

# Inspection of Queensgate Foundation Primary

Beatrice Avenue, East Cowes, Isle of Wight PO32 6PA

---

Inspection dates:	8 and 9 October 2024
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Good

## **What is it like to attend this school?**

Pupils enjoy attending this vibrant and caring school. They rise to the high expectations that the school has for their conduct by following the 'Queensgate Code'. As a result, pupils consistently demonstrate respect for each other. They behave well and respond positively to instructions. Pupils are confident that if they have any worries, there is always an adult in the school who will listen and help. Many parents and carers comment on how staff regularly go above and beyond to do the best for their children. Pastoral support through 'The Nest' and 'The Patch' help staff to meet the needs of pupils who need more personalised help.

Staff are ambitious that every pupil will achieve their best. The curriculum is constantly reviewed to ensure pupils receive an effective education. Provision for pupils' personal development is very strong. All pupils, including those with special educational needs and/or disabilities (SEND), benefit from a vast array of activities, trips and events which the school organises for them.

Pupils are proud of the positive contribution that they make to school life. Pupils eagerly take on leadership roles to ensure their voice is heard. School councillors, anti-bullying ambassadors and the eco-council make meaningful contributions to school life.

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

The school has established an ambitious and broad curriculum from the very start of the early years through to Year 6. It has identified the key knowledge and vocabulary that pupils should gain in all subjects. The school has recently strengthened the curriculum in some subjects. This has resulted in a positive impact on pupils' outcomes.

The school helps most pupils to learn to read well. Children begin learning to read as soon as they start school. Most staff deliver the phonics programme successfully. Pupils who need additional help to learn to read receive this. However, occasionally support for pupils who find reading more difficult is not provided quickly and well. This means that some pupils do not make the progress they should in phonics and their early reading skills. Most older pupils read with accuracy and independence. All pupils benefit from listening to adults read high-quality texts to them regularly.

In the subjects where the curriculum is strongest, the knowledge that pupils need to learn at different stages is clearly identified. This is particularly the case in mathematics and has resulted in pupils being confident in exploring different concepts and processes. Pupils use the right vocabulary to discuss their learning in mathematics. Current pupils are making strong progress through the curriculum. In art and design, pupils' sketchbooks demonstrate how their skills and knowledge have improved over time. Pupils with SEND are well supported. Staff adapt lessons so that all pupils access the curriculum well. Some pupils are taught a more individual curriculum which means their additional needs are more precisely met.

The school has recently made some well-considered modifications to the curriculum, such as in geography and history. This is because, in a few subjects, pupils have not mastered the same wide range of knowledge and skills that they have elsewhere in the curriculum. This results in pupils not having the same depth of learning in these subjects as they do in others.

Children in the early years settle well into the routines of the school. There is a happy and vibrant atmosphere. Staff model learning and how to use new vocabulary effectively. Well-selected resources support children's learning. Teachers identify gaps in children's early English and mathematics and seek to fill them rapidly.

Pupils' behaviour is calm and positive around school. Pupils want to learn and work well together in class. The school maintains a strong focus on securing pupils' regular attendance. For pupils whose attendance is a cause for concern, the school works closely with families to successfully bring about improvements.

The school's provision for pupils' personal development is exceptional. There are extensive opportunities for pupils to develop talents and interests right from early years. At the heart of this is the school's 'out and about' curriculum. This bespoke aspect of the school's work gives pupils the opportunity to better understand the island on which they live. On top of traditional sport and music clubs, pupils can attend clubs such as skateboarding, fencing, cookery and craft making. Pupils value, respect and engage with their local community and environment. They are particularly proud of their environmental work.

Governors are well trained and understand their duties well. Their regular checks allow them to test out what is happening and to improve the important aspects of the school.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- Some staff have not been sufficiently trained in the teaching of early reading. This means some pupils have gaps in their phonics knowledge, and these are not addressed quickly enough to enable pupils to become fluent readers. The school should ensure that all staff have the knowledge and skills to teach phonics effectively.
- The curriculum in a few subjects has been recently revised. In these subjects, pupils have not always studied a curriculum that enabled them to learn all the important knowledge they need to. The school should ensure that revised curriculums are implemented effectively and help pupils to remember and use important subject knowledge.

## 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

<b>Unique reference number</b>	136008
<b>Local authority</b>	Isle of Wight
<b>Inspection number</b>	10341663
<b>Type of school</b>	Primary
<b>School category</b>	Foundation
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	391
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Peter Genari (co-chair) Alison May (co-chair)
<b>Headteacher</b>	Samantha Sillito
<b>Website</b>	<a href="http://www.queensgateprimary.co.uk">www.queensgateprimary.co.uk</a>
<b>Date of previous inspection</b>	25 June 2019, under section 8 of the Education Act 2005

## Information about this school

- The current co-chairs of governors were elected in September 2024.
- The school runs its own breakfast club.
- The school currently does not use alternative provision for pupils.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024, will not be given an overall effectiveness grade.

- Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school has received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, geography, history and art and design. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors met with the headteacher and other leaders within the school. The lead inspector also met with members of the governing board, including the co-chairs, and an educational representative of the local authority.
- To evaluate the effectiveness of safeguarding, the inspectors: 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.
- The inspectors reviewed a range of the school's documentation including self-evaluation reports, minutes of governing body meetings and behaviour incident logs.
- The inspectors considered the views of parents shared through Ofsted Parent View. Inspectors also spoke with parents on the first day of the inspection.
- The views of staff were gathered through interviews and discussions conducted throughout the inspection, as well as the staff survey.
- Inspectors gathered pupils' views throughout the inspection, including through classroom visits, group discussions and the pupil survey. Inspectors also spoke to pupils at playtimes and lunchtime.

### **Inspection team**

Chris Parker, lead inspector

His Majesty's Inspector

James Humphries

Ofsted Inspector

Andrew Foster

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2024