

# Queen's Inclosure Primary School

Cornelius Drive, Waterlooville, Hampshire, PO7 8NT

**Inspection dates** 5–6 June 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils' attainment in reading and mathematics is above average and is average in writing.
- Good teaching ensures that all groups of pupils, especially those eligible for additional government funding and disabled pupils and those with special educational needs, make good progress.
- Very high expectations and excellent relationships result in pupils' exemplary behaviour and attitudes. This supports their learning very well.
- Pupils' eagerness to learn and ask questions is strongly fostered by 'Curious Cornelius' the school's mascot. As a result, they thoroughly enjoy coming to school as shown in their well-above-average attendance.
- Pupils say they feel very safe in school and this view is corroborated by parents.
- A new leadership team has recently been established by the experienced headteacher. A determined effort by the team to improve the quality of teaching further is helping the school to continue to improve standards especially in writing.
- Checking how well the school is performing and the success of their plans for further improvement is regularly carried out by the headteacher and knowledgeable governors. This is successfully driving their firm commitment to becoming an outstanding school.
- Strong partnerships with local schools, parents and the local community fully support and enrich pupils' learning and development.

### It is not yet an outstanding school because

- Existing outstanding teaching is not yet used sufficiently to ensure that all teachers develop the skills they need to move their teaching from good to outstanding and to help pupils make the best possible progress.
- Pupils do not use their writing skills sufficiently across other subjects to write for a range of purposes and audiences.

## Information about this inspection

- The inspectors visited 26 lessons and observed 15 teachers. They talked to pupils about their work and heard pupils from Years 2, 4 and 6 read.
- A wide range of documents was scrutinised including systems for checking pupils' progress, records relating to behaviour and attendance, safeguarding procedures and an analysis of how well the school is doing and how it plans to improve. Records of monitoring the quality of teaching and the minutes of the governing body meetings were also examined.
- The inspectors looked at samples of pupils' work across a range of subjects and ages.
- Meetings were held with members of the governing body, school staff and groups of pupils. Individual pupils were spoken to in lessons and around the school. A meeting took place with a school adviser from the local authority.
- Questionnaires from 30 members of staff were analysed. The inspectors took account of the views expressed in the 119 online responses from Parent View, comments from parents during informal meetings before school and one letter from a parent.

## Inspection team

Anna Sketchley, Lead inspector

Additional Inspector

Susan Tresilian

Additional Inspector

Penelope Orme

Additional Inspector

## Full report

### Information about this school

- Queen's Inclosure is larger than the average-size primary school. Pupils attend from the local area.
- All pupils are taught in single-age classes.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average. The proportion supported by school action plus or through a statement of special educational needs is above average.
- The proportion of pupils supported by the pupil premium is below that found in most schools. This is additional government funding provided to give extra support to those pupils known to be eligible for free school meals and to children who are looked after.
- The proportion of pupils from minority ethnic groups is below average. A very small number are at the early stages of learning English.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics at the end of Year 6.
- There is a privately run breakfast club on site.

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

- Use the existing outstanding teaching to develop the skills of some less experienced teachers so that there is a higher proportion of outstanding teaching, enabling pupils to achieve as well as they possibly can.
- Prepare pupils more successfully for the future by creating more opportunities for them to use their good mechanical writing skills for different purposes and audiences.

## Inspection judgements

### The achievement of pupils

### is good

- Strong leadership has made successful changes to the Reception Year since the last inspection. It is now well organised with stimulating and exciting learning opportunities both indoors and outside.
- As a result, although children join the school with levels of knowledge and skills below those typical for their age they make good progress in all areas of learning and development. Children make a confident start to school and progress in reading and writing is especially impressive.
- More-able Reception children exceeded expectations and were completely absorbed when using their knowledge of the sounds letters make (phonics) as they wrote their replies to a letter from 'Curious Cornelius'.
- Evidence gathered during the inspection showed the teaching of phonics last year to be good. Results of the national screening check on the progress of Year 1 pupils were above average.
- Much importance is attached to learning to read and the school successfully conveys this message to pupils who are eager readers. Younger pupils enjoy the humour in the books they read and are keen to share this. They make effective use of the strategies they have been taught to tackle unfamiliar or tricky words. Older pupils read enthusiastically with fluency and expression and are regularly set suitable homework based on books chosen by the teacher. As a result achievement in reading is above average.
- Attainment and progress by Year 2 is above average in reading and mathematics. Achievement in writing has risen steeply over the last two years from being significantly below average to average. The good progress children now make in Reception is being successfully built upon in Years 1 and 2. School information shows that boys now read as well as girls.
- Following a steady rise in attainment and progress since 2009, Year 6 pupils' achievement in 2011 and again in 2012 was significantly above the national average. In 2013 achievement dropped in reading and writing. This was due to a larger than usual group of pupils with complex learning and development needs adversely affecting levels of attainment and progress.
- This year school information and evidence in pupils' books show that attainment has risen again. The percentage of pupils making the expected amount of progress is close to that expected nationally. However, a higher percentage of pupils than is expected nationally make more than expected progress. This is shown by the performance of the most-able pupils who do particularly well. By Year 6 a significant number make good progress and reach levels in mathematics and reading that are higher than those expected nationally. This year there is also a substantial increase in the number achieving well in writing.
- Pupils' knowledge of spelling, grammar and use of punctuation is above average. However, standards in writing generally have not improved as quickly as they might because there are not enough opportunities for them to practise their good mechanical writing skills within other subjects and for a range of different purposes and audiences. The school is beginning to address this but plans are at an early stage of development.
- Pupils at risk of not doing well and those who need extra help are exceptionally well supported. This area of the school's work is well led and managed. As a result pupils make good progress and attainment for this group is above that expected nationally.
- The gap in attainment between all other pupils and those supported by extra funds to improve their learning has closed throughout the school. With the exception of a very small minority of pupils with complex needs all pupils in this group reach standards equivalent to all other pupils and make similar and sometimes better progress.
- Achievement is not yet outstanding because pupils do not yet make the rapid progress in writing of which they are capable.

**The quality of teaching is good**

- Pupils know exactly what is expected of them because teachers have high expectations of work and behaviour.
- Pupils are keen to learn because topics are presented imaginatively. They listen attentively and settle to their tasks quickly even when working unsupervised and this supports their good progress.
- Their thinking skills are thoroughly tested and extended because teachers' good subject knowledge allows them to ask probing questions. Pupils are given plenty of opportunities to explain their answers especially in mathematics so teachers can judge how well they have understood the learning.
- Pupils have a very clear idea of what they are to learn and what they must be able to do by the end of the lesson. Tasks challenge them at just the right level so most learn quickly. 'I can..' statements for each task tell them how well they are succeeding with their learning.
- Pupils' learning is supported appropriately by skilled teaching assistants.
- Classroom displays contain many useful tips and pupils know how to use these to help them if they are stuck.
- A new system of marking is ensuring that pupils are clear about how to improve their work. They are fully involved in judging their own work against their targets and making corrections.
- A good variety of well-planned homework tasks ensure that pupils have good opportunities to practise their skills at home.
- Some teachers are skilled at adjusting and adapting teaching during the lesson according to the needs of the pupils. However, teaching is not yet outstanding because some less experienced teachers do not yet have all the skills necessary to help pupils learn as rapidly as they could.

**The behaviour and safety of pupils are outstanding**

- The behaviour of pupils is outstanding. Records show that exclusions and incidents of challenging behaviour are rare. During the inspection pupils were unfailingly polite, well-mannered and impeccably behaved in lessons, around the building and on the playground. Parents and adults in the school fully support this view.
- Excellent relationships exist built wholly upon mutual respect and trust and underpinned by very strong provision for pupils' spiritual, moral, social and cultural development.
- There are no rewards or sanctions only very high expectations. Expectations of good behaviour are displayed in every classroom and a system of reminders, called CARE cards, remind pupils about the expected behaviour. However, this is rarely necessary and was only seen in use once during the inspection. Pupils who may be at risk because of possible behavioural difficulties are very well supported by adults so there is no evidence of low-level disruption in lessons.
- Pupils say 'we love learning at this school'. They say behaviour is very good. They consistently demonstrate positive attitudes and really want to achieve well. Their attendance is excellent.
- Beautifully presented books show the great pride pupils take in their work.
- Pupils' responsibilities enable them to play a full part in the life of the school. They thoroughly enjoy, for example, being members of the Grounds' Crew, Playground Pals or 'Happy Helpers' and the school council where they make decisions about, for example, the use of playground equipment. They look after equipment carefully and keep classrooms and personal belongings in good order.
- The school's work to keep pupils safe and secure is outstanding. Pupils say they feel very safe in school and this view is fully supported by parents.
- Incidents of bullying are extremely rare. Parents told inspectors that they have complete confidence in the headteacher to deal with this immediately should it arise. Pupils know exactly who to go to should they be worried about anything and know that an adult will help them.
- Pupils demonstrate a very good understanding about internet safety and are supported and reminded by displays around the building.

**The leadership and management are good**

- Following a period of significant staffing changes the experienced and dynamic headteacher has successfully established a new and effective senior leadership team, all of whom are strong teachers. The whole school community, together with the skilled governing body, have the drive, ambition and determination to realise their vision of becoming an outstanding school. Good progress with issues from the last inspection proves that the school has the capacity to secure this.
- Underpinning improvement is the regular checking of the school's performance. It is systematic, accurate and exceptionally thorough so the school knows exactly what must be done and has the correct priorities in place supported by clear plans for action.
- With specialist support from the local authority actions to further improve writing are now proving successful. Standards are beginning to rise steadily across the school, but there is still more to be done.
- The headteacher measures teachers' performance rigorously against national standards. Training needs are identified quickly and support is provided without delay. Underperformance is dealt with rapidly to secure the best possible progress for all pupils and targets based upon pupils' progress must be met before salary increases will be made.
- Training for new initiatives in the teaching of writing has ensured that most teachers have the skills they need to ensure that pupils make good progress. However, the skills of some teachers, especially those relatively new to teaching, are not yet effective enough to secure the outstanding teaching that would enable pupils to make more rapid progress.
- Middle leaders manage their subjects well. A reorganisation of the management of English and mathematics is particularly successful because middle leaders and senior teachers are fully involved in shared roles that allow them to concentrate on specific areas for improvement.
- Teaching a range of subjects using themes presents exciting learning opportunities and links across subjects enable pupils to practise their numeracy skills well. For example, pupils used their measuring skills well on a field trip tracing the path of a river from its source to the sea.
- A wide range of clubs, visits and visitors enhance learning and make a valuable contribution to pupils' social development. Sport and music are strengths of the school.
- Additional funding for sport is being effectively used to provide opportunities for pupils to experience a wide range of sport taught by specialists, improving their physical skills and their understanding of how to lead a healthy lifestyle. Pupils particularly enjoy sports activities during their break times.
- Strong partnerships with local schools, the local community, external agencies, parents and an African village all enrich and support pupils' learning and development. A road safety project involving pupils and the local police to deal with speeding motorists has now been rolled out to other local schools.
- Equal opportunities for different groups of pupils are promoted well and the school does not tolerate any form of discrimination. The governing body and the school staff make sure that safeguarding procedures are followed rigorously and fully meet statutory requirements.
- **The governance of the school:**
  - Governors are extremely proactive. As well as being elected as community and local authority governors many are also parents. They do not ask for a headteacher's report but prefer to monitor the school's work exceptionally well by regularly collecting a significant amount of their own evidence. This information and extensive skills from the world of work, together with specific governor training, enable them to ask the headteacher challenging questions about the school's performance as well as giving it their full support. As a result they are very well informed about its progress and areas for development. They have a particularly robust knowledge of the spending and impact of additional funding. Governors set rigorous objectives for the headteacher, monitor them throughout the year and review them annually. They are fully aware of the need to compare teachers' pay with the progress pupils make and support the headteacher fully when it is necessary to address underperformance. They carry out their statutory duties very diligently.

## 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

<b>Unique reference number</b>	116248
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	444260

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

<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	404
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	David Humphries
<b>Headteacher</b>	Joanna Allen
<b>Date of previous school inspection</b>	13–14 October 2010
<b>Telephone number</b>	02392 268067
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