

Queen's Inclosure Primary School

Inspection report

Unique Reference Number	116248
Local Authority	Hampshire
Inspection number	312231
Inspection dates	13–14 February 2008
Reporting inspector	Michael Pye

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	392
Appropriate authority	The governing body
Chair	Mr G Branchett
Headteacher	Mrs J Allen
Date of previous school inspection	24 May 2004
School address	Cornelius Drive Cowplain Waterlooville PO7 8NT
Telephone number	02392 268067
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This larger than average primary school is situated on the outskirts of Portsmouth. It draws pupils from a wide area and there are more girls than boys in the school. The proportion of pupils entitled to free school meals is well below average. The percentages of pupils from ethnic minority groups and pupils with English as an additional language are below average. There is slightly below the average number of pupils with learning difficulties or disabilities (LDD). The relatively new headteacher has had to face a range of difficulties, including a high level of staffing changes. The school has been nationally recognised through the Enhanced Healthy Schools Award and the Active Mark.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

'The school has a wonderful, nurturing environment'. The parent who wrote this accurately identified the high level of care and encouragement the pupils receive. The school provides a satisfactory standard of education, with the personal development of pupils and pastoral care being good. Currently, pupils' academic achievement is satisfactory and standards are broadly average.

Standards in 2007 at the end of Year 2 were average. This reflected pupils' satisfactory achievement given their starting points. Similarly, standards by the end of Year 6 were broadly average, although mathematics and science were slightly below. In both years, high ability pupils attained standards that were below expectations. Such underachievement results from inconsistencies in the quality of teaching, and shortcomings in assessment and the tracking of pupil's progress.

The school is addressing these issues and achievement levels are improving. Monitoring by senior leaders has started to improve teaching, which is now satisfactory. However, there is a need for the inconsistencies to be fully eradicated, so that all pupils achieve as well as they can. More rigorous attention to challenging pupils throughout lessons, and making clear to pupils what they are expected to learn, is required. Furthermore, not all teachers use the good range of assessment information at their disposal to plan work that challenges pupils, particularly high attainers and the gifted and talented. Consequently, their progress slows. The literacy leader has introduced what is proving to be an effective scheme to address weaknesses in writing and reading. Pupils tell of enjoying these literacy lessons, feeling challenged by the work, and their achievement levels are improving. Although some lessons do provide challenge, this is not consistently provided, for example, in some science work in years 1 and 2.

The good personal development of pupils is demonstrated by their growing independence as learners and in their often very good, behaviour. Polite and respectful, they enjoy school and are keen to talk of their work. They feel behaviour is good and the school is 'a friendly place to be'. The pastoral care of pupils is strong, and serves to ensure that pupils settle easily, and are able to concentrate on their work. The school is very good at providing for those pupils and families who are in need of additional support. Some areas of academic support and guidance are underdeveloped. Not all pupils have a clear idea about how to improve their work, because their learning targets are not consistently reinforced in lessons. Marking does not always make clear the next steps in the pupils' learning.

The headteacher's actions to update and improve areas of the school's performance, particularly teaching, are bringing improvements. Pupils' progress is now being more carefully analysed and tracked, thereby enabling appropriate support to be quickly introduced. The newly appointed Support and Challenge Leader tracks the effectiveness of such interventions. Whilst responsibility has been more widely distributed, this needs to be further developed. Some subject managers do not analyse the school-wide performance of their area of responsibility in sufficient depth. Consequently, their monitoring is not as effective as it might be in improving standards and achievement. Governors give good support and are increasingly able to challenge the school regarding its academic performance. Whilst the headteacher has led the school well, many other leaders are relatively new, and their full impact has yet to be seen. Consequently, there is a satisfactory capacity to improve.

Effectiveness of the Foundation Stage

Grade: 3

Children enter the Foundation Stage with skills and knowledge that broadly meet the expectations for their age. However, on entry, there are weaknesses in aspects of literacy, numeracy, and more recently, in the children's social and personal development. Inconsistencies in the quality of teaching result in pupils making satisfactory progress. The curriculum is sensitive to the children's social needs and helps ensure the children's good personal development. They have good opportunities to make choices about what activities they wish to do. The vibrant learning environment supports a good range of activities that pupils can easily access. The outdoor area requires further development to maximise children's learning. The temporary leader has introduced some effective reforms, particularly in the range of assessment opportunities, and this is helping to address the hitherto unreliable nature of some judgements about children's progress.

What the school should do to improve further

- Raise standards and achievement in English, science and mathematics by improving the consistency of teaching.
- Ensure that teachers use the assessment information available to challenge all pupils, particularly those capable of higher attainment, and the gifted and talented.
- Develop the role of subject managers, particularly of mathematics and science, so that they have better evaluation skills, and greater accountability for improving pupils' standards and achievement.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Entry levels into Year 1 vary from year to year but are broadly average. Assessment data and pupils' work show that they are currently achieving satisfactorily. This is an improvement on recent years. Pupils attain average standards, although in science in Key Stage 1 they are just below average. Whilst the quality of teaching is improving, there is a legacy of underachievement, for example, in mathematics in some classes in Key Stage 2. The school has identified this, and appropriate intervention and support is in place, which is resulting in improved achievement levels in these classes. There is no significant difference between the achievement levels of girls and boys.

Personal development and well-being

Grade: 2

Pupils respond very well to regular opportunities to explore their own views and feelings, and those of others. The value the school places on consultation, consideration and reflection leads to good spiritual, moral, social and cultural development. Pupils have a good understanding of how to stay healthy and safe. The school council is proud of their Healthy School status, and their contribution to developing the Trim Trail. Pupils have great confidence in the anti-bullying policy that they helped to put in place. They appreciate and support each other's achievements. Effective school actions help ensure that attendance is satisfactory, but some parents continue

to take their children on holidays during term time. Pupils willingly take responsibility and make a very good contribution to the school community. There are good links with the local community, for example, pupils performed their Christmas play in a local church. Pupils receive a good perspective on the world of work by applying, and being interviewed, for lunchtime supervisor positions. Their preparation for later life is satisfactory, but their basic information and communication technology (ICT) skills are insufficiently reinforced in other subjects.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching is slowly improving, but inconsistencies remain, and consequently pupil's progress is uneven. There is good learning in the school, particularly when teachers make very clear to pupils the focus of the lesson and what they should be able to do by the end. Some, but not all, lesson planning is thorough, and based on accurate assessment and tracking of pupils' progress. There are inconsistencies in how effectively teachers use assessment data, or on-going assessment during lessons, to raise the level of challenge for pupils. Pupil's progress accelerates where teachers plan various activities that meet their different learning styles. For example, pupils who learn in a more practical way are stimulated by working outdoors, or by using electronic machines to measure the effect of solids and gases on sound waves. 'We enjoy this', said one girl. Similarly, a good pace in lessons and an emphasis on time targets for pupils is present in some lessons, but not all. There are often good opportunities for independent or small group learning.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory, with improving opportunities for pupils to practise their literacy skills in subjects such as history. The school is developing resources that, provide more investigative and problem-solving approaches to pupils' learning. It is too soon to see the full impact, particularly in science in Year 1 and Year 2. The new ICT leader, has developed some good programmes of work that are beginning to ensure the progression of pupils' skills. Again, this needs time to embed and have a full impact on pupils' standards. Key messages and values about learning and respect for others are very well reinforced. Religious education is strongly established, and, for example, through visits to a mosque, good cultural and multi-cultural awareness is developed. The curriculum is enhanced by theme days, projects and community links; Year 5 teachers and pupils were highly engaged in 'Ancient Greece Day' during the inspection.

Care, guidance and support

Grade: 3

Very good pastoral care and support ensure that pupils can tell of feeling safe, secure and well looked after. Parents confirm this. One said, 'I could not have asked for a better start for my child'. Pupils are confident that they know where to turn if they need help. Help for pupils with learning difficulties and disabilities is well-planned, and the school has strong links with a good range of external agencies to support them. Procedures for pupils' well-being and safeguarding are rigorous. Clear behaviour procedures promote a sense of security for pupils, and allow them to settle in a good working atmosphere. Care, guidance and support are satisfactory because

academic guidance requires further development. Whilst mathematics and English now have good pupil tracking and assessment systems, science is not as detailed. Consequently, when pupils' achievement levels drop, appropriate guidance is not always provided quickly enough.

Leadership and management

Grade: 3

Staff are fully aware of the very clear commitment of the headteacher to improving pupils' academic performance. Changes introduced during her leadership are already having an impact, for example, in the improvement in teaching and the current levels of pupils' achievement. She is fully aware of the need for further improvement. Subject and other leaders now have more responsibility. The literacy manager, for example, has been able to introduce a good pupil tracking system that is a model for other subjects such as mathematics. However, the depth of experience amongst managers varies. Some, but not all, carry out good analysis and clearly identify where their area can contribute to the raising of achievement levels across the whole school. The governors have a good understanding of the school through particularly well-focused visits, although more governors could be involved in the process.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	3
The capacity to make any necessary improvements	3

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

28 February 2008

Dear Pupils

Inspection of Queen's Inclosure Primary School, Waterloo, PO7 8NT

Thank you for your warm welcome, and we liked the way you are prepared to talk about your school. We listened carefully to you, and enjoyed watching you work. We feel that your school is satisfactory because you are making sound progress in your work.

We also feel that your school helps you develop well as young people. You are encouraged successfully to become more independent. You also have a good understanding about how to stay healthy and keep safe. Congratulations to your school councillors for helping to get the 'Trim Trail' in place. We are pleased that you told us that you feel safe, and are happy at school. Certainly, Year 5 pupils enjoyed dressing up as ancient Greeks.

We particularly liked the way you are able to choose who has done something deserving of recognition in the celebration assembly. We think your behaviour is good and you show respect to each other and the adults.

You also told us, and we agree, that you are looked after very well by the adults in your school.

We have asked the school to make sure that you all receive good teaching, and that your work in lessons challenges you. You can help by telling your teachers when you find the work too easy or too hard. We are pleased that your teachers are keen to learn how to be better subject managers. We think that some need to develop a deeper understanding of their responsibilities so that they are able to carry out their job more effectively.

We wish you all the best for your future.

Yours faithfully

Michael Pye

Lead Inspector