

National Society Statutory Inspection of Anglican Schools Report

Queen Eleanor's Church of England Voluntary Aided Primary School

Queen Eleanor's Road
Onslow Village
Guildford
GU2 7SD

Diocese: Guildford

Local authority: Surrey

Dates of inspection: 29 October 2007

Date of previous inspection: March 2002

School's unique reference number: 125188

Headteacher: Mr. Hugh Rawson

Inspector's name and number: The Revd A Fiddian-Green (NSI 383)

Description of the school

Queen Eleanor's CE Junior school has 248 pupils and is situated on the outskirts of Guildford in a village environment. Over time, the intake of the school has widened and now encompasses children from diverse backgrounds and families. About a quarter come from areas outside Onslow Village. The majority of pupils have white/British heritage and the number of children from other ethnic heritages is below average.

The school has recently had a successful OFSTED inspection. Standards of achievement are above average.

The distinctiveness and effectiveness of Queen Eleanor's as a Church of England school are good

Queen Eleanor's is a good church school with several aspects that are outstanding. It is fully committed to its care and concern for every child as an individual, and its Christian values underpin all it offers. The attention to pupils' personal development is outstanding, and through the School Council their views are listened to and often acted upon. The school teaches pupils about environmental awareness and this too is based on the Christian principle of stewardship of the earth.

Established strengths

- There is a strong Christian ethos of care and respect for all members of the school community.
- Worship is a valued part of each day, and is well organised.
- Religious education is outstanding.
- The leadership and vision of the headteacher are outstanding.

Focus for development

- To improve the visible signs of the school's links to the Church of England.
- To implement formal evaluative systems whereby pupils, staff and governors evaluate collective worship

Through its distinctive Christian character, the school makes good provision in meeting the needs of all learners.

This church school meets the needs of its learners well. There is a clear Christian base to all its policies, plans and systems and this is apparent especially in the high level of care and respect shown for all. Pupils are valued as individuals and their opinions listened to and their achievements are celebrated. A good example of the care shown for pupils is the buddy system whereby older pupils look after new arrivals in Year 3. Pupils talk enthusiastically about their school, and clearly they are very happy and feel safe. Attention to their personal development is outstanding and clearly based upon Christian values. The new initiative called SEAL (Social and Emotional Aspects of Learning) is beginning to make good links across areas of the curriculum, especially in personal development. The school council spoke appreciatively about the friendship stop – a place to go for support if anyone is on their own. All were very enthusiastic about after school clubs and the good choice they offer. A good Spiritual, Moral, Social and Cultural Development Policy provides a sound basis for pupils' personal development and has strong Christian references throughout. Both worship and religious education have very high profiles and add much to pupils' spiritual development.

The impact of collective worship on the school community is good.

Collective worship is good and is an integral part of every school day. It is well planned through its new links to the SEAL themes such as 'school, society and community living' or 'personal qualities.' Children hear Bible stories, but frequently also experience stories and ideas from a variety of sources. For example, in the worship during the inspection they watched a short film about Shaun the Sheep. This was related to the sharing in the story of the feeding of the five thousand, and they all thoroughly enjoyed it and learnt well. In discussion with pupils it became clear that they like their singing in worship and they sang very well in the worship observed, joining in enthusiastically. Music in worship is also greatly enhanced by the piano playing of a particularly talented pupil together with the recorder playing of others. Christian festivals and saints' days are also celebrated in worship themes and, for some of these, children are taken to church, such as at Christmas or Easter. Pupils learn about and use the Lord's Prayer. Involvement of pupils is greatly enhanced when individual classes are responsible for an act of worship. From time to time pupils' work is celebrated in special assemblies. There is yet no formal system that allows pupils to evaluate and feedback about worship, although plans are in hand to include this in the near future.

The school meets the statutory requirement for collective acts of worship.

The effectiveness of religious education is outstanding.

RE is clearly seen as a core subject in the school, afforded high profile, and is outstanding. Pupils are attaining above expected levels, and in discussion were able to give many detailed accounts of Bible stories and facts about other world religions. Leadership and management of the subject are outstanding and there is meticulous cross-referencing of source materials to help non-specialist teachers with their planning. Everything is highly organised and resources are excellent. Pupils are able to explain what they have learnt and understand the relevance to their own lives. RE, with its core subject status, supports the school's Christian ethos extremely well. Assessment is very good and accurately reflects the two strands of learning - about religion and from religions. Monitoring and review by the subject leader have impacted positively on planning, and photographic evidence demonstrates a wide variety of learning styles, such as drama and role play. In addition, pupils are taken to the parish church for some lessons and see the furnishings and the objects there, to learn about their use and meaning. In lessons there is appropriate use of a computer, projector and screen, and audio material giving a 'news bulletin' as from Old Testament times.

The school meets the statutory requirement for religious education.

The leadership and management of the school, as a church school, are outstanding

Leadership and management are outstanding. Governors support the school very well in its Christian ethos, particularly through the incumbent of All Saints Church, as Chair of Governors. She is a frequent visitor to the school and is highly respected by children and adults. Other governors sometimes attend school worship, but there is no agreed system for them to monitor and evaluate worship overall.

The leadership of the headteacher is outstanding and he brings vision and flair to the planning, always underpinned by commitment to Christian values. He leads a strong team of staff, all having a stake in the school's development. They are united in taking the school forward, and upholding its Christian foundation. Leadership and management of religious education are outstanding. Staff provide good, positive role models for pupils and expectations of pupils' good behaviour are high. Links with the parish church are good and the church supports the school financially as well as by the presence in the school of the vicar. Diocesan links too are good and the school is sometimes called upon to go to the Cathedral to help in a project or a service, as well as attending leavers' services there.

There are not enough visual signs in the entrance hall or the main hall to link the school to the Church and the Diocese. The school badge however, provides a clear Christian link with its predominant cross motif.