

Inspection of a good school: Queen's Inclosure Primary School

Cornelius Drive, Waterlooville, Hampshire PO7 8NT

Inspection dates:

26 and 27 September 2023

Outcome

Queen's Inclosure Primary School continues to be a good school.

What is it like to attend this school?

This is an inspiring and inclusive place to learn. Pupils, including those with special educational needs and/or disabilities (SEND), benefit from the high standards that are set. They value learning about everything that the rich curriculum offers. When discussing some artwork, one pupil told the inspector, 'If art wasn't a thing, life would be plain.' Pupils behave remarkably well. They consistently follow the 'CARE' code, showing respect for everyone and treating others with kindness. Pupils have delightful manners, wishing friends and staff a pleasant day as they walk past.

Pupils feel safe in this welcoming community. They know that trusted adults look out for them. They are confident to share their worries, should they have any. Breaktimes are happy and sociable occasions. Staff and nominated pupil sports leaders facilitate fun sports and games. Those who prefer to can sit and socialise with their classmates.

The high-quality provision for personal development underpins pupils' successes. Pupils have a deep appreciation for different cultures and faiths. They develop an understanding of helping others through supporting local and international charities. Learning extends beyond the school building. In the outside classroom, teachers enrich learning through activities such as recreating ship burials to help pupils understand more about the Anglo-Saxons.

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

Pupils' behaviour is exemplary. This is because the school has the highest of expectations for their conduct. Classroom routines are well known and followed consistently. Children learn the school rules from their first days of attending Reception. During carpet time, children sit listening attentively to their teachers. The orderly nature of classrooms helps pupils focus on their learning. Those who need extra help to maintain concentration get all the support they need. Pupils value using the 'trick box'. This gives them strategies for managing their emotions and compromising with others.

Pupils achieve well at this school. The carefully designed curriculum is ambitious for all. The key steps of knowledge that pupils should learn are ordered sensibly so that pupils develop an increasing understanding of different subjects. This means that pupils, including pupils with SEND, can gain the important understanding that they need for future learning. The individual needs of pupils with SEND are well known. Teachers ensure that additional support is provided when needed. The school is continuing to refine the curriculum in some areas to ensure that pupils learn exceptionally well across every subject.

The curriculum is taught well. New information is presented clearly. In art and design, inspiring pictures and paintings are displayed for pupils to explore. Teachers skilfully model the techniques that they want pupils to use. Pupils learn useful strategies to solve problems in many subjects, including mathematics. Pupils' learning is also routinely checked. However, on occasion, teachers do not ensure that pupils are confident in knowing key knowledge or skills before moving on. When this happens, it makes it harder for pupils to apply what they should already know to new learning.

Reading is a high priority. One pupil remarked, 'Basically, we read all the time.' From the first day of Reception, children start to learn new sounds and letters. The phonics programme that the school uses is taught very well. The routines and visual prompts the school uses help pupils to learn new words quickly. Those who need extra support get this at the earliest opportunity. This means that pupils learn to read with increasing accuracy and fluency.

The provision for pupils' broader development is extensive. From early years onwards, pupils get frequent opportunities to consider and debate big questions. This helps them to gain an appreciation of the views of others. Pupils develop confidence through taking on roles of responsibility. They are proud to contribute to their community as 'happy helpers', reading buddies and as members of the 'assembly squad'. Pupils have a detailed knowledge of how to keep themselves safe, including when using the internet. 'SMART' strategies, learned in computing lessons, ensure that pupils know to be careful when online.

Enriching and inspiring experiences contribute significantly to school life. These varied opportunities are meticulously planned to deepen pupils' learning. Drama productions and visits by staff from local farms widen their understanding and build excitement ahead of new topics. A broad range of enjoyable clubs is available to pupils on a daily basis. Dance, choir, computer programming and art clubs are highly valued by pupils.

The school ensures that staff workload is carefully managed. Staff's time is prioritised so that they focus on improving pupils' learning. Teachers, including those starting out on their careers, benefit from regular training to keep their subject knowledge refreshed.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school has not yet securely and consistently embedded some aspects of the curriculum across the school. As yet, in some subjects, pupils do not have the depth of knowledge and skills that leaders intend through their ambitious curriculum. Leaders should continue to embed the planned refinements to the curriculum to support pupils to achieve highly in every subject.

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 an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in June 2014.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	116248
Local authority	Hampshire
Inspection number	10287890
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	418
Appropriate authority	The governing body
Chair of governing body	Marcus Cator
Headteacher	Jo Allen
Website	www.queensinclosure.hants.sch.uk
Date of previous inspection	24 April 2018, under section 8 of the Education Act 2005

Information about this school

- The school does not currently use any alternative provision.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school had received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in his evaluation of the school.
- The inspector met with the headteacher, senior leaders, subject leaders, the leader responsible for pupils with SEND, and many teachers and support staff.
- The inspector met with governors and held discussions with a representative of the local authority.
- The inspector carried out deep dives in early reading, mathematics, and art and design. For each deep dive, the inspector held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- The inspector also discussed learning in other subjects with pupils.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Meetings were held with groups of pupils and staff to hear their views.
- The inspector considered responses to the confidential Ofsted surveys for staff and pupils and the responses to Ofsted Parent View.

Inspection team

Martin Smith, lead inspector

His Majesty's Inspector

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