

Inspection of The Elton CofE Primary School of the Foundation of Frances and Jane Proby

School Lane, Elton, Peterborough, Cambridgeshire, PE8 6RS

Inspection dates: 3 and 4 July 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

What is it like to attend this school?

Pupils thrive at school. They develop impressive personal qualities because of the school's excellent programme for personal development. Starting in the early years, pupils learn about important human attributes such as humility, bravery and how to learn from failure. Pupils speak articulately about what makes them unique individuals and the personal traits they are trying to develop.

By the end of Year 6, all pupils are well prepared for the leadership positions they each hold. They make substantial contributions to their community, including raising thousands of pounds for the charities pupils choose to support.

Pupils show remarkable care and empathy towards each other. If a pupil becomes upset, others willingly step in to console and help. In lessons, in assemblies and during sporting events, pupils celebrate the success of others. Pupils play well together. Older pupils serve as positive role models for those younger. Year 6 'buddies' look out for and support younger children in Reception to learn how to play well during play times.

Pupils benefit from the improved school curriculum. They strive for the high expectations of achievement the school sets. Pupils achieve well in national tests.

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

Since the previous inspection, the school has improved the curriculum. Subject plans have clear guidance for staff about what knowledge should be taught and when. The curriculum also specifies appropriate opportunities for teachers to review what has previously been taught. These help pupils remember key knowledge.

Well-trained teachers have strong subject knowledge. They typically teach the curriculum well. Teachers check what pupils know and can do. When concerns arise, staff provide timely support so that pupils do not fall behind.

There is a new approach to teaching reading. Staff are well trained and teach reading consistently well. In the early years, staff ensure children develop their spoken language. Children learn and use sophisticated vocabulary. This includes children knowing and blending sounds of letters effectively. Children are well prepared to build their reading knowledge in key stage 1. When pupils struggle to read, staff provide effective support. Consequently, pupils enter key stage 2 able to read fluently. Pupils appreciate the school's well-chosen collection of books. They love reading as a leisure pursuit and share book recommendations with each other. One pupil summarised the enthusiasm of others by saying, 'Books are amazing. They are like your own world in text form.'

The school's approach to supporting pupils with special educational needs and/or disabilities (SEND) is much improved. With the help of the local authority, the school identifies and creates precise guidance about how to support these pupils' needs.

Most staff use this information well and arrange learning activities for pupils with SEND that largely meet their needs. However, there are instances when this does not happen. As a result, pupils do not always learn as well as they could.

The school successfully helps pupils learn how to regulate their emotions and behaviour from an early age. For pupils that find it hard to manage their emotions, the school provides high-quality pastoral care. Over time, these pupils learn how to deal with frustration and maintain reasonable behaviour even when cross. Pupils are keen to learn. They know that learning is important and take it seriously. In the early years, children usually sustain concentration for long periods of time. In lessons, pupils work hard and typically focus on what they are trying to learn.

The school's 'big question' enables pupils to enrich what they have learned across the curriculum and consider important aspects of the human experience. The school also ensures that all pupils develop an exceptional range of interests and talents. All pupils get opportunities to try musical instruments and one in three pupils continue with formal lessons. The provision for pupils to develop their sporting interests is excellent. Pupils relish the many opportunities for them to take part in local and regional competitions. The school ensures that pupils learn how to win and lose with grace.

Parents, staff and pupils are effusive with praise about the school. All staff enjoy working at the school. They say that leaders support them well to maintain reasonable workload.

Following support, the governing body has developed the expertise needed to govern effectively. They have an accurate view of the strengths and weaknesses of the school and hold leaders to account for the quality of the school's provision.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- On occasion, staff do not adapt learning activities well enough to match the differing needs of pupils with SEND. When this happens, these pupils do not learn as well as they could. The school must ensure that all staff provide effective learning opportunities that meet the specific needs of pupils with SEND.

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

Unique reference number	110847
Local authority	Cambridgeshire
Inspection number	10323610
Type of school	Primary
School category	Voluntary aided
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	138
Appropriate authority	The governing body
Chair of governing body	Carla Jones
Headteacher	Claire Arnold
Website	www.elton.cambs.sch.uk
Date of previous inspection	14 March 2023, under section 8 of the Education Act 2005

Information about this school

- The school does not use the services of any alternative providers.
- This is a school with a Christian ethos within the Diocese of Ely. The school received its most recent Section 48 inspection in July 2023 and will be reinspected approximately five years from then.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors held discussions with the representatives from the local authority, representatives from the diocese, governors, the headteacher, subject leaders, teachers, members of support staff and pupils.
- Inspectors carried out deep dives in these subjects: mathematics, physical education, reading and science. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of pupils' work. Inspectors also discussed the wider curriculum, looked at a range of curriculum documents, looked at samples of pupils' work and spoke with some pupils about their learning in some other subjects.
- 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.
- Inspectors observed behaviour of pupils in lessons and during social times.
- Inspectors looked at relevant documents, considered pupils' work and held discussions with leaders, staff and pupils about the provision for pupils' personal development.
- Inspectors considered the 13 staff responses, the 54 pupil responses and the 70 parent responses to Ofsted's online surveys.

Inspection team

Al Mistrano, lead inspector

His Majesty's Inspector

Bryony Surtees

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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