

# Elton CofE Primary School

## Inspection report

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<b>Unique reference number</b>	112815
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	378567
<b>Inspection dates</b>	12–13 March 2012
<b>Lead inspector</b>	Kath Campbell

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	19
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Richard Brooks
<b>Headteacher</b>	Paul Hunter
<b>Date of previous school inspection</b>	20 April 2007
<b>School address</b>	Main Street Elton DE4 2BW
<b>Telephone number</b>	01629 650282
<b>Fax number</b>	01629 650282
<b>Email address</b>	info@elton.derbyshire.sch.uk

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<b>Age group</b>	4–11
<b>Inspection date(s)</b>	12–13 March 2012
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## Introduction

Inspection team

Kath Campbell

Additional inspector

This inspection was carried out with two days' notice. The inspector observed eight lessons taught by three teachers. She spent time talking with individual pupils about their work and enjoyment of school, as well as hearing pupils read. She held meetings with groups of pupils, members of staff and governors and spoke informally to parents and carers to gain their views of the school. The inspector took account of any responses to the on-line questionnaire (Parent View) in planning the inspection. She observed the school's work, and looked at a range of documentation, including information about safeguarding and child protection and the progress of every pupil. The inspector scrutinised 14 questionnaires completed by parents and carers and followed up any concerns raised.

## Information about the school

Elton is a very small rural school and most pupils live in the village. All pupils are of a White British background. The proportion of pupils who are known to be eligible for free school meals is above average. The proportion of disabled pupils and those who have special educational needs is also above average. The number of pupils with a statement of special educational needs is below average. There are currently no children in the Early Years Foundation Stage and pupils are divided into two classes, one for Key Stage 1 and one for Key Stage 2. The headteacher teaches for four days a week, chiefly in Key Stage 1. The school has gained several awards, including Activemark, in recognition of its work. It exceeds the current floor standard which sets the minimum expectations for pupils' progress and attainment.

## Inspection judgements

<b>Overall effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>

### Key findings

- Elton is a good school with notable strengths in the high quality nurture and care it provides for its pupils. The school’s success is largely due to the good level of individual attention that staff are able to give to every pupil. It is a good rather than an outstanding school because teaching is not consistently good enough to be judged outstanding.
- Achievement is good because all groups of pupils, regardless of their starting points, progress well. Standards are typically above average by the time pupils leave. Good quality teaching of phonics (the sounds that letters make) in Key Stage 1 has raised standards in reading. Pupils make good gains in their mathematical knowledge through effective teaching. Progress in writing is also good but not as consistent as in reading and mathematics.
- Teaching is good throughout the school. Teachers and teaching assistants form very effective partnerships that are the key to pupils’ successful learning. However, there are a few inconsistencies. While there are many examples of good quality marking, there are also occasional examples of pupils not being given enough written guidance to know clearly the next step in their learning. Although there are numerous opportunities for pupils to assess their own progress, to sustain their writing in literacy and to practise their writing skills in different subjects, these opportunities are not consistently applied across the school.
- Behaviour is good. Pupils are confident that they feel safe and are not unduly worried about bullying because they say incidents are very rare and are dealt with effectively by the school.
- Leadership and management are good. The headteacher leads by example and manages the quality of teaching and the school’s performance well. Effective monitoring of progress enables leaders to provide effective additional support that quickly gets pupils back on track.

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

- During the current academic year, raise attainment in writing by:

- ensuring all pupils receive the right level of challenge
  - providing more opportunities for pupils to sustain their writing
  - providing more opportunities for pupils to practise their writing skills in different subjects.
- Increase the proportion of good and outstanding teaching by:
- using marking more effectively to move pupils on to the next step in their learning
  - focusing with greater precision on the day-to-day quality of learning of individual pupils
  - involving pupils more in assessing their own levels of understanding.

## **Main report**

### **Achievement of pupils**

Most parents and carers who responded to the questionnaire or who spoke with the inspector felt their children made good progress. The inspection found that all groups achieved well. Children's skills on entry to school vary from year to year because groups are so small. Some children arrive with skills broadly expected for their age and others have weak early language and literacy skills. By the time pupils leave they typically reach above average standards. This indicates good progress. As with all year groups, attainment varies from year to year.

Mathematics is a strong subject because pupils develop a mature, independent approach towards their work as they move through the school and rise to the many challenges presented. Pupils' good progress is also apparent in their improved reading skills. Listening to pupils read confirmed standards in reading in Key Stage 1 are broadly average, rising to above average by the end of Key Stage 2. There is good evidence to show that the standards are rising, chiefly due to pupils' increasingly secure knowledge of letters and sounds. This provides them with the skills necessary to work out new words. The progress made by pupils in writing is more variable. This is because, until recently, the focus on improving reading has meant that writing has not had as high a profile. The school is now turning its attention to improving the consistency of progress in writing, with some degree of success. Pupils' enjoyment for writing poetry is particularly commendable and motivates them well. The recent introduction of netbooks for pupils to present their written work is also creating a sense of pride in pupils' writing achievements.

In lessons, disabled pupils and those who have special educational needs are supported very well and make as much progress as other pupils. They work effectively with highly skilled teaching assistants and work is matched very accurately to individual needs. A good example of this was seen in a lesson on fractions, where a teaching assistant skilfully used apparatus to make understanding easier. The school works exceptionally well to help individual pupils overcome specific academic and emotional barriers to their learning. This minimises any gaps between what these pupils achieve and what is expected of them nationally.

### **Quality of teaching**

Almost all parents and carers and pupils believe that teaching is good. The inspection found this to be the case. Teachers have good subject knowledge, not just in English and mathematics, but also in other subjects such as music, physical education and art. Strengths in the teaching observed frequently included teaching in small groups. This arrangement works because adults get to know pupils very well as individuals and can manage pupils' potentially challenging behaviour effectively. Teaching assistants are careful to ensure disabled pupils and those who have special educational needs gain independence and do not become over-reliant on their support. Teachers use praise and humour to boost pupils' enjoyment, confidence and self-esteem. A good example of this was seen in a Key Stage 1 mathematics lesson where the teacher used energetic warm-up exercises to very good effect to help pupils improve their counting skills. Levels of enjoyment and learning were high. The school provides many planned opportunities that effectively promote pupils' spiritual, moral, social and cultural development. This was illustrated well in a Key Stage 2 lesson where pupils were writing poems based on 'The Magic Box' by Kit Wright. The teacher skilfully developed pupils' vocabulary and their thoughtful choice of words to express specific feelings was very special. Teachers make good use of information and communication technology to develop pupils' research skills. Opportunities to improve and apply pupils' literacy skills in other subjects are sometimes missed, and some pupils are not being given enough time to write at length or develop their story writing skills.

In most lessons, especially mathematics, teachers are clear about what they want pupils to learn and they provide well for all abilities in mixed-age classes. However, in a few lessons, especially writing, teachers do not focus enough on whether pupils, particularly the more-able, have made as much progress as they should. When marking pupils' written work, teachers provide good oral feedback and encourage pupils to work at higher levels than those they are currently attaining. However, particularly in Key Stage 2, pupils do not receive enough written guidance on the next step in learning. As a consequence, they do not always retain the oral advice and sometimes forget what they need to do to improve.

### **Behaviour and safety of pupils**

Most parents and carers believe behaviour is good, although some express concerns about the disruptive nature of a very small number of pupils with behavioural difficulties. Through discussion with pupils and observation, the inspector found behaviour to be good. Pupils are polite and courteous and willingly support each other during lessons, if required. They get along well together and older pupils care very much for their younger friends. This was observed on many occasions during the inspection. Older pupils enjoy reading books to the younger ones as part of their 'Reading Challenge' and play amicably together with them during breaktimes. The school is aware that some pupils do present challenging behaviour. Strong links with outside agencies and an ethos of care that permeates throughout the school help ensure that pupils whose circumstances make them potentially vulnerable, especially those with emotional and behavioural difficulties, receive the support they need. Incidents of disruptive behaviour are declining and are kept to a minimum.

Pupils' good behaviour has a positive impact on their learning. Pupils rise to the

challenge, have strong relationships with adults and accept advice in a very mature way. Incentives, such as 'Good Manners Awards', make a strong contribution to personal development. Pupils talk knowledgeably about the different forms of bullying that could happen and are adamant that, in the very unlikely event that any bullying did occur, it would be dealt with effectively. They are very aware of issues concerning safe use of the internet. All parents and carers who returned the questionnaire believe their children feel safe and pupils state that they feel very safe at school. They say they enjoy school and, in many year groups, attendance has been high this year, with no unauthorised absence. Pupils are punctual at the beginning of the day and settle quickly into small written tasks before their formal lessons begin. They greatly appreciate the range of activities, trips and visits available to them, particularly the very popular cookery club.

### **Leadership and management**

The headteacher and his staff have a secure knowledge of the school's strengths and weaknesses. In this very small school, the needs of individual pupils and their progress are monitored closely and effectively. Relationships with parents and carers are strong. The headteacher also monitors the impact of initiatives well. Good quality professional development permeates the school's work. Its effectiveness can be seen through, for example, the recent improvement in the teaching of phonics. All staff are very accountable for the standards achieved. The school has successfully built on the strengths found at the time of the previous inspection and demonstrates good capacity to improve further. The monitoring of teaching and learning is accurate but does not always focus sufficiently on the quality of learning of individual pupils. The governing body has a clear view of the school's strengths and is developing greater confidence to monitor, question and challenge. Many governors take responsibility for subjects or certain aspects of school life and effectively monitor provision on an informal basis. Safeguarding procedures are secure and meet government requirements.

The interesting and innovative curriculum adds greatly to pupils' enjoyment of school and to their spiritual, moral, social and cultural development. Staff make learning enjoyable and provide a wide range of activities, including learning a musical instrument, art and French. Multi-cultural awareness is promoted well through, for example, pupils' genuine enjoyment of a visit to the National Sikh Museum. In the planned curriculum, art is often pupils' favourite subject and it is clear to see why. Attractive displays of work in the style of Salvador Dali or Paul Klee greatly enhance cultural development. Field study trips to places such as Robin Hood's Stride make effective use of the local area and create much spiritual enrichment. Partnerships with other schools provide invaluable additional opportunities that pupils in a small school may not otherwise receive.

The school is a very inclusive community where pupils are valued as individuals. It successfully removes barriers to ensure all groups achieve equally well. Collectively, these factors illustrate the diligence with which the headteacher and staff promote equality of opportunity and tackle discrimination.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.



## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



14 March 2012

Dear Pupils

**Inspection of Elton CofE Primary School, Elton, DE4 2BW**

Thank you for looking after me so well when I visited your school. You made me feel very much part of your school family. I enjoyed talking to all of you about your work and hearing most of you read. You really like reading. You say you like school a lot and that you feel very safe. It is good to see that so many of you have not missed a day at school this term.

You go to a good school where everyone cares for you a lot. You behave well and the older ones really care about the younger ones. Your headteacher and all the other adults who teach and look after you are doing a good job. Your teachers make learning fun and you make good progress because you are taught well and because you get so much help and support.

I have asked your school to do a few things to help it improve even more. In English, I want you to improve your writing skills. I have asked your teachers to give you more chances to use your writing skills in literacy lessons and to practise your writing in different subjects. I also want your teachers to make it clear to you when they mark your work what you need to do to improve so that you know what you have to do. You can help by becoming more involved in working out for yourself how well you are doing with your work.

All of you can help by coming to school as often as you can, listening to your teachers and always trying to do your best.

My best wishes to you all.

Yours sincerely

Kath Campbell  
Lead inspector

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