

# Elliston Primary School

## Inspection report

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<b>Unique Reference Number</b>	131700
<b>Local authority</b>	North East Lincolnshire
<b>Inspection number</b>	381393
<b>Inspection dates</b>	16–17 November 2011
<b>Reporting inspector</b>	Lynne Blakelock

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>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	335
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ruth Allen
<b>Headteacher</b>	Marlene Ranshaw
<b>Date of previous school inspection</b>	Not previously inspected
<b>School address</b>	Elliston Street Cleethorpes DN35 7HT
<b>Telephone number</b>	01472 235116
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## Introduction

This inspection was carried out by three additional inspectors, who observed 11 teachers in 19 lessons. They held meetings with a group of pupils, representatives of the governing body, and with senior and middle leaders. The inspectors observed the school's work, and looked at documentation about pupils' achievement and attainment, as well as a wide range of policies and plans relating to school improvement and safeguarding arrangements. They analysed staff and pupils' questionnaires and the 45 questionnaires returned by parents and carers.

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

- It investigated pupils' progress in writing throughout the school.
- It explored the quality of provision for those pupils with special educational needs and/or disabilities.
- It determined the extent to which assessment information is shared with pupils to promote their progress and ownership of their learning.

## Information about the school

This is a large school, compared to others of its type. Most pupils are of White British heritage. The proportion of pupils known to be eligible for free school meals is well above average. A well above average proportion of pupils has special educational needs and/or disabilities, of which most are moderate learning difficulties or behavioural, social and emotional issues.

The school was formed by the amalgamation of an infant and junior school in September 2010. The headteacher was previously the acting headteacher of the infant school. One of the two deputy headteachers had been the acting deputy headteacher of the infant school and the other was the substantive deputy headteacher of the junior school. A major building programme to improve and extend the accommodation is continuing. The school runs a breakfast club.

The school has achieved the Domestic Violence Silver Standard Award.

**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 which is improving. The headteacher has overseen skilfully the amalgamation of two schools. As a result, the staff work together well, sharing a common purpose and ambition, and the pupils are settled and enjoy school. It is an inclusive and nurturing school, in which pupils feel valued and secure, due to the good care, guidance and support provided by the staff. As a result, while behaviour is satisfactory overall, there is a growing proportion of good behaviour. Pupils' attendance is above average.

The headteacher's accurate understanding of the school's needs, based on regular monitoring and evaluation of its work, has led to secure foundations for improvement being laid, including the implementation of common systems and procedures. So far, the impact of strategies on the quality of teaching and the pace of progress has been satisfactory. There is a very appropriate delegation of responsibilities within the senior team, which supports the headteacher well and which is driving improvement quickly. Middle leaders have refined their monitoring roles within their subjects, although they are not yet sharing their good teaching with other staff, or providing specific support, in order to drive improvement in teaching more rapidly. The governing body has made rapid progress in one year in its knowledge and understanding of the school. It does not yet, though, have enough independent information to be able to influence the school's direction. Altogether, leadership and management demonstrate satisfactory capacity for sustained improvement.

Children make good progress through the Early Years Foundation Stage because provision is good. Pupils' satisfactory progress through the rest of the school and average attainment in English and mathematics reflects satisfactory teaching. Some teaching is good, and promotes faster progress. It is the inconsistency in some practices that restricts progress over time to satisfactory. Activities are sometimes very carefully planned to ensure an accurate match of challenge to needs, particularly for those pupils capable of reaching higher levels, but this is not always the case. Targets are not consistently built in to lessons to enable pupils to manage their learning. This is work in progress, as is ensuring that marking regularly tells pupils about their achievements and informs their next steps in learning. However, in a Year 5/6 lesson, teachers showed good practice in making pupils' individual levels and their specific features a major focus. Pupils make satisfactory progress in their writing skills, which are a priority due to their low attainment in writing last year. They are improving from the Early Years Foundation Stage onwards, due to greater

continuity of learning through the school and a focus on specific grammatical skills and styles of writing.

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?**

- Raise attainment and accelerate pupils' rate of progress, through consistently good teaching, by ensuring that:
  - planning for learning results in accurate challenge for pupils of all abilities, particularly for those capable of reaching higher levels
  - marking informs pupils very regularly of their achievements and next steps in learning
  - targets are known, understood and used by pupils to drive their improvement across the school.
  
- Increase the effectiveness of leadership and management by making sure that:
  - middle leaders disseminate their teaching skills across the school, in order to strengthen the quality of teaching and learning in their areas and to put in place specific support where necessary, to improve teaching and learning
  - the governing body is able to steer the school, through its comprehensive and independent knowledge and understanding of the school's performance.

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

<b>3</b>
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All groups of pupils achieve satisfactorily, from their individual and often below-average starting points. There are no significant differences in the progress of boys and girls, those from minority ethnic groups or between any other groups. Pupils with special educational needs and/or disabilities move forward satisfactorily in their learning. A group of older pupils with moderate learning difficulties made satisfactory progress in writing an informative paragraph, through very clear instructions, sentence by sentence. Pupils with behavioural issues are able to concentrate more, and respond to the teacher's questioning, because their behaviour is carefully managed. In Year 1 and 2, pupils are developing satisfactorily their skills in making number words, with some pupils confidently counting in one's and two's up to ten, and others adding one digit numbers to two digit numbers. In some classes, more-able pupils communicated their achievements. Their evaluation of what they knew, and what they needed to know better, focused clearly on the objectives of the task. Not enough pupils, however, reach higher levels in reading, writing or mathematics, because until recently, tasks have not been consistently challenging enough, including the opportunities for pupils to practise applying the skills that they have learnt.

Pupils enjoy school and learning. Most say that they feel safe in school. Many pupils choose to keep fit by eating healthily and through regular exercise. They understand the importance of exercise, its impact on their body, and the value of eating healthily. Many also understand the importance of managing their emotions and are able to express their feelings, including what makes them feel happy, sad and safe. Pupils are given a varied range of opportunities to develop their personal and interpersonal skills, and respond conscientiously to taking responsibility and to working together in teams. Pupils see the school council as having a meaningful role. Their above average attendance and average attainment by the end of Year 6, indicate that pupils are prepared satisfactorily for the next stage of their education. Pupils' spiritual, moral, social and cultural development is satisfactory overall, with their moral development a good aspect, through regular opportunities to consider the feelings of others and what is right and wrong.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	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
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>3</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

## How effective is the provision?

There are common strengths in teaching. Relationships between pupils and staff are positive and teachers explain clearly the purpose of learning. In better lessons, there is a good balance between direct teaching and pupils being able to learn independently or in groups. Tasks in these lessons match pupils' needs accurately, offering a good level of challenge and questioning is carefully planned by teachers to extend learning. However, overall teaching is variable and in some lessons, activities are not planned carefully enough to accelerate progress. In some classes, marking tells pupils very clearly what they have learnt and their next steps in learning. Targets are used to a varying degree to give pupils knowledge, understanding and ownership of their learning. Teaching assistants satisfactorily support pupils' learning in lessons

The curriculum is promoting learning satisfactorily. Topics, such as the 'Fire of London', provide interesting opportunities for pupils to develop and practise their writing and numeracy skills, which are both a major focus, across a range of

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

activities. Visits and visitors stimulate learning. There are a growing number of opportunities for pupils to develop a range of skills and talents, such as in music. All pupils in Year 4, for example, learn to play the violin. Provision for pupils who find aspects of learning difficult is satisfactory because it focuses on their specific needs. Activities for those who have a specific gift or talent are being developed. There is a reasonable range of after-school activities.

The popular breakfast club provides a nutritious and sociable start to the day. The good skills of the staff, their effective communication with each other, and close working relationships between home and school, translate into a wide and very appropriate range of strategies to guide and support both pupils and families. Outside agencies, with whom the school works very effectively, provide specialist help when needed. As a result, thoughtful, appropriate and sensitive care and support, based on staff’s very accurate knowledge of the needs of pupils, have resulted in significant improvements in the attitudes, behaviour, attendance and self-esteem of notable numbers of pupils. Transition from Key Stage 1 to Key Stage 2 and into secondary school is planned carefully so that pupils are well-prepared for the challenges and expectations ahead.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

Committed staff share the ambition and drive of the senior team to move the school further forward. Regular monitoring and evaluation of its work is basic to all that the school does and results in the school’s accurate priorities for improvement. Although some judgements of the quality of teaching are a little over-generous, the school’s evaluation was accurate during the inspection. Staff know the levels at which all groups of pupils are working and their involvement in activities and events outside the classroom. Together with pupils’ satisfactory progress, it demonstrates satisfactory equality of opportunity for all pupils.

Middle leaders are rising to the challenge and accountability of their roles and are monitoring specific aspects of provision. They are not yet sharing their good teaching practice with the rest of the staff, or providing support needed to achieve more consistently good teaching across the school. The governing body, formed a year ago, provides satisfactory governance. It has a clear understanding of its roles and responsibilities, helped by training and the comprehensive information and guidance shared with its members by the headteacher. Through finding out more for themselves, the governing body understands the challenges facing the school, although it does not yet have a full enough picture to be able to help to fully determine the school’s direction. Safeguarding procedures are satisfactory and meet requirements.

The school's partnerships, while having a good impact on pupils' welfare, make a satisfactory impact on the quality of provision and to pupils' personal development. The school values the views and involvement of parents and carers. It has their overwhelming support and is increasingly enabling them, through information sessions, to support their children's learning. Community cohesion is promoted effectively in school and locally, with national and global links an aspect of the school's work that is a developing.

*These are the grades for the leadership and management*

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

## Early Years Foundation Stage

The children enjoy learning. Many of them join the nursery with knowledge and skills well below expectations for their age, especially in speech and communication. They make good progress through nursery and reception from their individual starting points because provision is good and aided by a high ratio of adults to children. Regular communication between home and school and prompt assessments of children's individual needs result in an accurate match of activities. Despite building work affecting the regularity of outdoor provision, the staff have ensured that the children are able to learn and develop well across all aspects of early learning requirements.

There is a good balance of teacher-directed learning and opportunities for children to learn for themselves and to develop independent skills. Many of these focus on the children's communication skills, especially speaking and listening, which are taught well. Activities often reflect the children's experiences and interests, increasing their confidence and enthusiasm for learning. Adults ask questions that help to extend children's learning.

Children's good personal development is fundamental to their learning. Daily routines emphasise the importance of working and playing together helpfully. Children have a basic understanding of why they need to eat healthily. They behave well.

The Early Years Foundation Stage is led well. Interventions are put in place quickly to meet children's specific needs. Individual records of children's learning show that their achievements are used carefully as the basis for planning future learning. All of



this is facilitated by good team work between staff and close communication with Key Stage 1 staff to ensure continuity of learning.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation stage</b>	<b>2</b>
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 in the Early Years Foundation Stage	2

**Views of parents and carers**

Of the below average proportion of parents and carers who responded to the questionnaire, they all agreed that their children enjoy school and that the school is led and managed well. The overwhelming majority were happy with their children’s experiences at school and most parents and carers agreed with all other statements. There were very few comments. One praised the ‘happy school and its approach to learning.’ Pupils enjoy school, which provides them with a safe, caring environment and a range of opportunities to develop as learners and to develop their personal skills.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Elliston 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 45 completed questionnaires by the end of the on-site inspection. In total, there are 335 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	34	76	11	24	0	0	0	0
The school keeps my child safe	31	69	13	29	1	2	0	0
The school informs me about my child's progress	24	53	17	38	2	4	0	0
My child is making enough progress at this school	26	58	16	36	1	2	0	0
The teaching is good at this school	30	67	12	27	1	2	0	0
The school helps me to support my child's learning	24	53	18	40	2	4	0	0
The school helps my child to have a healthy lifestyle	22	49	21	47	2	4	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)	19	42	20	44	4	9	0	0
The school meets my child's particular needs	22	49	21	47	2	4	0	0
The school deals effectively with unacceptable behaviour	24	53	18	40	1	2	0	0
The school takes account of my suggestions and concerns	20	44	21	47	2	4	0	0
The school is led and managed effectively	24	53	21	47	0	0	0	0
Overall, I am happy with my child's experience at this school	32	71	12	27	0	0	0	0

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 is 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](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.

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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



18 November 2011

Dear Pupils

### **Inspection of Elliston Primary School, Cleethorpes, DN35 7HT**

On behalf of the inspection team, thank you for making us very welcome when we visited you recently. We enjoyed talking to you and finding out your views about your school. We were pleased to hear from you that you have settled down well together in the primary school. You are proud of all the improvements made to the building and are making the most of the new facilities.

Your school is a satisfactory school. Your attainment is average by the end of Year 6. There is some good teaching but some is not as good and that leads to your satisfactory progress over time. The school cares for you and looks after you well, so that you feel safe and secure. It also helps you to practise working in teams, being leaders and taking responsibilities. We were delighted that your attendance is above average and that you lead a healthy lifestyle. All of these mean that you are prepared satisfactorily for secondary school.

The headteacher, senior and middle leaders and all of the staff are keen to move the school on. Their work is having a satisfactory and improving impact. To improve the school more quickly, I have asked the headteacher to ensure that the work that you are given always offers you good challenge and that marking tells you what you have achieved and what you need to do next. All of these will help you to make quicker progress. Middle leaders are going to help strengthen teaching and progress by sharing their good practice with other staff and by constantly reviewing how the areas for which they have responsibility are moving forward. The governing body is going to ensure that it knows more about the school's work so that it can better help to decide the school's next steps.

I hope that you will help the staff to make these improvements by working hard, behaving well and continuing to come to school regularly.

Yours sincerely

Lynne Blakelock  
Lead inspector

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