

# Queen Eleanor's CofE Junior School

Inspection report

---

<b>Unique Reference Number</b>	125188
<b>Local Authority</b>	Surrey
<b>Inspection number</b>	315182
<b>Inspection date</b>	19 September 2007
<b>Reporting inspector</b>	Keith Sadler

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

---

<b>Type of school</b>	Junior
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	7-11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	248
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rev Barbara Messham
<b>Headteacher</b>	Mr Hugh Rawson
<b>Date of previous school inspection</b>	15 July 2002
<b>School address</b>	Queen Eleanor's Road Onslow Village Guildford GU2 7SD
<b>Telephone number</b>	01483 561323
<b>Fax number</b>	01483 303984

---

<b>Age group</b>	7-11
<b>Inspection date</b>	19 September 2007
<b>Inspection number</b>	315182

---

© Crown copyright 2007

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by an Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the pupils' achievement, the school's curriculum and leadership and management. In addition, evidence was gathered from classroom observations and school documentation to evaluate the quality of the school's teaching and learning and its arrangements for the pupils' care, guidance and support. Other aspects of the school's work were not investigated in detail, but the inspection found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

## Description of the school

The school is of average size and is over-subscribed. Historically pupils have come from the mostly prosperous environs of the school. In the past few years, a growing proportion of pupils come from further afield. Currently about a quarter of the pupils live outside the village of Onslow. The overwhelming majority of pupils are from a White British background. No pupils are at an early stage of learning English. The socio-economic circumstances of families are favourable.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Queen Eleanor's is a good school with some outstanding features and is continuing to improve. This is largely because of the excellent leadership of the headteacher and the support he receives from the whole school community. As one parent commented, 'The headteacher is excellent and he has created a wonderful atmosphere in which to learn.' Working in close partnership with the effective deputy headteacher, he has high expectations for pupils and staff and has led several good improvements in the school's provision and standards. At the time of the previous inspection there were weaknesses in the leadership of the senior staff because staff were not held to account and there was insufficient rigour in the processes for checking the school's standards and provision. This is not now the case. The school has an accurate and thorough understanding of both its standards and provision. This information is used effectively to make necessary improvements. As a result, pupils achieve well and attain standards that are above average. This is a clear demonstration of the school's good capacity for further improvement. Above all, the staff work closely as a team and are deeply committed to the school's continuing improvement. This commitment has led to improvements in the role of subject leaders. Some of these teachers provide good leadership and management, though others are new to post and their work now needs to bed down. Governance is good. Governors support the school well and provide good and sensitive challenge for the school to improve.

Parents are overwhelmingly supportive of the school and are unanimous in stating that their children enjoy school. Typical of the many positive comments from parents was, 'My son has thrived under the staff's care and he looks forward to school every day.' Pupils say that they love school, lessons and learning and this is reflected in their above average attendance. As one pupil said, 'Lessons are fun and our teachers help us when we get stuck.' Pupils' personal development and well-being, including their spiritual, moral, social and cultural development are outstanding. Pupils rightly say that behaviour is excellent both in lessons and around the school. Due to the caring and nurturing environment that is based on a strong Christian ethos, pupils have high self-esteem and they flourish in their learning. They have a good understanding of what constitutes a healthy lifestyle and they know how to stay safe. They delight in taking on responsibility and thrive on the many opportunities provided. For example, older pupils 'buddy' new Year 3 pupils; prefects help and support all pupils. Members of the school council proudly outline the improvements this has brought. They point out the new clock in the playground that helps them to check when it is time to begin one of the many lunchtime activities. Pupils are well prepared for secondary education.

Standards attained at the end of Year 6 in the 2006 tests, were above average in English, mathematics and science. However, provisional results in the 2007 tests show an improvement on these standards. This marks good achievement and progress from the slightly above average levels that pupils have on entering the school. Until recently, the progress of pupils with learning difficulties and disabilities has been slower than that of other pupils. Their progress is now good due to the changes that the new co-ordinator for pupils with learning difficulties and disabilities has made under the guidance of the headteacher. Provision has been extended and pupils' particular needs are identified early and accurately. The resulting good quality individual education plans enable these pupils to make good progress towards their targets. Until 2006, standards in science lagged behind those in English and mathematics. This led to senior staff to evaluate carefully the quality of the school's provision and to make improvements. Action has included placing a greater emphasis on developing pupils' investigative skills, closer tracking

of pupils' achievements and a thorough review of the science curriculum. In consequence, there has been a very significant improvement in standards in science.

The quality of teaching and learning is good. Classrooms provide a calm and purposeful atmosphere because pupils' behaviour is managed in an affirming manner. Teaching assistants are deployed effectively and provide an important support in supporting the progress of pupils with learning difficulties and disabilities. Perceptive leadership has equipped teachers with skills suited to improving the quality of learning, especially in making pupils more independent. This has led to more interesting lessons. In the best lessons, teachers make sure that the learning is relevant to pupils' needs and is based, as far as possible, on real life experiences. Here, teachers' planning is of good quality. Assessments are used well to set work that provides high challenge for all groups of pupils. However, this is not always the case. In some lessons, particularly in history and geography, work set is not always hard enough.

The curriculum is of good quality and there have been improvements that have helped to boost learning. Recently, for example, careful consideration has been given to extending practical and creative approaches to learning. More time is given to developing pupils' skills. These positive changes have yet to be extended throughout the whole school. There are numerous clubs and activities for pupils to join and regular visitors and trips out of school.

The school takes good care of its pupils. This underpins the positive atmosphere and the pupils' feeling of pride in their school. There is a good partnership with parents who support the school well. There are good procedures for safeguarding pupils' welfare and all current regulations for child protection are met. Pupils' achievements are tracked carefully in English, mathematics and science and this leads to pupils being set appropriate and challenging targets for improvement. However, pupils are not always clear what their targets are nor what they need to do to meet them.

### **What the school should do to improve further**

- Bring all lessons up to the quality of the best by ensuring that teachers plan work to meet the needs of all groups of pupils.
- Ensure that pupils are clear about what their targets are, and what they need to do to meet them.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**

## Annex A

## Inspection judgements

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

### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
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 capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
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	2
The behaviour of learners	1
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	2

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
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**

2 October 2007

Dear Pupils

Inspection of Queen Eleanor's CofE Junior School, Guildford, GU2 7SD

I really enjoyed visiting your school. Thank you very much for the friendly way you welcomed me and for the help you gave to find out about your school.

Both you and your parents told me that you love coming to school and that you feel safe and well cared for. I am not surprised. Yours is a good school and everybody who works there tries hard to help you to do well. Your teachers are good and work hard to make sure that lessons are made interesting and exciting. Your headteacher has done an excellent job in making sure that you all work and play together in such a friendly way and to make the school so successful. I was very impressed with your behaviour, which is excellent and helps the teachers help you to learn, and also the way you make sure that everyone feels part of the family of your school.

You work hard in lessons so that you learn lots of new things. Your progress is good and you attain above average standards in English, mathematics and science.

I have asked your teachers to do two things. Firstly, to make sure that all lessons are challenging so that whether you find learning easy or hard you are set work to stretch you. Secondly, to make sure that you are all clear about what your targets are and what you need to do to meet them.

You can help by working hard to meet your targets. Thank you once again for being so helpful to me.

With very best wishes for your future.

Keith Sadler

Lead Inspector