

Queen's Church of England Academy

Bentley Road, Nuneaton, Warwickshire CV11 5LR

Inspection dates

15–16 November 2016

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Overall effectiveness at previous inspection	Not previously inspected

Summary of key findings for parents and pupils

This is a good school

- Leaders, governors and the multi-academy trust are committed to ensuring that pupils are cared for and achieve well at this school.
- The progress that pupils make is good across the school. Standards continue to rise at the end of key stage 2 and are now at least in line with national figures.
- Leaders are passionate about what they do and lead a united workforce. Staff are proud to work at the school and have very positive relationships with pupils.
- The quality of subject leadership has developed over the last two years. The school has skilled and energetic middle leaders who know their subjects well and are driving improvements. However, some leaders are new to post and will require continued support to help them become established in their roles.
- The governors and multi-academy trust work in partnership as they effectively support and challenge leaders. Their work has reversed any previous underachievement.
- Teaching, learning and assessment continue to improve as a result of high-quality training and regular opportunities for teachers to share practice. Improvements in teaching have secured strong rates of progress over time.
- At the end of key stage 2, achievement in reading is rising, but is not as strong as outcomes in writing and mathematics.
- Some of the most able pupils, including those that are disadvantaged, are not yet sufficiently challenged in their learning to ensure that they attain at a higher standard.
- Leaders and teachers have developed a very exciting curriculum. Pupils learn about their local area and beyond through a well-planned programme of lessons, trips and visits.
- Leaders have devised an assessment system that carefully plots pupils' progress. This system helps ensure that any pupils who fall behind are quickly identified and given the help they need to catch up.
- Families that inspectors spoke to, and those that submitted responses online, all said that they would recommend the school to another parent.
- The school environment has been enhanced over recent years. The building is very well maintained and several areas have been redesigned specifically to promote a love of reading.
- Pupils' behaviour is good. Pupils are confident and happy and have a strong understanding of the school's values.
- Pupils relish learning at this school. They describe how leaders and teachers encourage them to put 'oomph' into all that they do. One pupil described the school as 'fab and fantastic'.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching, learning and assessment further by making sure that:
 - the most able pupils are consistently challenged in their learning
 - the teaching of reading is carefully monitored and developed further so that more pupils are able to achieve at the higher standard by the end of key stage 2.
- Improve the quality of leadership and management by ensuring that leaders who are new to post continue to receive the support required to help them become established in their roles and monitor the impact of their actions.

Inspection judgements

Effectiveness of leadership and management

Good

- Leaders, governors and the multi-academy trust have developed a strong sense of ambition and pride at Queen’s Church of England Academy. They are positive and hard working and are deeply reflective about their practice. Leaders’ commitment to self-improvement has resulted in a rise in pupils’ achievement over recent years.
- The school is a member of the Diocese of Coventry multi-academy trust. The trust is a partnership of 12 academies which work together with a Christian ethos. The work of the trust and the school’s improvement partner has been highly effective in securing improvements in teaching and learning and pupils’ achievement. The trust’s aim is to ‘value every child’s uniqueness and recognise the importance of enabling pupils to develop spiritually as children of God’.
- Leaders and governors have an accurate view of the school’s strengths and areas for development. School improvement plans effectively identify areas for development and set out what actions will be taken to secure improvements. Before the school converted to an academy in January 2014, standards were well below national levels. Strong improvement planning and self-evaluation have reversed a legacy of underachievement.
- Leaders and governors are rightly proud of the school. They have paid close attention to improving teaching and learning. Any practice that does not meet the agreed standard is quickly challenged. Leaders are, however, balanced in their approach to school improvement and are committed to helping colleagues improve and grow. This commitment has ensured that staff feel valued.
- High-quality staff training has brought about clear improvements. Much of the training at Queen’s is focused on teachers sharing what they do best and learning from one another. The headteacher and deputy headteacher have taught alongside their staff in class. Leaders lead by example and have very positive relationships with the staff.
- In 2015 and 2016, the school met government floor standards at the end of key stage 2. Rates of pupils’ progress have also increased. A scrutiny of pupils’ books and the school’s own assessment information show that the vast majority of pupils currently on roll also make good progress. Any pupils that fall behind are quickly identified. Additional support from staff addresses any underachievement quickly.
- The school prepares pupils well for life in modern Britain. The school’s learning ambassadors met with inspectors and talked about their understanding of British values. One pupil described to inspectors how they had learned about democracy through the election of house captains. Pupils are encouraged to research British values in lessons regularly. For example, in Year 5, research has resulted in pupils developing their understanding of tolerance and different faiths and beliefs.
- The curriculum is a key strength of the school and is effective in ensuring that pupils develop a wide range of skills and make good progress. Leaders have worked with the staff to develop a curriculum that promotes a sense of awe and wonder. The school website celebrates the impact of the curriculum through showcasing pupils’ learning

and sharing videos. Videos include visits to places like Dovedale in the Peak District where pupils experienced the thrill of 'walking on water' as they made their way across a river via stepping stones.

- Pupil premium funding is used effectively to ensure that disadvantaged pupils make good progress. Though progress rates for disadvantaged pupils were not as high as other pupils nationally at the end of key stage 2 in 2016, pupils' books and the school's own assessment information clearly show that progress for this group of pupils is now at least good. Inspectors met with disadvantaged pupils to review the standard of their work and talk about the support they are given. Pupils are able to show how they are challenged in lessons and how teachers' feedback helps them make more progress.
- Pupil premium plans evaluate the impact of expenditure and are adjusted annually to respond to the needs of disadvantaged pupils. For example, some of the funding in the 2016/17 plan has been used to establish a 'brilliant club' for the most able disadvantaged pupils in writing and a reading club before school to help pupils accelerate their progress in reading. These clubs are well attended but, given how new they are, the impact on pupils' progress is not yet fully known.
- The physical education and sport premium is used to employ the skills and expertise of a sports coach. The sports coach has worked with leaders to enhance sports provision and encourage greater participation in clubs and activities. In 2014, 15% of pupils accessed a sports club at school. As a result of the effective use of the sport premium, 43% of pupils now attend a sports club. Pupils have also enjoyed a significant amount of sporting success in recent years. The football team was very proud to reach the Nuneaton and Bedworth cup final earlier this term.
- Special educational needs funding is used effectively to ensure that pupils who have special educational needs and/or disabilities make rates of progress similar to their peers. The school's assessment information and tracking systems show that progress for this group of pupils is good. The school has been supported by the trust during recent changes to the leadership of special needs within school. Support from skilled teachers has ensured that the needs of pupils are met. A new special educational needs leader is now in place and is beginning to establish herself with the support of the trust.

Governance of the school

- Governors have been effective in improving provision and raising standards.
- Governors offer an increasing level of challenge to leaders. This is evident in minutes of meetings where governors have, over time, established a greater level of scrutiny. Governors analyse assessment information and spending plans and ask leaders challenging questions about their work and the impact they are having.
- Governors review the attainment of different year groups and scrutinise carefully the progress of different groups within school. Governors ask leaders how they are responding to any differences that are found and, where necessary, the school liaises with the trust to secure additional support or advice.
- Governors' records show that they attend school frequently and forge links with subject leaders to review the impact of the wider curriculum. As a result of regular meetings and discussions with staff, they have a clear understanding of the school's overall

effectiveness and its current priorities.

- Performance management systems are robust and any pay awards are carefully reviewed by governors.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders have created a culture of safeguarding within the school. Staff know the actions that they must take if they have any concerns about a child and are left in no doubt about their responsibilities. Teachers that are new to the school speak highly of the training that they receive and understand the importance of being vigilant.
- Pupils and parents that inspectors spoke to said that the school is a safe and happy place. Older pupils spoke to inspectors about how they are supported by teachers at school. One pupil said that the headteacher 'wants every child in the school to feel safe.'
- Governors have appointed additional staff to ensure that pupils' welfare needs are met. Staff have excellent relationships with pupils and parents, and the school environment is calm and harmonious.

Quality of teaching, learning and assessment

Good

- Effective staff training has resulted in good teaching across the school. Leaders and experienced teachers have worked with teachers at different points in their career to ensure that they feel valued and supported. This support has resulted in improvements in teaching and better outcomes for pupils.
- Leaders monitor the quality of teaching frequently. Leaders' findings are brought together in individual staff profiles which identify the next steps that teachers should take to improve their practice.
- The teachers that inspectors spoke to said that they value the training and support that they receive. Teachers particularly welcome opportunities both to observe more experienced colleagues teach and to work alongside them. Leaders have used a 'coaching' model to improving teaching. This approach has ensured that staff feel part of the journey of improvement. Staff are open to feedback and constantly want to get better at what they do.
- Staff have developed a new approach to the planning and delivery of lessons. Teachers devise a range of activities to meet the needs of different groups within their class. Objectives and aims are shared with the class and pupils are invited to choose an activity that challenges them. Pupils' books show that teaching strategies are resulting in strong rates of progress over time. However, teaching is not always successful in ensuring that the most able pupils, including those who are disadvantaged, make accelerated rates of progress.
- Teaching is successful in consolidating learning but, on occasion, the most able pupils complete tasks that are too easy for them. Teachers do not always move the most able pupils on to activities that will stretch them further and support more rapid rates of progress.

- Assessment systems have been well developed. Leaders and teachers use systems effectively to track the progress that pupils are making. Pupils' progress is discussed in termly meetings, and teachers devise new actions for any groups or individuals that may be falling behind.
- The teaching of reading has been developed in response to slower rates of pupils' achievement at the end of key stage 2 in 2016. Inspectors found that the quality of questioning in reading lessons is effective in helping pupils develop a deeper understanding of a range of texts. However, in some classes, reading activities and texts are not always well matched to the needs of pupils. Some groups of pupils find the texts that they are reading too hard and this inhibits their ability to work independently. The teaching of reading is being monitored by leaders. Systems require further development to ensure that some pupils continue to make the rates of progress necessary to ensure that they reach, and where possible exceed, age-related expectations.
- Teachers skilfully plan lessons to ensure that pupils are engaged by and enthused about their learning. Teachers plan real-life experiences to help pupils grasp different concepts and ideas. This effective planning and the strong relationships between pupils and teachers result in high levels of engagement. Inspectors were stopped by pupils who were keen to share their learning. Pupils confidently recount what they have learned and are proud to share the awards they receive for making good progress. Pupils' conversations with inspectors included fascinating recounts of the lives of Henry VIII and the Icenic queen, Boudicca.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Leaders have created a nurturing culture. Relationships between staff and pupils are a strength of the school.
- Pupils are safe in school. The teaching of personal, social and health education is effective and pupils can explain clearly how to keep themselves safe and healthy. The school supports the needs of vulnerable learners well with the support of outside agencies.
- Pupils have a good understanding of the different forms of bullying, including homophobic and cyber bullying. Pupils told inspectors that bullying is rare and that if it does occur, leaders deal with any concerns quickly.
- Pupils enjoy coming to school because they feel valued. Highly engaging activities form part of the school's '50 promises'. This is a list of distinctive tasks that all pupils are invited to complete before they leave in Year 6. Activities include climbing a mountain and performing to a large group of people.
- Older pupils carry out roles of special responsibility in school, such as librarians, prefects and learning ambassadors. Pupils take these roles seriously and are actively involved in the running of the school.

- Staff with specific responsibilities for pupils' welfare ensure that there are a range of ways for pupils to communicate any concerns they may have. For example, there is a 'worry box' for pupils, should they feel the need to use it.
- Pupils have a good understanding of the potential risks when using the internet. For example, they know to withhold personal details when online and how to change their privacy settings on social networking sites to stay safe.

Behaviour

- The behaviour of pupils is good.
- Pupils are proud of their school. Pupils take pride in their work and demonstrate positive attitudes to learning. They work well together and support each other when they get stuck in lessons. The school's emphasis on pupils not being afraid to make mistakes is evident in lessons, where pupils are keen to contribute.
- The school environment is vibrant, cheerful and well organised. At meal times, pupils are well mannered and enjoy eating in their newly refurbished bistro-style dining hall.
- Pupils demonstrate exceptionally good manners to staff, visitors and each other. Pupils hold doors open and look smart in their uniforms.
- Teachers develop school rules with pupils. Rules are prominently displayed around school. As a result, pupils understand the rules well and know what the school's expectations are. Teachers and other staff consistently apply the school's behaviour policy, swiftly tackling any instances of off-task behaviour so that learning can continue.
- Leaders have worked hard to engage families and improve rates of attendance. The strategies used by the school have been effective and attendance is now in line with national levels. The attendance of disadvantaged pupils is improving and any differences between their attendance and that of other groups are closing rapidly.

Outcomes for pupils

Good

- Standards have improved considerably at Queen's Church of England Academy. Rates of attainment and progress are now at least in line with national figures.
- Provisional results for 2016 show that pupils attained broadly in line with other pupils nationally. Achievement is strongest in writing and mathematics. Though attainment levels are also improving in reading, rates of progress are not as rapid, particularly for pupils with high prior attainment. The school has responded to this difference and has put in place strategies to improve achievement in reading further.
- Inspectors heard the most and least able pupils read. Pupils are developing their phonics skills and are becoming more confident readers. Though the school has introduced a range of strategies to foster a love of reading and encourage pupils to discuss the books they read, leaders recognise that some reading records are underused.
- Pupils currently on roll make strong rates of progress. Inspectors met with leaders and checked the judgements that teachers make about the progress pupils are making. Judgements are accurate and are cross-referenced to grids that help teachers identify

what pupils need to do next to move on in their learning.

- Pupils who speak English as an additional language are well supported in lessons. Teachers carefully explain new vocabulary and plan activities to meet the needs of this group of pupils.
- Pupils who have special educational needs and/or disabilities make rates of progress similar to their peers. This group of pupils are well supported by the school and additional strategies and activities are in place to ensure that their needs are met.
- Provisional results for 2016 show that the most able pupils, including those who are disadvantaged, make similar rates of progress to other pupils nationally with the same starting points. The progress of the most able pupils was not as strong in reading in 2016. In observations of teaching and in discussions with pupils, inspectors found that there was greater scope for most able pupils to be challenged in their learning. Pupils find some tasks easy to complete.
- Pupil premium funding is effective in supporting the progress of disadvantaged pupils. Work in books shows that pupils are making good progress from their starting points in a wide range of subjects across the curriculum. There has been some variation in the achievement of disadvantaged pupils for past cohorts. Leaders have acted upon this variation and inspection evidence shows that rates of progress for these pupils currently on roll are now in line with other pupils in the school.

School details

Unique reference number	140419
Local authority	Warwickshire
Inspection number	10019990

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

Type of school	Junior
School category	Academy sponsor-led
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	244
Appropriate authority	Academy trust
Chair	Paul Allred
Headteacher	Hannah Carvell
Telephone number	02476 382906
Website	www.queenscofe.org.uk
Email address	admin3200@welearn365.com
Date of previous inspection	Not previously inspected

Information about this school

- The school meets requirements on the publication of specified information on its website.
- The school complies with Department for Education guidance on what academies should publish.
- The school converted to become an academy in January 2014. It is a member of the Diocese of Coventry multi-academy trust.
- This is a smaller than average junior school.
- The proportion of pupils who speak English as an additional language is above average. Approximately half of pupils are White British and a third of pupils are from Asian or Asian British backgrounds.
- The proportion of disadvantaged pupils is well above national levels.

- The proportion of pupils who have special educational needs and/or disabilities is similar to national levels.
- The school meets the current government floor standards, which are the minimum expectations for attainment and progress in reading, writing and mathematics by the end of Year 6.

Information about this inspection

- Inspectors observed pupils' learning in 19 lessons or parts of lessons. The majority of lessons were observed jointly with members of the leadership team.
- The lead inspector met with the school business manager and headteacher to review the single central record and a sample of personnel files. He also met with the headteacher and learning mentor to review safeguarding procedures. Procedures included: the organisation of child protection files; certificates of training; referral processes; minutes of meetings with other agencies; records of staff training and risk assessments for the physical environment.
- Inspectors observed pupils' behaviour throughout the day, including during lesson times, breaktimes and at the beginning and end of the school day.
- Inspectors looked at pupils' books with leaders and also heard pupils read.
- Inspectors looked at a range of documentation, including assessment and tracking information, school policies, the school's self-evaluation plan, development plans and governing body minutes.
- The lead inspector met with the chief executive of the multi-academy trust and the school's improvement partner. The lead inspector also held a separate meeting with the school's governing body.
- Inspectors met with parents at the start of the school day and reviewed the 20 responses to Parent View and the 19 free text responses received during the inspection. Inspectors reviewed the 69 responses to the school's own parent questionnaire which was conducted in October 2016.
- Inspectors also took account of the 26 responses to the staff questionnaire.

Inspection team

Jonathan Keay, lead inspector

Her Majesty's Inspector

Tim Hill

Her Majesty's Inspector

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