

Queen Elizabeth's

Address: Western Road, Crediton, Devon, EX17 3LU

Unique reference number (URN): 136646

Inspection report: 12 May 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Achievement

Expected standard 

Most pupils achieve well across the curriculum with pupils' attainment at the end of key stage 4 broadly in line with national figures. Most pupils are confident in articulating what they have learned. In some subjects, however, pupils and some sixth-form students are not supported sufficiently well to extend their learning and write with clarity to demonstrate their understanding. As a result, sixth-form outcomes are below what is typical nationally.

Disadvantaged pupils benefit from support that enables them to build their knowledge. Pupils who struggle with literacy and mathematics receive appropriate support at the right time to enable them to learn effectively. Typically, they achieve well and where gaps are identified, leaders act swiftly to remedy them. For example, leaders have been relentless in improving the attendance of disadvantaged pupils which has historically impacted on their overall achievement.

Attendance and behaviour

Expected standard 

Most pupils attend school regularly. The school's emphasis on developing strong routines has helped pupils to recognise the link between regular attendance and successful learning. Leaders have used a range of strategies to improve pupils' attendance, from making the curriculum more engaging to providing warm and nurturing pastoral support. They work closely and effectively with families to support pupils who struggle to attend consistently. Leaders identify barriers and design bespoke solutions that help pupils to re-engage. Although attendance for pupils with special educational needs and/or disabilities and those eligible for the pupil premium has previously been low, leaders' targeted actions have made a positive difference and attendance for these groups has improved.

A calm and harmonious atmosphere is evident throughout the school. The school's approach to managing behaviour is applied consistently and effectively. Pupils report that bullying or discrimination is rare. They are confident that staff would tackle any concerns promptly and appropriately. Pupils are well supported through the warm, trusting relationships they have with staff. Leaders place a strong emphasis on fostering a sense of belonging and an inclusive school community. Pupils feel safe, listen to one another's viewpoints and show respect for difference. They have positive attitudes to learning and study in classrooms that are free from disruption.

Curriculum and teaching

Expected standard 

The curriculum is coherently sequenced across all subjects. Leaders identify the essential knowledge and skills pupils need and organise these so that learning builds securely over time. They evaluate how well the curriculum is taught and typically use their analysis to guide school improvement. The school's approach to teaching is grounded in evidence-based research, which staff use to design learning activities. Teachers routinely help pupils to revisit their prior learning so that they can approach new topics with confidence.

Teachers demonstrate secure subject knowledge, supported by trust-wide subject networks which enhance their expertise. They use this knowledge to help pupils develop their understanding. For example, in Year 7 English, pupils' study of poetic structures enables them to analyse more sophisticated techniques such as anaphora. However, teachers do not consistently draw on what they know about pupils' understanding when adapting lessons. This means that, at times, pupils, including students in the sixth form, are not routinely challenged to deepen their learning or extend the quality of their written responses.

Reading is a priority across the curriculum. Pupils read widely for pleasure. Pupils who need additional support with literacy or mathematics receive timely, well-targeted support that has a demonstrable impact. As a result, they gain the knowledge required to successfully follow the wider curriculum.

Inclusion

Expected standard 

Leaders have a robust grasp of the barriers that affect pupils' learning. They act early to understand each pupil's needs from the moment they join the school. Leaders check pupils' literacy and mathematical knowledge to identify any gaps, and provide timely and appropriate support to help them catch up. In addition, leaders use a range of information about pupils, including attendance, behaviour, safeguarding, pastoral and academic insights, to shape bespoke support for those who experience disadvantage. Teachers draw on this knowledge to plan the support they provide for pupils. Leaders have also established appropriate alternative provision to enable pupils to access learning with confidence and success.

Ongoing staff training strengthens teachers' ability to reduce the barriers to learning that pupils with special educational needs and/or disabilities (SEND), pupils eligible for additional funding and those known (or previously known) to social care may experience. Leaders evaluate the impact of this training to identify where additional training may be required. Where further improvement is needed, such as raising the attendance of pupils eligible for additional funding, leaders systematically refine and strengthen their strategies. Disadvantaged pupils benefit from well-matched support that enables them to succeed emotionally, socially and academically.

Leadership and governance

Expected standard 

Leaders have a clear and accurate understanding of the school's strengths and areas that require further development. Their vision is evident in the day-to-day life of the school and is strongly shared by staff, governors and trustees. Leaders are ambitious for every pupil's academic and personal success and they place pupils firmly at the centre of all decision making. As a result, pupils are respectful, friendly and generally achieve well.

Leaders have established robust and carefully-designed systems to track pupils' wellbeing, attendance and academic progress. These help leaders to identify priorities swiftly and to pinpoint pupils or areas of the school that require additional support.

Trustees and governors understand their responsibilities and fulfil them with diligence, including holding leaders to account for the impact of the school's provision. They are very

well informed about the school's work and carefully check the information that is shared with them.

Staff benefit from a well-coordinated professional learning programme that promotes a consistent and effective approach to teaching and learning. Early career teachers receive helpful guidance and training. Staff are very positive about the support leaders provide for their wellbeing and workload. They are proud to work at the school and share leaders' vision for pupils' success.

Parents and carers are generally positive about the school. They value the care that their children receive and appreciate the high expectations and aspirations that staff hold for every pupil.

Personal development and wellbeing

Expected standard

The well-designed personal, social, health education (PSHE) curriculum helps pupils to develop a thoughtful and well-informed understanding of citizenship, both within the school and in the wider community. Pupils speak confidently about fundamental British values such as freedom of speech and the rule of law, and they understand why equality is protected in law. This understanding is reflected in the respectful way that pupils interact with one another. The school council provides a strong example of pupils putting these principles into practice, using their voice to shape improvements for the school community.

The PSHE curriculum is adapted for pupils to reflect on issues particularly relevant to the school community. This ensures that pupils are well prepared for life beyond school. Pupils learn how to stay safe when online and how to recognise healthy relationships, including the importance of consent.

Pupils take part in a wide range of clubs, activities and educational visits. They enjoy ample opportunities to take part in different sports, including netball and football and many pupils participate in the Duke of Edinburgh's Award. The school also provides rich opportunities for pupils to develop a connection with the natural world, for example through visits to Dartmoor. The performing arts and whole school drama productions play an important role in developing pupils' confidence and theatrical skills.

Leaders monitor participation in the school's extensive programme of sporting, cultural and artistic activities. They recognise that disadvantaged pupils and those with special educational needs and/or disabilities do not take part as regularly as their peers. They have taken steps to address this so that all pupils benefit equally from the wider offer.

Pupils receive impartial, well-structured careers education, information, advice and guidance. They develop a clear understanding of the pathways available to them beyond school.

Post 16 provision

Students' outcomes in A levels have been below what is typical nationally over time. Staff do not consistently identify students' starting points with sufficient accuracy. On these occasions, teaching does not build on what students already know. As a result, students do not achieve as well as they should. Leaders understand the factors that have contributed to under-achievement and have begun to address them, although this work is at an early stage. Despite this, many students progress successfully to higher education or apprenticeships when they leave school.

Teachers have secure subject knowledge. However, they do not consistently design learning activities that deepen students' understanding or enable them to learn with confidence. Although students are positive about their subject choices, they sometimes struggle to articulate their knowledge as clearly or effectively as they should.

Students are very well supported through the sixth form's careers curriculum. They benefit from a wide range of opportunities to experience the world of work and further education. Students visit local universities and take part in work experience placements.

The personal development programme prepares students effectively for life beyond school. They learn about the risks they may encounter as young adults and how to keep themselves safe. Leaders know students well and ensure that those who require additional help receive it promptly.

What it's like to be a pupil at this school

Pupils feel a strong sense of belonging at the school which sits at the heart of the community. Relationships between staff and pupils are highly positive. Pupils feel valued, nurtured and supported. As a result, pupils' attendance has improved, along with their engagement in learning.

Pupils value the subjects they study. For example, Year 7 pupils relish learning about mime in drama. They also appreciate the consistent approach to teaching and learning which enables them to build securely on their prior knowledge. As a result, pupils achieve in line with national averages in most subject areas.

Reading is prioritised across the school. Pupils have access to a range of books in the school libraries and through frequent trips to the town bookshop. Those who struggle with reading receive timely and effective support to help them to catch up.

Pupils learn about the importance of kindness and apply this in their interactions with one another. They typically behave well in lessons and around the school site. Pupils report that bullying is not an issue and that any concerns are dealt with swiftly by staff. They are knowledgeable about what makes a good citizen and understand the importance of democracy and freedom of speech.

Pupils are very positive about the sporting, cultural and artistic opportunities at the school. For example, a large group of pupils recently took part in the Ten Tors Challenge on Dartmoor.

Next steps

- The school should ensure that teachers make effective and consistent use of information about what pupils know and do not know to adapt the teaching of the curriculum, so that pupils can deepen their understanding and write about their learning with greater accuracy and detail.
 - The school should ensure that teachers assess sixth-form students' starting points with greater precision so they can design learning activities that deepen understanding and enable students to achieve more highly in A-level examinations.
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About this inspection

This school is part of the Ted Wragg Multi Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Moira Marder, and overseen by a board of trustees, chaired by Andrew Mulcock.

Inspectors carried out this full inspection under Section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted inspectors (OIs) who have previously served as HMIs.

The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

Inspectors spoke with school leaders, teachers, trust leaders, trustees and local governors during the inspection.

The inspectors confirmed the following information about the school:

The school uses 3 alternative provisions, including one that is unregistered.

Headteacher: Paula Smith

Lead inspector:

Susan Aykin, His Majesty's Inspector

Team inspectors:

Claire Thomson, Ofsted Inspector

Gary Schlick, Ofsted Inspector

Gemma Tatlow, Ofsted Inspector

Sarah Forster, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 12 May 2026

School and pupil context

Total pupils

1,138

Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 1,067

School capacity

1,650

Well above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 1,154

Pupils eligible for free school meals (FSM)

18.88%

Below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 28.9%

Pupils with an education, health and care (EHC) plan

3.16%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.09%

Pupils with special educational needs (SEN) support

16.08%

Close to average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 13.4%

Location deprivation

Below average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

Resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

Type of specialist provision (if applicable)

SpLD - Specific Learning Difficulty

What does this mean?

The type of Special Educational Needs provision provided at the school (if applicable).

All pupils' performance

English and maths GCSE

Percentage of pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (final)	49.7%	45.4%	Close to average
2023/24 (final)	50.8%	45.9%	Close to average
2022/23 (final)	55.4%	45.3%	Above

Attainment 8

A measure of pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (final)	46.2	46.1	Close to average
2023/24 (final)	47.6	45.9	Close to average
2022/23 (final)	50.8	46.3	Close to average

Progress 8

How much progress pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	0.22	-0.03	Close to average
2022/23 (final)	0.27	-0.03	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils achieving grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (final)	27.6%	25.8%	Close to average
2023/24 (final)	16.7%	25.8%	Close to average
2022/23 (final)	39.5%	25.2%	Above

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (final)	30.9	34.9	Close to average
2023/24 (final)	33.3	34.6	Close to average
2022/23 (final)	41.0	35.0	Above

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	-0.54	-0.57	Close to average
2022/23 (final)	-0.31	-0.57	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (final)	27.6%	53.1%	-25.6 pp
2023/24 (final)	16.7%	53.1%	-36.5 pp
2022/23 (final)	39.5%	52.4%	-13.0 pp

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (final)	30.9	50.4	-19.5
2023/24 (final)	33.3	50.0	-16.7

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	41.0	50.3	-9.3

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24 (final)	-0.54	0.16	-0.70
2022/23 (final)	-0.31	0.17	-0.48

Destinations after 16

Destinations after 16

Percentage of pupils staying in education or employment for at least 2 terms after the end of secondary school (key stage 4).

Year	This school	National average	Compared with national average
2023 leavers (revised)	94%	92%	Average
2022 leavers (revised)	94%	93%	Average
2021 leavers (revised)	92%	94%	Average

16 to 18 performance

A-level average point score

The average points that students achieved per A-level entry.

Year	This school	National average	Compared with national average
2024/25 (final)	31.25	35.00	Below
2023/24 (final)	29.03	34.38	Below
2022/23 (final)	34.48	34.16	Close to average

A-level value added

A score showing students’ progress between the end of key stage 4 and the end of their academic qualification studies.

Year	This school	National average	Compared with national average
2024/25 (final)	-0.5	0.0	Below
2023/24 (revised)	-0.3	0.0	Below

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	9.2%	8.4%	Close to average
2023/24 (3 term)	10.8%	8.9%	Above
2022/23 (3 term)	10.5%	9.0%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	24.4%	23.4%	Close to average

Year	This school	National average	Compared with national average
2023/24 (3 term)	29.8%	25.6%	Close to average
2022/23 (3 term)	28.9%	26.5%	Close to average

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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