

Inspection of Queen's Crescent School

Windsor Close, Chippenham, Wiltshire SN14 0QT

Inspection dates: 2 and 3 February 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Pupils say that everyone is welcome at Queen's Crescent school. They understand the importance of the 'golden rules' and do their best to uphold them. Relationships between adults and pupils are positive. Adults know pupils well. As a result, pupils feel safe and well supported.

Pupils try hard in all they do. They are keen to learn and share their ideas. From the Reception Year, routines are well established and expectations are high. In most lessons, there is a calm and purposeful atmosphere. Pupils can focus on their learning. Pupils say that bullying is rare. They know that adults in school will help them to resolve any issues.

Pupils enjoy the opportunities given to develop their leadership skills. Older pupils value their responsibilities as sports captains and school council representatives. From the Reception Year, children learn to support one another and celebrate each other's achievements.

Pupils understand the importance of inclusion. They are respectful towards each other and recognise that everyone is unique. Pupils say that everyone treats each other fairly. They enjoy learning about democracy. Pupils spoke about their excitement for a planned visit to the Houses of Parliament to fully understand how the voting system works.

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

Leaders are ambitious for all pupils, including those with special educational needs and/or disabilities (SEND). With support from the trust, leaders have focused on providing a good quality education. Leaders ensure that training for staff reflects the school's priorities. Staff, including teachers new to the profession, value this. They appreciate the way leaders support them.

Reading is a priority. Children begin to learn to read as soon as they start school. Leaders ensure that pupils progress well through an effective phonics programme. This supports them to learn new sounds so that they can build words and read fluently. The books that pupils read match the sounds that they know. Teachers check pupils' understanding carefully. They use this information to support pupils who are at risk of falling behind. There is a strong focus on early oracy, storytelling and developing a love of reading. Older pupils enjoy selecting books from the library to read at home. They speak enthusiastically about their favourite authors. Pupils say they enjoy listening to their teachers read to them.

Leaders have designed an ambitious curriculum that builds on knowledge from the Reception Year. In mathematics, pupils explain their understanding using accurate and precise vocabulary. For example, children in the Reception Year can accurately explain what they know about capacity. Teachers check pupils' understanding. If pupils do not understand, teachers find new ways of explaining the learning. Adults

who work with pupils with SEND know their needs well. They effectively support them and ensure pupils have access to useful resources. Pupils with SEND progress well through the curriculum alongside their peers.

Leaders have brought about positive changes to the wider curriculum. However, in some subjects, the precise knowledge leaders want pupils to know and remember is not clear. This means that pupils' knowledge does not build well over time. In history, for example, some pupils struggle to recall or explain important knowledge about the Roman empire. They are unsure how historians construct knowledge from the past.

In mathematics and phonics, teachers use assessment information well. They identify gaps in pupils' knowledge and adapt the curriculum to address these. However, in some wider curriculum subjects, assessment is not used as well. Leaders do not have an accurate picture of what pupils can do and remember in these subjects.

Leaders provide opportunities for pupils to develop their personal, social and health education. Pupils know about the importance of consent and positive relationships. They understand how to look after their mental health and enjoy the opportunities they get to use breathing exercises and yoga. Opportunities to develop an in-depth understanding of healthy eating begin in the Reception Year. Pupils learn that being active and eating a healthy diet will help them to have a healthy life. Pupils learn how to be responsible citizens and make a positive contribution to their school community and beyond. They are proud that their harvest donations will help others. They understand that the food collections during harvest will support those who are in need.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that adults who work in the school are well trained to identify signs of harm. The ongoing training and updates ensure that staff keep safeguarding at the forefront of their minds. Leaders ensure that pupils and families who need support receive it in a timely manner. They work effectively with external agencies to keep pupils safe.

Leaders ensure that those who work at school are suitable. Leaders, including governors, check that recruitment records are accurate and up to date.

Pupils know how to keep themselves safe, including when online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some wider curriculum subjects, the essential knowledge that leaders want

pupils to learn has not been identified. This means that pupils do not build their knowledge well and there are gaps in what they know. Assessment is not used effectively in these subjects. Leaders need to identify the key knowledge they want pupils to learn and check pupils' understanding more effectively.

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.

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	141272
Local authority	Wiltshire
Inspection number	10241906
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	406
Appropriate authority	Board of trustees
Chair of trust	Rob Ward
Teacher in charge	James Essam
Website	www.queenscrescent.wilts.sch.uk
Date of previous inspection	9 May 2017, under section 8 of the Education Act 2005

Information about this school

- There have been significant changes in leadership since the last inspection.
- The school does not use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in the evaluation of the school.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, geography and design and technology. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of work.
- Inspectors also spoke to leaders and pupils about the curriculum in art and history.

- Inspectors met with the head of school, senior leaders, representatives from the local governing body and the chief executive officer of the trust. They also discussed the school's work with the executive headteacher, the professional development director, trustees, subject leaders and groups of staff.
- The lead inspector listened to pupils in Years 1, 2 and 3 read to a familiar adult.
- The lead inspector reviewed the school's safeguarding documentation, including the safeguarding checks carried out on staff and volunteers at the school.
- Inspectors considered responses to the online survey, Ofsted Parent View, including free-text comments, and responses to the staff survey.

Inspection team

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