

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

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

Inspection dates 26–27 February 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Teaching is good and improving. Leaders and managers, including governors, have worked hard and successfully to eliminate inadequate teaching.
- The headteacher provides purposeful leadership and promotes the highest expectations for this popular and expanding school.
- Children in the Reception class make rapid progress. This continues across Key Stage 1. Attainment is well above average at the end of Year 2 in reading, writing and mathematics.
- Pupils' attitudes towards their learning are strong. They show considerable care and respect towards each other. The school's arrangements for ensuring pupils' safety are outstanding.
- The school's well-planned programme of topics and themes makes an excellent contribution to pupils' spiritual, moral, social and cultural development.
- Leaders and managers including governors ensure that the school has a good capacity to improve further.

It is not yet an outstanding school because

- Achievement in mathematics in Year 6 has not been high enough for some girls and more-able pupils in recent years.
- Some pupils do not take enough care with their mathematics work. Too much work is poorly presented or incomplete.
- Not all lesson plans take account of what pupils have already learned or ensure they are in a position to move forward.
- Marking is not always precise enough to show pupils how they can improve.

Information about this inspection

- The inspector visited six lessons or part-lessons. Most of these were observed jointly with the headteacher. The inspector also made a number of other short visits to classrooms to look at phonics (the sounds that letters make) and mathematics.
- The inspector talked to pupils about their reading, and looked at examples of mathematics work from each year group in Key Stage 2 with the headteacher.
- The inspector looked at a range of documents, including the school's self-evaluation and improvement plan, and records on behaviour, safety and attendance. He also looked at tracking information showing the progress of pupils, anonymised records of teachers' performance and records of meetings held by the governing body.
- The inspector met with pupils, interviewed a sample of staff, and spoke to parents. He also spoke to members of the governing body and a representative from the local authority.
- The views of parents were obtained through the school's surveys and the 38 responses to the on-line Parent View survey.

Inspection team

Brian Netto, Lead inspector

Additional Inspector

Full report

Information about this school

- This is a smaller than the average-sized primary school. Pupils in Key Stage 2 are taught in mixed-age classes.
- Almost all pupils are from White British backgrounds and speak English as their first language. A very small number are from minority ethnic backgrounds.
- The proportion of pupils known to be eligible for the pupil premium is below average. The pupil premium is additional funding for pupils looked after by the local authority, those known to be eligible for free school meals and children from service families.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average. The proportion supported at school action plus or with a statement of special educational needs is also below average.
- 'Splats and Splodges' breakfast and after-school club is based at the school. This is separately managed and was not part of the inspection.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school works in a formal partnership with the local Nene Park Academy in order to expand its provision for sport.
- Since the previous inspection, the school has increased its size by over a third. A new Chair of the Governing Body has recently been appointed.

What does the school need to do to improve further?

- Raise achievement in mathematics across Key Stage 2 so that pupils perform as well as they do in reading and writing by:
 - accelerating the progress of pupils, particularly girls and more-able pupils, by ensuring that the work set for all pupils is appropriately challenging
 - ensuring all teachers plan work which takes account of what pupils have previously learned and helps them move forward
 - improving teachers' marking so that it consistently shows pupils precisely how they should improve their work
 - making sure that pupils take more care and pride in the presentation of their work.

Inspection judgements

The achievement of pupils is good

- Children start school with skills typical for their age. They quickly gain confidence and acquire new skills, so that by the time they enter Year 1 the vast majority are working at a level that is well above that usually found. Adults make sure that children have a secure foundation in the basic skills of language and communication and number, and that they mix well with other children and so develop social skills quickly.
- Standards in reading at the end of Year 2 have been high for some time. All of the pupils achieved the expected standard in the national screening check for phonics in 2013. Younger pupils benefit from regular opportunities to read to older pupils. This helps them to make good progress.
- Attainment in Key Stage 2 has risen steadily in the last two years. By the time they leave Year 6 pupils reach above average standards in reading and writing and average standards in mathematics, spelling, punctuation and grammar.
- In 2013, a small number of girls and more-able pupils did not achieve as well as they could in mathematics. Standards are now improving as pupils who achieved well at Key Stage 1 move through the school. The school's current data show that progress is accelerating in mathematics throughout Key Stage 2. This is also evident in lessons and in pupils' books.
- There were not enough pupils known to be eligible for free school meals in Year 6 in 2013 to comment on their attainment without identifying them. However, across the school pupils eligible for the additional funding achieve well. Every effort is made to ensure that they can take part in all aspects of school life. This reflects the school's firm commitment to equality of opportunity.
- The small number of disabled pupils and those who have special educational needs make good progress from their starting points. The support provided in lessons is of high quality and the work these pupils are given is well-planned and of just the right level of difficulty.
- Pupils who are more-able are generally given work which is appropriately challenging. However, on occasions, it does not allow them to reach the higher levels, especially in mathematics at Key Stage 2.

The quality of teaching is good

- Teaching is improving so that all teaching is at least good and some is outstanding. Teaching over time has been particularly strong in the Early Years Foundation Stage and in Key Stage 1. All teachers have high expectations and plan activities which interest and engage the pupils.
- Reading is taught particularly well. Teachers use a wide range of stimulating materials and activities to help pupils understand different words and the sounds they make. Older pupils help the younger ones with their reading. Regular homework is set which encourages the pupils to read with their family.
- Teachers ensure classrooms offer a rich and stimulating learning environment and take full advantage of it when planning lessons. Corridors and classrooms are full of superb three-

dimensional displays which transport the learner into other worlds, whether it is tropical Africa or the undersea world. Year 2 pupils were fascinated by the exploits of Sir Ranulph Fiennes as they explored his adventures and expeditions. Outstanding teaching helped the pupils to explore difficult concepts and topics and to extend their understanding to the full.

- The teaching of mathematics is improving. Teachers help pupils to use and apply important words when working to deepen their understanding. Calculation skills are practised regularly and pupils are given targets to help them to improve which are revised regularly.
- Teachers plan work carefully so that all pupils can make progress. At its best, teaching takes account of the pupils' prior learning and builds on and consolidates their skills. For example pupils in Years 3 and 4 were able to tackle problems in understanding a Venn diagram, and completed the task successfully, as they had developed confidence in using these diagrams in a previous lesson. Just occasionally, planning does not reflect what the pupils already know so work is too easy, particularly for pupils who are more-able.
- Other adults, such as teaching assistants, provide good support for pupils' learning. They use their time well to help pupils who need extra guidance, and do not just support the group they normally work with. This helps to ensure that lessons run smoothly and ensures these pupils concentrate well and make good progress.
- Marking is regular and often provides pupils with clear guidance on what they can do to improve their learning. This is especially the case in pupils' written work. Sometimes, precisely what pupils should do next is not made clear, particularly in mathematics in Key Stage 2. In these instances marking does not help pupils to identify their errors or make quicker progress.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Around the school pupils behave with great respect and care for each other. Building friendships are very important to all of them. As one said, 'The best thing about this school is everyone is friendly and everyone is always willing to help.'
- Pupils show a great deal of respect for their learning environment, which includes the outdoor classroom. They enjoy learning and have very positive attitudes. Occasionally, some pupils do not take enough care with the way they organise and present their work in mathematics at Key Stage 2. Too much work is untidy or left unfinished.
- The school's work to keep pupils safe and secure is outstanding. Pupils have exceptional awareness of how to keep safe and how to assess risks. The recent trip to London, which involved the whole school travelling by public transport, illustrates how well pupils deal with potential hazards. They joined the teachers in planning to minimise the risks and had a very successful day.
- Pupils say that bullying never happens in the school. They say that the school welcomes pupils from different religious backgrounds. They are confident that adults will help them when there is a minor dispute. They enjoy school, and mix very well with others across the age range. Parents agree that their children are very happy and safe in the school. This is reflected in the pupils' above average attendance.
- The school's records show that exclusions are very rare, and there have been no serious incidents for several years. Leaders and teachers manage behaviour well, and many pupils take

responsibility for their own actions. This helps the school to be a warm, friendly and cohesive community.

The leadership and management are good

- The school has undergone some significant changes, both in the leadership of the governing body and in staffing in recent years. The school has also increased its popularity. This is reflected in the growing numbers attending, and very few pupils now leave before Year 6. The large majority of parents are very happy with the teaching and speak warmly about the welcoming nature of the school.
- The school's success derives in part from the efforts it has made to eradicate ineffective teaching. Regular checks on teaching and learning ensure that staff are held to account for their effectiveness and that good performance is suitably rewarded.
- As the school is small all teachers share responsibilities for the different subjects. Each one produces a plan to improve teaching and has a role in checking on learning. Together with the senior leaders they contribute well to school improvement.
- The school provides a vibrant learning environment that utilises its limited accommodation very effectively. The school organises the topics so that pupils find the activities they are given interesting and relevant. Special events or visits help to stimulate their imaginations. Pupils in Years 5 and 6, for example, visited London and went to see 'War Horse' at the theatre to help them understand more about the First World War. This lively curriculum makes a strong contribution to the pupils' spiritual, moral, social and cultural development.
- Pupils funded through the pupil premium benefit from additional adult support. Funds are also used to make sure that they can take part in all activities including after-school clubs, visits and residential trips.
- The school's partnership with Nene Park Academy is helping to make effective use of the sports premium. Teachers benefit from working with specialist teachers of sport. Pupils also take part in competitions with other schools hosted by the Academy. This is helping to increase the numbers of pupils who take part in different sports. The links also make sure that pupils are well prepared for the next stage in their education.
- The support from the local authority has been appropriate given the school's good record of performance over time. The school regularly buys services from the local authority, including school improvement support, and has used these to establish an accurate and robust understanding of its strengths and areas for improvement.
- **The governance of the school:**
 - Many governors are experienced local people who know the school well through their regular visits and some have backgrounds in education. Each has a specific responsibility and links with particular teachers and subjects. They use their knowledge well to help the school identify its main priorities for improvement. They have a good understanding of how well the school performs in comparison to other schools. They share the high aspirations for the school, as reflected in their plans to increase their roles even further. They have been fully involved in overseeing the change from mixed-age classes in Key Stage 1 to separate classes for Years 1 and 2. They have a clear view of how money is spent for the benefit of the pupils, including the pupil premium and the sports premium. They know how well teachers are doing

and make sure that only the best are rewarded through progression through the pay scales. They take very seriously the importance of safety, and ensure that all statutory responsibilities including those related to safeguarding are met.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	110847
Local authority	Cambridgeshire
Inspection number	441158

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	124
Appropriate authority	The governing body
Chair	Tim Hitch
Headteacher	Rebecca Ford
Date of previous school inspection	13 September 2010
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