

Inspection of a good school: Queen Eleanor Primary School

Harby, Newark, Nottinghamshire NG23 7EQ

Inspection date: 12 January 2022

Outcome

Queen Eleanor Primary School continues to be a good school.

What is it like to attend this school?

Teachers greet the pupils with enthusiasm every morning as they arrive at this small village school. Any pupil's concerns or worries are addressed on the front gate so that pupils can get straight on with their learning. This makes pupils feel both safe and happy.

Staff and pupils know each other well. Older pupils play with younger children. They see it as their duty to look after and care for the younger children. Staff and pupils describe the school community as a 'kind and caring family'.

Classrooms are calm and pupils are very much engaged in the lessons. Teachers have high expectations of all pupils and what they can achieve. Pupils told the inspectors that they learn new things every day and they enjoy their lessons.

Afternoon assemblies are used to discuss world events, read poetry and celebrate success. Pupils demonstrate respectful and positive attitudes during this time. They also become confident in taking part in discussions and giving opinions.

Teachers teach pupils to recognise bullying and what to do if it happens. Pupils are confident that teachers would deal with bullying if it were to occur. Teachers do not tolerate bullying.

What does the school do well and what does it need to do better?

Leaders have reviewed the curriculum. They continue to make changes to improve it. They have identified the important concepts that they want all pupils to learn and remember. The curriculum starts in the early years and aims to build pupils' knowledge in different subjects as they progress through the school. The curriculum is broad and ambitious for all pupils.

Leaders have carefully ordered the teaching of the curriculum so that teachers revisit the most important concepts several times. In most subjects, including science, mathematics,

geography and history, leaders have identified the core knowledge that they want pupils to know to help them understand the concepts they are learning. In these subjects, teachers teach this knowledge explicitly. This enables pupils to understand the concepts they are studying. However, leaders have not ensured that they have identified the important knowledge across all subjects. As a result, pupils do not remember core knowledge and vocabulary in a few subjects well enough.

Leaders ensure that reading is a priority. Children begin to learn phonics from the start of the Reception Year. All staff have been trained in how to teach phonics. Leaders check that phonics teaching is consistent and of a high quality to ensure that pupils learn to read quickly. Teachers assess pupils' phonic knowledge every day. If a pupil falls behind, they receive additional support to help them keep up. Teachers send 'phonics fans' home so that parents and carers can help their children practise sounds that they are struggling with. Books are matched to pupils' phonic knowledge and pupils read to an adult three times a week. As a result, most pupils become fluent and confident readers.

Older pupils continue to enjoy reading. They read the class novel every day. Pupils benefit from changing their books using the monthly book bus. This gives them access to a large range of texts. Many older pupils also listen to and support younger pupils read. Pupils at this school develop a love for reading.

Children in the early years get off to a good start. Teachers plan purposeful and guided play which aids children's learning and development. For example, children learn and use vocabulary such as 'carnivore', 'herbivore' and 'omnivore' as they play with dinosaur models. Other children express themselves through play with clay in the 'malleable activity area'. The early years curriculum prepares children for the next stage of learning.

Pupils with special educational needs and/or disabilities (SEND) are well supported and achieve as well as all pupils. Teachers meet the needs of these pupils. Pupils with SEND have the same learning opportunities as other pupils.

All Year 5 pupils undertake a sports leaders' course. They use this training to put on lunchtime clubs for younger pupils. The 'DARE' curriculum allows pupils to learn about the risks associated with drugs and alcohol as well as learning about healthy relationships. Pupils have a good understanding of fundamental British values. They have personal journals to note down their private opinions and reflections on spirituality and world events. There are a range of after-school sports clubs that pupils benefit from. Many pupils also take part in the newly established 'outdoor club'. Leaders have ensured that pupils have wider development opportunities.

Leaders engage positively with staff. Staff say that they feel valued and that leaders always consider their workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

Staff are vigilant and well trained. They report any concerns, no matter how small. This helps leaders build a bigger picture so they can help and support pupils when they might be at risk. Leaders work closely with those pupils and families that need extra help from external agencies.

The curriculum is designed to help pupils understand how to recognise potential risks and keep themselves safe. Pupils say that they know who they can speak to if they have a problem or a worry.

Through the checks they undertake, governors have a good understanding of the effectiveness of the school's safeguarding procedures.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few of the foundation subjects, the curriculum is not yet sufficiently well planned. In subjects such as modern foreign languages, computing, and design and technology, leaders have not identified the core knowledge that they want pupils to learn. As a result, teachers do not teach this knowledge explicitly and pupils do not develop the necessary depth of understanding of the concepts they are learning. Leaders are in the early stages of addressing this issue. For this reason, the transitional arrangements have been applied.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in June 2012.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	122645
Local authority	Nottinghamshire County Council
Inspection number	10211584
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	54
Appropriate authority	The governing body
Chair of governing body	Ann Williams
Headteacher	Jill Woolnough
Website	www.queeneleanor.notts.sch.uk
Date of previous inspection	1 and 2 November 2016, under section 8 of the Education Act 2005

Information about this school

- This school is smaller than the average-sized primary school.
- The headteacher took up her substantive role in September 2021.
- The school does not use any alternative providers.

Information about this inspection

- This was the first routine inspection the school received since the COVID 19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken this into account in their evaluation.
- The inspectors carried out deep dives in reading, geography and mathematics. For each deep dive, the inspectors met with subject leaders, looked at the curriculum plans, visited lessons, spoke to teachers and pupils and looked at samples of pupils' work. The lead inspector also heard pupils read to a familiar adult.
- Inspectors visited the breakfast club and after-school clubs.
- An inspector met with the leader of the early years provision.

- Inspectors met with groups of pupils from key stages 1 and 2. They spoke with pupils informally and observed pupils' behaviour during social times.
- The lead inspector met with the designated safeguarding leader to discuss the actions taken to keep children safe. He reviewed a range of documents, including the school's single central record of staff.
- Inspectors reviewed a range of documents, including the school's self-evaluation, the improvement plan and quality assurance evaluations completed by the local authority.
- Inspectors met with all teachers and a group of support staff.
- The lead inspector met with the chair of governors.
- The lead inspector telephoned and spoke to a representative of the local authority.
- Inspectors took into account the responses to Ofsted's online questionnaire, Ofsted Parent View.

Inspection team

Rakesh Patel, lead inspector

Her Majesty's Inspector

Clive Worrall

Ofsted Inspector

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