

Ofsted  
Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T 0300 123 4234  
[www.gov.uk/ofsted](http://www.gov.uk/ofsted)



25 September 2017

Mr Roger Blackburn  
Headteacher  
Queen Eleanor's Church of England School  
Queen Eleanor's Road  
Guildford  
Surrey  
GU2 7SD

Dear Mr Blackburn

### **Short inspection of Queen Eleanor's Church of England School**

Following my visit to the school on 13 September 2017, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in January 2013.

#### **This school continues to be good.**

You and other leaders have maintained the good quality of education in the school since the last inspection. You have kept a clear focus on ensuring the best possible outcomes for pupils while managing the school through expansion and periods of staff turnover. Parents appreciate this, with one commenting that they were 'particularly happy with the way the school dealt with changes in staffing last year' and another that, having had concerns about the school expanding they 'have been delighted with the way it has been managed'. The support for the school from the parents I met at the school gate was clear. All parents who responded to Ofsted's online survey, Parent View, would recommend the school to other parents.

You have successfully addressed the areas that needed improving at the time of the last inspection. You have improved key aspects of teaching and learning, ensuring that there is appropriate challenge for pupils of all abilities. Pupils are encouraged to push themselves in English and mathematics lessons through the 'chilli challenge'. Where they lack confidence to try harder work, teachers sensitively guide them. As a result, pupils show good attitudes to learning and are well motivated. Attainment in reading, writing and mathematics is consistently strong, with the proportion of pupils exceeding expectations at age 11 higher than seen nationally.

You obtain some useful validation of the quality of your work from The Good Shepherd Trust and through working with other schools, although you acknowledge that this is still at an early stage.

Pupils behave well both inside and outside the classroom. In discussions, they respect each other's ideas and views, even if these differ from their own. Pupils' tolerance and understanding of differing faiths and beliefs remain a notable strength of the school. Parents concur with this, with one commenting that their child 'can understand practices upheld by different faiths while still maintaining her own faith – big questions for even an adult to uphold'.

Your strategy of involving English and mathematics subject leaders more in securing improvements has helped to raise expectations and increase ambition in these subjects. They put strategies in place to address the school's key priorities for improvement and are having an effective impact in improving outcomes for all pupils, particularly those who are disadvantaged.

Achievement is rising for pupils who have special educational needs and/or disabilities and for pupils who speak English as an additional language. Teachers draw on expertise from external agencies and seek advice to support these pupils. This enables them to gain a better understanding of their individual needs and pupils' progress across the curriculum is increasing as a result.

### **Safeguarding is effective.**

Almost all parents feel that their children are safe at the school. Leaders at all levels ensure that pupils' safety and well-being are given a high priority. Governors play a critical role in holding leaders to account for this aspect of the school's work.

Leaders have ensured that safeguarding arrangements are fit for purpose. All necessary pre-employment checks are completed and staff are well trained. Written records are suitably detailed and show that staff are alert to possible concerns. You and your home-school link worker liaise effectively with external agencies to support vulnerable pupils and their families beyond the school gate, keeping meticulous records, which you review regularly to identify any trends or staff training needs.

### **Inspection findings**

- At the start of the inspection we agreed to look at the effectiveness of safeguarding; how successfully the underachievement of disadvantaged pupils has been addressed, including the use of the pupil premium funding; how leaders have maintained a good quality of education during a period of change and if leaders at all levels have been effective in ensuring high outcomes across the curriculum.
- Outcomes for disadvantaged pupils across the school have started to improve, particularly in reading. Work seen in pupils' books across a number of subjects supports this. Governors are aware of the progress groups of pupils make and their responsibility for using additional funding. To this end, they have recently asked leaders for a more detailed breakdown of the impact of pupil premium funding so that they know whether it is well spent.

- Through precise planning, leaders have effectively managed a period of change, while continuing to raise standards. You have thought carefully about where to place newly qualified teachers so that they have appropriate support. You have also provided additional training for staff when necessary. This work has helped to minimise any variability in pupils' progress across the year groups. Where teachers are new to post, a buddy system to support them is in place, providing them with opportunities to share good practice and sound out their ideas.
- Leaders are increasing the number of chances that pupils have to write extensively during English lessons. They have introduced weekly creative writing sessions and sought external support to help teachers provide additional challenge to pupils in their writing. This is beginning to have an impact on both the quality and quantity of writing that pupils are producing. However, there are very few opportunities for pupils to write in other subjects, which is preventing them from making the level of progress of which they are capable.
- English and mathematics subject leaders have identified where the level of challenge for pupils across the curriculum needs to increase. Actions to raise teachers' expectations in science and religious education have started and improvements in pupils' knowledge and understanding are evident. As leaders in other subject areas are introduced, it is important that they are provided with the necessary support and guidance to continue this work and improve pupils' outcomes in all areas.

### **Next steps for the school**

Leaders and those responsible for governance should ensure that:

- new subject leaders are supported to review and plan for further improvement in their subjects
- pupils are consistently challenged to achieve as highly as they can across the curriculum.

I am copying this letter to the chair of the executive board, the director of education for the Diocese of Guildford, the regional schools commissioner and the director of children's services for Surrey. This letter will be published on the Ofsted website.

Yours sincerely

Emma Sanderson  
**Her Majesty's Inspector**

### **Information about the inspection**

During this inspection, I held discussions with you, other leaders, staff and governors. I spoke to a representative of The Good Shepherd Trust and spoke informally with parents at the school gate. You accompanied me as I visited classes

to observe teaching and learning, look at pupils' work and talk to them about their learning. I also spoke with pupils at breaktime. I took account of 101 responses to Ofsted's online survey, Parent View, including free-text comments, as well as 10 confidential responses to the staff questionnaire and four to the pupil questionnaire. I scrutinised safeguarding arrangements and information about the school's performance over time, using documents you provided and the school's website.