as is the proportion supported at school action.
- The proportion of pupils known to be eligible for the pupil premium, which provides additional funding for children in local authority care, children from service families and children eligible for free school meals, is average.
- The number of pupils entering the school throughout the school year is higher than the national average.
- The school was opened in 2009 and has grown rapidly with expectations that there will be 400 pupils attending by 2015.
- The school meets the current government floor standards, which set the minimum level expected for pupils' attainment and progress.

What does the school need to do to improve further?

- Develop members of the senior leadership team so that they use data to challenge and support the further improvement of teaching and learning.
- Increase the amount of outstanding teaching by:
 - ensuring that teachers use data effectively when planning lessons
 - making sure activities match the next steps for all pupils, including those with average and high attainment
 - ensuring that teachers check pupils' understanding in lessons regularly
 - giving pupils time to read, understand and act on the comments in teachers' marking.

Inspection judgements

The achievement of pupils is good

- The vast majority of pupils, including disabled pupils and those who have special educational needs, achieve well. Reading, writing and mathematics have improved since 2010. Mathematics dropped just below the average level in 2012, however, school tracking information strongly indicates that this has been robustly addressed.
- Pupils in Reception make good progress from low starting points. They are encouraged to be both confident and independent learners. They make good progress in their language and mathematical skills.
- The disappointing 2012 phonics check in Year 1 has now been addressed so that by the end of Year 2 pupils achieve above average levels in their reading. The good progress that pupils make from Reception to Year 2 is confirmed by the above average levels in writing and mathematics.
- Achievement in mathematics has improved but the variation in some teaching means that expectations of some groups of pupils are inconsistent. Nevertheless, the school has been fully aware of this and continues to work hard at improving pupils' outcomes. The provisional figures for this year's mathematics test for Year 6 indicate above average results.
- The school has managed the rapid expansion of pupil numbers effectively. A number of pupils enter the school part way through the academic year. They are effectively assessed to ensure that the school is clear about their starting points. Nevertheless, this pupil mobility has had an impact on attainment data, especially in Key Stage 2, where there are currently mixed age-group classes.
- Those pupils who are eligible for the pupil premium make as good progress as other pupils because the school has used the extra funding well. The quality of intervention from additional support staff is good and some is outstanding, especially with low attaining pupils and those with special educational needs. Activities are well-planned and taught with pupils keen to do well.

The quality of teaching is good

- Most of the teaching is good and some is outstanding. In the best lessons seen, teachers regularly extend all groups of pupils through effective questioning. They ensure the learning has sufficient challenge and regularly check pupils' progress during lessons.
- The teaching of phonics is good because the expectations of all pupils are high. As a result, pupils are making good progress in their reading. This was evident in a Reception class, where a series of effective activities, that included an outside activity and then progressed to whole class work on the carpet, enabled pupils to make rapid progress.
- In the best lessons, expectations of what pupils can achieve are very high. In a Year 5 and 6 lesson, pupils were challenged to solve fraction problems. The teacher regularly checked on pupils' progress and encouraged them to apply their knowledge to even more challenging problems.
- In the best lessons seen, all pupils were confident and happy learners who thrive on the high expectations that the teacher has of them. In all lessons seen, pupils listened well and were able

to work both individually and as partners or in groups.

- The teaching in all subjects is good. The evidence from pupils' books shows that they are making good progress and there is evidence of some effective marking that is helping to improve the learning of each pupil. However, in some books there is an over emphasis on information sheets which is inhibiting pupils' opportunities to extend their responses, especially in writing. This was particularly noticeable for some of the middle and high attaining pupils.
- Although teachers work hard at ensuring the quality of presentation in books is good and when marking work offer some useful comments for improvement, it is clear that there is not a consistent approach across the school for allowing pupils to think about and improve their learning or correct any misconceptions, especially in their writing and in mathematics.
- Teaching assistants make a strong contribution to learning. There is a well-formed sense of teamwork among the staff.
- Pupils who have special educational needs or who are low attainers are supported well with learning that is appropriately matched. Generally, there is a calm and caring atmosphere in the classrooms which allows the pupils to feel supported.
- Pupils believe that teachers care for them and want them to do well in their learning. The overwhelming majority of parents who responded to 'Parent View' expressed the same support and confidence in the teaching staff.

The behaviour and safety of pupils are good

- Pupils feel proud of their school. They show good attitudes to learning and behave very well. Only in a few lessons was there evidence of pupils being restless because the pace of learning, and the expectations of what they can achieve, were not sufficiently challenging. Nevertheless, in the overwhelming majority of lessons seen, behaviour was good or better.
- When questioned, pupils talked about enjoying lessons when they are fully engaged in the learning which includes their teachers asking difficult questions, and being involved in learning activities that challenge them and help them to think.
- Pupils feel safe in school and say that bullying is quickly dealt with by staff. They say that it is made very clear to them how they can resolve any difficulties. The pupils talked about how the school promotes safe practices in the classroom and through assemblies. They benefit from adults who offer high quality support.
- The school council is supported fully by the headteacher and members were able to talk about how they have organised a number of events, such as, discos, selling old books and raising funds to support the development of a 'Gym Trail'.
- Most pupils know their learning targets and some were able to talk about the help they receive when checking previous work. However, this was inconsistent – a small number were unsure about their targets and talked about having 'little time' when reading and acting upon the marking of their work.
- Pupils' spiritual, moral, social and cultural development is well promoted through a 'themed' curriculum that enables them to be involved in a forest school, learn about people from different cultures and enjoy a full and extensive range of school trips and lunchtime and after school

clubs. The school does not currently have any links with other schools internationally although there are plans to do this next year.

- Attendance is in line with the national average and pupils arrive at school punctually.

The leadership and management are good

- The headteacher is ambitious and focused on continuing to improve the school. He is well supported by the deputy headteacher and other members of the recently constructed senior leadership team. The school has responded well to the previous Ofsted report.
- The leadership team and governing body have managed the increase in the school's size highly effectively. As the school continues to expand in numbers, there is a need to further develop the recently formed senior leadership team. Nevertheless, there is a strong sense of teamwork throughout the school. There is good capacity for the school to further develop.
- The school's self-evaluation is accurate and based on the school's outcomes. It links very well with the school improvement plan. The school fully understands its strengths and weaknesses. The quality of advice and training given to staff is very good and has ensured good improvements in teaching. Last year, phonics was not given the appropriate attention needed to improve reading. However, the leadership team responded accordingly and now phonics is taught well leading to good outcomes for pupils.
- Senior leaders have ensured teaching is good but they recognise that not enough is outstanding and that this is the next challenge for the school. They also recognise there is a need for senior leaders to ensure that some teachers raise expectations of what their pupils can achieve.
- Reading, writing and mathematics have the right profile in school, while other subjects are brought together in topics. Topic work also helps to promote these key skills alongside pupils' personal development. However, some of the pupils' books have too many sheets stuck in them which does not allow pupils to develop their learning sufficiently well.
- The local authority has absolute confidence in the leadership of the school and has consequently decreased its support over the past three years. Currently, it provides a 'light touch' because it recognises that the school has the capability to improve itself. Nevertheless, if further support is required then it will always be there.
- **The governance of the school:**
 - The governing body is highly dedicated and determined to ensure that all pupils make at least good progress in the school. Governors do this by checking the school's progress data. They have a clear understanding of how well the school is doing. They have a thorough understanding of staff performance and hold the leadership to account for the progress that the school is making. Previous underperformance has been tackled robustly. As a result, teaching is now good. The governing body has just adopted a pay policy for September 2013 that will link future pay progression for all teachers to ambitious targets. Governors manage the various parts of the school into committees which work very effectively in underpinning the work of the governing body. The quality of the minutes kept by the governing body is excellent. A particular strength has been ensuring that money allocated for pupils eligible for pupil premium funding leads to good progress for these pupils.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	135585
Local authority	Essex
Inspection number	406609

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

Type of school	Primary
School category	Maintained
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	260
Appropriate authority	The governing body
Chair	John Baker
Headteacher	Craig Duncan
Date of previous school inspection	20 June 2011
Telephone number	01206 844654
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