

Ellingham Primary School

Ellingham Road, Chessington, Surrey, KT9 2JA

Inspection dates 26–27 September 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	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.

- The headteacher, senior staff and governors have succeeded in improving the school's effectiveness since the last inspection.
- From starting points, which are much lower than typically expected, pupils, including those with special educational needs, make good progress and reach broadly average standards by the end of Year 6.
- The rate of pupils' progress has accelerated in recent years as a result of the successful drive to improve the quality of teaching.
- Teaching is now consistently good. Teachers devise more activities which engage and excite pupils to learn.
- Pupils behave well and are keen to learn as there is a consistent approach to managing their behaviour.
- Governors know the school and community well and combine good challenge with strong support for the school.
- Relationships between adults and pupils are positive and all feel valued. Pupils say they like their new school.
- Children make good progress in the Early Years Foundation Stage. They settle in quickly and develop their reading, speaking and social skills well.

It is not yet an outstanding school because

- Not enough teaching enables pupils to achieve to the highest levels. Pupils in Years 1 to 6 are not always fully aware in knowing how they can improve their work and information and communication technology (ICT) is not always used frequently enough in day-to-day lessons.
- Pupils are not always confident to solve mental mathematical problems in Years 1 to 6.
- Those leaders responsible for different age groups or subjects are not yet fully effective in helping other staff promote pupils' highest levels of learning.

Information about this inspection

- The inspection was conducted by three inspectors.
- Inspectors observed 22 lessons, four of which were joint observations with the Headteacher and deputy Headteacher, and one assembly. They listened to pupils read and discussed their reading habits and preferences with them.
- Inspectors discussed various aspects of the school with pupils and looked at a range of their work. They took account of the school’s information on pupils’ attainment and progress.
- Meetings were held with school leaders, members of the governing body and a representative from the local authority.
- Inspectors took account of 74 responses to the Ofsted on-line questionnaire (Parent View). Two letters from parents, one telephone discussion and views of 18 parents arriving with their children were also taken into account
- The 37 questionnaire responses returned by staff were analysed.
- Inspectors looked at a range of school documents, including self-evaluation, plans for improvement and teachers’ individual plans. Safeguarding arrangements, records relating to behaviour and attendance, minutes of meetings of the governing body and records of school leaders’ monitoring of lessons were also analysed.

Inspection team

David Harris, Lead inspector	Additional Inspector
Kevin Hodge	Additional Inspector
Gill Walley	Additional Inspector

Full report

Information about this school

- The school is slightly larger than most primary schools. The school has been rebuilt since the last inspection and moved into its new building in June 2012. The current headteacher was the newly appointed headteacher who started just before the previous inspection took place
- The provision for children in the Early Years Foundation Stage consists of two classes in Reception, and a nursery that has recently started taking pupils from the age of two years old.
- The proportion of pupils supported by the pupil premium initiative, which is additional funding provided by the government to support pupils known to be eligible for free school meals, children in local authority care and children from service families, is lower than usually found.
- The proportion of pupils from minority ethnic groups or who speak English as an additional language is higher than usual.
- The proportion of disabled pupils and those who have special educational needs and are supported at school action is lower than the average. The proportion of pupils who are supported at school action plus or with a statement of special educational needs is broadly average.
- The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching to raise pupils' achievement to the highest levels by ensuring that:
 - that teachers' marking for pupils in Years 1 to 6 provides clearer steps in showing them how to increase their understanding so they take further responsibility for their own learning, particularly in mathematics
 - pupils in Years 1 to 6 have more opportunities to further develop their mental calculation skills
 - through the school pupils use ICT more frequently to enhance their learning and achievement.
- Increase the impact of those leaders responsible for age groups or subjects on raising pupils' achievement across the school by:
 - giving them more guidance in how to help individual teachers provide the very best learning for all pupils.

Inspection judgements

The achievement of pupils is good

- Children enter the Nursery with skills well below the levels expected for their age. By the end of Reception, children achieve well and start Year 1 confident in their basic language, number, physical and social skills. By the time pupils reach the end of Year 2 they achieve particularly well in their reading and writing skills. Although generally confident in their written number calculation, knowledge and understanding, they are sometimes less confident to work out calculations mentally.
- Pupils are confident users of ICT through the school, but teachers do not always maximise the opportunities technology provides to improve pupils' learning and progress in daily activities.
- Pupils continue to make good progress in Years 3 to 6. Pupils' achievement in writing has improved since the last inspection, so they write confidently and with flair. For example, pupils in Year 6 really enjoyed writing about their spider plant topic. By the time they leave, pupils achieve well in their reading, writing and number work, although on occasions, pupils are not always as confident to work out more difficult calculations in their head.
- Good teaching and planning enables pupils to enjoy sporting activities both within daily lessons, playtimes and in after school clubs. These help stretch pupils' physical activity levels.
- Pupils eligible for free school meals make good progress and are in line with expected progress. Those who are disabled or who have special educational needs make progress in line with other pupils because they are well supported by the school. Current checks on pupils' progress shows that the gap in achievement between them and their peers is minimal and in some cases, they achieve better than others in the school and pupils nationally in both English and mathematics.
- From Reception, pupils read widely and often. As a result, pupils in Year 1 who take part in the phonics screening check are well above the national average and current Year 1 pupils are already confident in reading unfamiliar words and combinations of letters. Inspectors listened to pupils read and they used their understanding of letter sounds well. Pupils say they love reading and have extremely positive attitudes to the range of books in their new library.
- Pupils whose first language is not English make better than expected progress as a result of early identification and good support provided by a member of the support staff and through well planned class activities.

The quality of teaching is good

- Teaching is now good across the school over time.
- Nursery and Reception teachers continue to teach well so children start Year 1 confidently.
- Teachers are enthusiastic and usually plan lively lessons that engage pupils' learning. In a Year 2 mathematics lesson, pupils worked eagerly in small groups writing down, then partitioning a range of numbers.
- Teachers have strong relationships with their class which aids pupils' learning. Questioning skilfully extends pupils' understanding of new ideas and what they have to learn. In a Year 3 English lesson, pupils enthusiastically wrote an adventure story from another character's point of view and the teacher spotted those needing extra challenge to use exciting vocabulary.
- A range of informative and attractive displays both within the class and around the school are effective in helping pupils know how to approach and tackle unfamiliar problems.
- Pupils' past books and current work show that teachers have high expectations of them. Marking and feedback in English work is clear and provides pupils with 'two smiles and a wish' to enable the pupils to realise what they have achieved. Marking in mathematics, although regular, does not always consistently provide pupils with clear next steps to guide their learning.
- Teaching assistants are used well in most lessons to help support particular groups and individuals. In a Year 2 class, the teaching assistants were highly effective and interacted expertly with the teacher to enable all groups of pupils to make good progress.

- In a small number of lessons, pupils do not always get down to lesson activities soon enough and progress was not as rapid as it could be because teachers' explanations are too long.
- Pupils with special educational needs who are at the early stages of learning English benefit from small group and specialised teaching, usually within the class, but also in small rooms adjacent to classrooms.
- Throughout the school, teachers make sure that pupils know their targets and encourage them to refer to them in lessons. Pupils discuss their targets with each other with confidence, and enjoy them being on their target 'pencil sheets' to help remind them.

The behaviour and safety of pupils are good

- Pupils enjoy attending school and display good behaviour over time, despite the disruptions caused by the building of their new school. Attendance levels have improved since the last inspection.
- Pupils think lessons are fun, and that they have a 'cool' school. They behave well at break time and have an exciting and wide range of resources for constructive play. Occasionally in lessons, pupils are content just to complete tasks rather than develop their own ideas to learn independently.
- The school has adopted the Olympic and Paralympic values to develop a positive ethos in which they establish 'Strong roots for flourishing futures' and to 'never give up'. A well led assembly helped pupils to think deeply about overcoming seemingly difficult situations involving disabilities.
- Pupils' spiritual, moral, social and cultural development is promoted well, particularly through assemblies and religious education lessons. Pupils have good opportunities to learn about world religions, other cultures and to reflect on issues around conflicts and injustice.
- All staff adhere to the school's guidelines on promoting positive behaviour. Pupils who have particular difficulties in interacting socially or in behaving well are extremely well supported so they respect the school's expectations. Pupils describe their teachers as kind and fair so they feel safe. They say bullying is rare and say it is dealt with quickly should it occur. Pupils have a good understanding of safety and cyber-bullying.

The leadership and management are good

- The headteacher has guided improvement well since the previous inspection. Supported by senior leaders, she has had a positive impact on raising the quality of teaching and improving pupils' progress.
- Staff are extremely mindful of the school's vision and are very committed to improving the pupils' achievement. A typical comment of staff was, 'I love the school leadership's commitment to meeting the individual needs of each child'.
- Senior leaders are clear about the school's strengths and weaker areas to tackle. They keep a close eye on the quality of teaching to inform decisions on pay progression. Middle leaders' roles are comparatively new and have not yet had enough training in guiding less experienced members of staff to fully develop their skills in improving pupils' achievement further.
- Pupils' progress is monitored regularly and any who are not performing to their potential are given effective extra support. Pupils who are eligible for the pupil premium, along with those at the early stages of learning English, receive well targeted extra individual support in reading, writing and mathematics.
- The curriculum helps pupils and staff become 'enthused' about their learning and teaching. Activities based upon the Olympics and Paralympics, helped bring learning to life according to the pupils, with educational visits, competitions and visits by Olympic athletes that enabled the pupils to learn in a range of contexts. These experiences have had a highly positive impact on pupils' writing.

- The school plans to use the physical education funding from the government to develop the expertise of their staff with high quality training as well as using coaches to enable the pupils to further develop their healthy lifestyles.
- The local authority provides effective challenge and support for school leaders, particularly through recent disruptions caused by the new building work.
- Parents are very supportive and a typical response about the school was that it was 'personal, caring and supportive'.
- **The governance of the school:**
 - Governors are kept well informed about the school's strengths and weaknesses. Governors support the school well and are actively involved in guiding long-term development, aided by attending wide-ranging training. Since the last inspection, governors have played an active role in driving improvements within the school. They keep the local community informed of the school's work by producing newsletters, particularly during the rebuilding of the school where they ensured the construction team sent newsletters about the rebuilding of the school. The reorganisation of the governing body has had a positive effect on raising standards because governors' skills are now better used. The headteacher keeps the governing body very well informed about the quality of teaching. This helps them contribute to the management of the headteacher's performance and know about how decisions on teachers' pay increases are decided. Governors keep a close check on the finances and know how the pupil premium is being spent and the impact on raising pupils' achievement. They make sure that all statutory requirements are met, including safeguarding pupils and in ensuring that all pupils have equal opportunity where possible.

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	102568
Local authority	Kingston Upon Thames
Inspection number	425549

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	2–11
Gender of pupils	Mixed
Number of pupils on the school roll	338
Appropriate authority	The governing body
Chair	Linda Palmer
Headteacher	Sarah Creegan
Date of previous school inspection	6–7 October 2011
Telephone number	0208 3973864
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