

Ellingham Primary School

Inspection report

Unique Reference Number	102568
Local Authority	Kingston-upon-Thames
Inspection number	376739
Inspection dates	6–7 October 2011
Reporting inspector	George Logan

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	258
Appropriate authority	The governing body
Chair	Linda Palmer
Headteacher	Sarah Creegan
Date of previous school inspection	28 February 2007
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Age group	3–11
Inspection date(s)	6–7 October 2011
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Introduction

This inspection was carried out by three additional inspectors. They visited 14 lessons taught by nine different members of staff. Inspectors held meetings with the Chair of the Governing Body and another governor, with representatives of the local authority and with staff and pupils. They looked at pupils' books, records of their progress, teachers' lesson planning, playtime activities and the school's documentation, which included records of teaching and the main improvement plan. Responses to inspection questionnaires completed by staff, pupils and by 148 parents and carers were also considered.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The accuracy of the school's evaluation of pupils' starting points, the consistency of progress pupils make and the current levels of attainment of pupils in Years 2 and 6.
- The extent to which staff use assessment information effectively to plan challenging work to enable all pupils, particularly those identified as able or gifted, to make good progress.
- The effectiveness of senior leaders and managers, the governing body and subject leaders in developing the school's capacity to make improvements.

Information about the school

Ellingham Primary School is slightly larger than the majority of primary schools. However, the school is being rebuilt at present and will, progressively, double in size. There are, currently, two Reception classes. The school serves a mainly White British community, but with a significant minority of pupils from other ethnic groups. Only a few pupils are at an early stage of learning to speak English as an additional language. The majority of children enter the Reception class having attended various pre-schools locally, although some attend the school's mornings-only Nursery class. The proportion of pupils with special educational needs and/or disabilities is below average. Most of these have moderate learning difficulties. A below average proportion of pupils are known to be eligible for free school meals. The current headteacher took up post in September 2011, having previously been deputy headteacher.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

This is a satisfactory school. Pupils' progress overall is satisfactory. However, following an unsettled period when pupils made inconsistent progress, actions taken by school leaders are ensuring that, despite the disruption of extensive rebuilding work, the school has a new sense of purpose and progress is improving steadily. The school's commitment to pupils' personal development and their pastoral support is a strength and parents and carers appreciate the school's commitment to their children's well-being. Attendance is high. Pupils have positive attitudes to learning and behaviour is good. They feel outstandingly safe and have confidence in adults to deal with their concerns. They have a good awareness of healthy lifestyles and enjoy participating in physical activities. Pupils' contribution to the school in undertaking daily tasks and their involvement with the local community and organisations are generally good. There are fewer opportunities to engage with groups from other areas of the United Kingdom or globally.

Provision and children's progress in the Nursery and Reception classes are good. Across the school, pupils attain broadly average standards. Pupils' learning, progress and achievement in Years 1 and 2 are satisfactory, with a rising trend of attainment. Increasingly effective use of assessment information is ensuring that planned activities are providing more challenge for the range of pupils' learning needs. In Years 3 to 6, most pupils made satisfactory progress in 2010/11. However, while standards in mathematics began to rise in 2011, progress was less rapid, and outcomes lower, though still broadly average, in writing. Pupils with special educational needs and/or disabilities, those from minority ethnic groups and those with English as an additional language are satisfactorily supported and make satisfactory progress.

The school has successfully embedded a range of assessment strategies. Currently, it is working to fine-tune the quality of marking and the impact of existing individual targets for learning. Pupils' progress reviews enable staff to evaluate performance data rigorously. Pupils are gaining confidence in evaluating the quality of their own work. The school has only recently begun to review its curriculum. Currently, the curriculum motivates pupils satisfactorily, with developing cross-curricular use of literacy and numeracy skills. Extra-curricular and enrichment opportunities are good.

Leadership and management are satisfactory. The new leadership team has made rapid progress in implementing a range of necessary changes. However, monitoring roles are not yet sufficiently embedded to ensure the rigorous oversight of all aspects

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of the school's work and to drive change within a clear time frame. The school development plan has appropriate priorities and actions, with measurable targets. Governance is satisfactory. Governors recognise that until recently their monitoring and evaluation of school performance has not been sufficiently incisive. The school has not given sufficient priority to the promotion of all dimensions of community cohesion. Overall, however, the school has increasing strengths. The good support of parents and carers, the good quality of Early Years Foundation Stage provision, increasingly effective assessment arrangements and improving progress, together with the commitment of staff and the governing body, all indicate that the school has satisfactory capacity for sustained improvement.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Ensure that pupils in Years 3 to 6, particularly the more able, make more rapid progress in their learning and attain more highly, especially in writing, through:
 - the planning of more challenging tasks for all pupils
 - ensuring that recent improvements in the quality of presentation of written work and the rigour of marking are sustained
 - close monitoring of teaching and pupils' progress to ensure that pupils' learning is consistently good or better
 - sustaining recent initiatives to ensure that pupils' skills, particularly in writing, are effectively developed in subjects across the curriculum.
- Develop and embed monitoring roles within the restructured senior leadership team to ensure that:
 - the evaluation and oversight of all aspects of the school's work are rigorous
 - school development targets are met within the prescribed time frames.
- Extend and develop the role of the governing body so that governors:
 - undertake more direct monitoring of provision and outcomes to support an incisive contribution to school self-evaluation
 - ensure that the school has a rigorous approach to record-keeping in relation to all aspects of health and safety
 - take a more proactive approach to promoting awareness of different cultures and communities, nationally and internationally.

Outcomes for individuals and groups of pupils**3**

Most children enter Nursery with skills and experience below those normally found, especially in speech and language. Entry levels for children entering Reception directly are generally closer to those expected for their age. Attainment by the end of both Year 2 and Year 6 is around the expected level.

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The school has been focused on improving pupils’ progress and attainment and these efforts have already had an impact. Better progress is underpinned by focused teaching which challenges and engages pupils, by good organisational strategies and by effective assessment. These strengths were variously evident in a number of lessons. For example, in a Year 1 numeracy lesson on measuring, a planned focus on the precise use of technically specific language relating to length and height, consistently applied by all staff, ensured that pupils successfully embedded their understanding. In a briskly paced Year 4 literacy lesson, pupils were highly motivated to write as a result of the teacher’s enthusiastic presentation and the very specific targets which they had to achieve. The use of high quality examples helped these pupils to set their sights even higher and their ability accurately to evaluate their successes helped to promote independence and awareness of their own level of learning. Year 6 pupils made good progress in mathematics because there was an appropriate range of activities which provided good levels of challenge for key groups. The provision of an additional teacher to target the needs of able pupils is proving effective in taking pupils’ learning on at a more rapid pace. In some other lessons seen, progress was constrained because activities were not sufficiently advanced for the more able pupils.

Personal development outcomes are a strength. Pupils demonstrate mature attitudes in most lessons and treat each other and visitors with courtesy. The school council gives pupils some awareness of the democratic process. Good social skills and average basic skills ensure that pupils are satisfactorily prepared for later life. Their spiritual, moral, social and cultural development is good. However, the social, moral and spiritual dimensions are stronger than the cultural, partly because the community cohesion agenda has not had sufficient priority.

These are the grades for pupils’ outcomes

Pupils’ achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils’ attainment ¹	3
The quality of pupils’ learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	1
Pupils’ behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will	3

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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contribute to their future economic well-being	
Taking into account: Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teaching and learning are satisfactory. A number of lessons observed were good. Lessons are generally well managed, relationships are good and pupils are keen to learn. However, given pupils' positive attitudes, teachers' expectations, particularly of able pupils, have not always been high enough, so constraining their progress. School leaders are beginning to ensure that planning defines a greater level of challenge for able pupils, that expectations of the quality of pupils' recorded work are higher, and that the marking of pupils' work indicates the next steps in learning. These features are not yet consistently seen in everyday practice. The school has already embedded a range of assessment strategies, including individual learning targets. These are now being reviewed to ensure a more consistent and positive impact upon pupils' progress.

The curriculum provides a satisfactory range of learning experiences and promotes cross-curricular skills satisfactorily. However, the school has recognised this and is still in the very early stages of developing a new curriculum to match pupils' interests and ensure a high level of engagement. The curriculum is satisfactorily adapted for pupils with special educational needs and/or disabilities and for those at an early stage of learning English as an additional language. There has, however, been little focus on the needs of pupils identified as gifted or talented. External partnerships contribute satisfactorily to extending pupils' learning. A good range of visits, enrichment activities and good extra-curricular provision contribute well to pupils' learning and enjoyment.

Transition arrangements are carefully planned, particularly in supporting pupils identified as potentially vulnerable. The school works effectively with support agencies. There is securely satisfactory practice, evident in several case studies, in supporting the health, social and behavioural needs of pupils in challenging circumstances.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	3

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How effective are leadership and management?

Since taking up her post, the headteacher has tackled a range of challenging issues while maintaining the school’s strengths, particularly in relation to pupils’ good personal development. The school has a clear direction and staff are committed to the headteacher’s vision. Teaching and learning are monitored regularly, with an increased focus on learning outcomes, and effective systems, including pupil review meetings, are now in place to hold staff to account. However, some senior leaders and middle managers are new to their roles and systems to ensure the rigorous evaluation of the quality of pupils’ work and progress are not yet fully established. Equality of opportunity is satisfactory. While provision for pupils with special educational needs and/or disabilities is generally effective, more-able pupils have not been accorded sufficient priority.

The governing body has several new members, but is growing in strength. Governors are developing systems to monitor and support the school effectively in order to raise attainment and enable them to contribute more fully to school self-evaluation. Governors are aware of their statutory responsibilities. However, some record-keeping in relation to aspects of health and safety, including fire-safety, is not as consistently rigorous as it should be.

The school has sustained good links with parents and carers. Links and partnerships with agencies ensure satisfactory support for pupils who have specific needs. Community cohesion is satisfactory. Pupils’ understanding of diverse faiths and lifestyles is promoted satisfactorily through the curriculum. However, dynamic national and international links remain underdeveloped.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school’s engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

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Early Years Foundation Stage

Despite being in temporary premises at present, the Early Years Foundation Stage provides a vibrant and engaging learning environment. It is no surprise that children make good progress in almost all areas of their learning and development despite their relatively low starting points when they enter the Nursery. A very effective partnership is quickly formed with parents and carers, who feel their children have a 'wonderful start'. As one parent said, 'My child just skips into the Nursery every day.' Additional children, with varied prior experiences, join the school in the two Reception classes. Good leadership and management, an effective curriculum, good teaching, though slightly stronger in the Nursery than in the Reception classes, and high quality care, ensure that most children meet and a few exceed the expected levels for their age on entry to Year 1.

Staff make learning fun, challenging children to think and work together as seen when nursery children, increasingly enveloped in bubbles, worked collaboratively to estimate and test just how much bubbly water would fill a range of containers. A love of learning is effectively promoted by nursery staff and children are offered a purposeful range of activities which promote independence. The focus on personal development and language and literacy skills continues throughout the Early Years Foundation Stage. Reception children demonstrate their developing linguistic skills.

There is a consistent and skilled approach to the teaching of letters and sounds and good use is made of interactive whiteboards to motivate children. Regular assessments enable staff to track children's progress and plan the next steps in their learning. Despite the limited outdoor space at present, staff use space and resources creatively so that no child is denied purposeful learning opportunities enhanced by dedicated environmental, music and water areas. This ensures an appropriate balance of both child-initiated and adult-directed activities, complemented by opportunities for purposeful indoor and outdoor activities.

Children have a good understanding of the need to keep themselves healthy through good hygiene practice and understand the importance of eating fruit and vegetables. They appreciate the need to play safely and their behaviour is good. They play well together and even the youngest children make a good contribution to the smooth running of the day by sharing resources amicably and tidying away their activities.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

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Views of parents and carers

A high proportion of parents and carers responded to the survey. Almost all of these are happy with the school, with the care it provides for their children and, particularly, with the changes instigated by the new headteacher and the current, positive direction of the school. They feel that the school engages well with parents and carers and that their children enjoy school. One said, 'The school has a strong community feel; caring and supportive'. A few parents and carers raised concerns about issues specific to their children. Several felt that the provision for physical education was limited. However, teachers' planning indicates that the expected level of physical activities is provided. Others paid tribute to the school's proactive and effective response to identifying and supporting pupils with special educational needs and/or disabilities. Inspectors support parents' positive views on several aspects of the school, but also find that pupils in Years 3 to 6, especially the more able, should be making faster progress.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Ellingham Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 148 completed questionnaires by the end of the on-site inspection. In total, there are 258 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	108	73	39	26	1	1	0	0
The school keeps my child safe	110	74	36	24	1	1	0	0
The school informs me about my child’s progress	68	46	63	43	12	8	0	0
My child is making enough progress at this school	66	45	71	48	7	5	0	0
The teaching is good at this school	89	60	50	34	2	1	0	0
The school helps me to support my child’s learning	81	55	56	38	8	5	0	0
The school helps my child to have a healthy lifestyle	78	53	58	39	7	5	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	69	47	64	43	4	3	1	1
The school meets my child’s particular needs	72	49	67	45	6	4	0	0
The school deals effectively with unacceptable behaviour	66	45	67	45	4	3	2	1
The school takes account of my suggestions and concerns	71	48	65	44	3	2	0	0
The school is led and managed effectively	91	61	50	34	1	1	1	1
Overall, I am happy with my child’s experience at this school	100	68	43	29	2	1	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see 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.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.

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.



9 October 2011

Dear Pupils

Inspection of Ellingham Primary School, Chessington KT9 5JA

Thank you for making us welcome when we visited your school. We enjoyed meeting you, hearing your views and spending time in lessons. We found that yours is a satisfactory school, and has some strengths. These are the things we liked best.

- You have good attitudes to learning.
- You feel exceptionally safe in school and behave well. Attendance is high..
- You contribute well to school and have good links with the local community.
- Staff care for you well, but guidance has not been sufficiently strong to ensure that you make consistently good progress.
- You really understand the importance of eating healthily and staying fit.
- The curriculum, while satisfactory, offers some interesting activities and visits. The provision for clubs and after-school activities is good.
- While those of you who need extra help generally make satisfactory progress, this is not always the case for those who learn quickly.
- The headteacher and governors have already made a number of changes which are helping to make the school better.

To help you do better, we have asked the school to do the following things.

- Ensure that teaching in Years 3 to 6 provides you all – particularly those of you who learn quickly – with greater challenge so that you make more rapid progress and reach higher standards, especially in writing.
- Ensure that school leaders keep a very close eye on all the important priorities, so that changes are made in good time.
- Ensure that governors help the school by monitoring how well you are doing and also make sure that all the administrative systems are in order.

All of you can help by continuing to work hard and doing your best. We hope that you will have every success in the future.

Yours sincerely

George Logan
Lead inspector

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