

Ellingham Primary School

Ellingham Road, Chessington, Surrey KT9 2JA

Inspection dates

23–24 January 2018

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a school that requires improvement

- Since the school's previous inspection, leaders have not ensured that pupils receive a good standard of education. As a result, pupils' outcomes have declined.
- Weak governance in the past has meant that leaders have not been held to account for the school's performance. This has resulted in standards slipping over time.
- The curriculum is broad and covers the range of subjects within the national curriculum. However, it does not offer pupils sufficient opportunities to deepen their learning. This is particularly the case in science.
- Leaders regularly check pupils' progress in reading, writing and mathematics, but systems to check pupils' progress in other subjects are not robust. As a result, pupils do not make consistently good progress across the curriculum.
- The quality of teaching and learning is variable across the school. This has resulted in all pupils, including disadvantaged pupils, most-able pupils and those who have special educational needs (SEN) and/or disabilities, making inconsistent progress in English, mathematics and a range of subjects.
- Teachers do not consistently use the checks they make on pupils' progress to set tasks that demand more of pupils and deepen their learning.
- Overall, teachers provide pupils with few opportunities to develop spelling, punctuation and grammar skills in extended pieces of writing, especially in subjects other than English. They do not fully address pupils' misconceptions. Consequently, pupils do not make the progress of which they are capable.

The school has the following strengths

- Safeguarding procedures are thorough and arrangements to keep pupils safe are effective.
- Pupils' behaviour is good. They are polite and demonstrate pride in their school.
- The proportion of Year 1 pupils who achieved the expected standard in the phonics screening check was above the national average.
- Children in the early years make good progress from their starting points and are well prepared for their learning in Year 1.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching and learning to ensure that it is consistently good or better, by:
 - raising teachers' expectations of what pupils can do and achieve, by setting challenging learning activities so that all pupils, particularly the most able, disadvantaged pupils and those who have SEN and/or disabilities, make consistently good progress across the curriculum
 - ensuring that class teachers use assessment information effectively to plan learning activities that are well matched to the learning needs of all pupils in a wide range of subjects
 - ensuring that pupils apply their writing skills well in different subjects by using spelling, grammar and punctuation accurately.
- Further develop the curriculum so it meets the learning needs of all pupils by ensuring that knowledge, skills and understanding are taught in depth in a range of subjects, especially science.
- Improve the effectiveness of leadership and management by ensuring that:
 - leaders further develop the existing assessment and tracking systems in English and mathematics to monitor pupils' progress in a wide range of subjects, so that all pupils make consistently good progress and no pupil is left behind
 - ensure the science curriculum offers pupils opportunities to develop their investigative skills
 - governors consistently challenge and ask probing questions about the school's performance.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

An external review of the school's use of pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Leadership and management require improvement because the quality of teaching and learning is not consistently good across key stages 1 and 2. Consequently, pupils' outcomes are also inconsistent. The interim leadership team has put in place new schemes of work in English and mathematics to raise standards. It is, as yet, too early to determine the full effectiveness of these schemes on pupils' progress.
- The curriculum offers pupils a breadth of subjects including art, history and science. However, the curriculum is not always well planned to fully develop their subject knowledge, understanding and skills, so that they can achieve to their potential. In science, for example, pupils are not provided with enough opportunities to apply their scientific knowledge and skills to investigate ideas and concepts.
- Leaders have put in place a system that regularly and effectively checks pupils' progress in reading, writing and mathematics. However, the system has not yet been extended to enable leaders to track pupils' progress in science and other subjects.
- The pupil premium funding is used in a range of ways to support disadvantaged pupils' learning and well-being and to improve their attendance. However, this has not yet brought about improvement in the progress and attainment of this group of pupils. Leaders are aware of the need to monitor the impact of their actions on disadvantaged pupils' outcomes.
- Leaders have put in place appropriate plans to support pupils who have SEN and/or disabilities. As yet, however, the progress made by this group of pupils is inconsistent.
- The school's self-evaluation is accurate and thorough. Leaders have identified the correct priorities to raise standards, based on the school's performance in the most recent national assessments. However, actions introduced by leaders have not yet had time to ensure that teaching is consistently good and that pupils are making strong progress.
- In the absence of the substantive headteacher, the local authority has supported the school well. It has brokered the assistance of two headteachers from local primary schools. Additionally, it has offered support and challenge to governors in fulfilling their roles effectively.
- Leaders are now regularly and carefully monitoring the quality of teaching and learning. They give teachers accurate guidance on how to improve their teaching, which is linked to the school's priorities of improving outcomes for pupils in English and mathematics.
- Learning is enriched beyond the classroom and school. Extra-curricular activities, such as visits to educational places, extend pupils' learning in topic work. A wide range of clubs are offered, such as dance and reading clubs.
- The physical education (PE) and sports funding is used well. Some of the funding has been used to employ two specialist PE leaders who have improved the quality of teaching in PE. The school is now in first place for engagement in the cluster and local

authority sports competitions.

- Leaders promote pupils' spiritual, moral, social and cultural development and their understanding of British values effectively. For example, during assembly, pupils were encouraged to discuss and reflect on the theme of 'challenge' and the strategies they would adopt to persevere in difficult situations. In the words of one pupil, 'If I cannot do it now, I will keep trying.'

Governance of the school

- Over time, governors have not held leaders to account for the school's performance. This has had a negative impact on outcomes for pupils. Until recently, governors did not have the knowledge and skills to effectively provide leaders with support and challenge.
- The governing body has been restructured. An audit of governors' knowledge and skills has taken place, and two new governors have been appointed. Governors have received training to understand the school's performance using national assessment information. They are beginning to ask probing questions about pupils' outcomes, and particularly about the performance of disadvantaged pupils.
- Governors visit the school regularly. They check the single central record to make sure that adults working with children are appropriately vetted in line with the latest statutory guidance.

Safeguarding

- The arrangements for safeguarding are effective.
- There is a strong culture of vigilance to safeguard pupils and promote their well-being. Staff have received training and are well placed to notice any changes in pupils' behaviour that may indicate that they are at risk of harm. Staff spoken to during the inspection know the school's procedures for raising concerns, should the need arise.
- The high quality of records maintained by the designated safeguarding leader shows that leaders work effectively with external agencies to ensure the well-being and safety of identified vulnerable pupils. Most parents and carers said that pupils are safe and well looked after at school. Leaders undertake risk assessments in a range of contexts to assess any potential harm. Effective actions are taken to minimise any potential risk to pupils.

Quality of teaching, learning and assessment

Requires improvement

- The quality of teaching and learning over time has been inconsistent in a wide range of subjects across key stages 1 and 2. This has led to inconsistencies in pupils' progress.
- Inspection evidence confirms that the tasks set in many subjects are not consistently well matched to pupils' learning needs. Teachers do not use their assessments of pupils sufficiently well to plan activities that challenge and deepen pupils' learning. As a result, pupils do not make the progress of which they are capable.
- Although pupils are given opportunities to apply their writing skills to subjects other

than English, the tasks set often do not stretch pupils' skills in writing extendedly. This limits their progress, particularly the progress of the most able pupils. In addition, class teachers do not consistently correct errors in pupils' spelling and use of punctuation. This too impedes pupils' progress.

- Similarly, in mathematics, sometimes the challenges offered to the most able pupils do not sufficiently extend their learning and this limits their progress. Sometimes, teachers do not use what they know pupils can already do to move their learning on effectively.
- Pupils also have few opportunities to develop their investigative skills in science.
- The work teachers set for pupils who have SEN and/or disabilities is not consistently well matched to their abilities. Consequently, they do not make steady progress.
- The teaching of phonics is effective. Pupils in key stage 1 use their phonics skills well to sound out unfamiliar words.
- The learning environment is supportive and conducive to learning in almost all classes. Pupils help each other with their learning. For example, in a Year 1 mathematics lesson, pupils questioned each other to check the accuracy of their answers to subtraction number sentences. This boosts pupils' self-confidence.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are keen learners who talk enthusiastically about their learning experiences. For example, they talked confidently about their display on 'Friendship around the world'; in the words of one pupil, 'It helps us to become familiar with different nationalities and treat people well.' Pupils are also proud of their achievements in sports.
- Pupils are given opportunities to take on additional roles such as school councillors. Pupils experience democracy first hand when they vote for their peers to represent them on the school council. This helps pupils to develop their social skills and understanding of British values.
- Pupils are knowledgeable about the different forms that bullying can take, including cyber-bullying. They said that bullying is not an issue and that they have trust and confidence in adults to deal with any concerns. There are opportunities for pupils to learn more about preventing bullying through whole-school events, such as anti-bullying day, when they design campaigning posters.
- Pupils said that they feel safe at school and are taught how to keep safe. They know how to keep themselves safe when using the internet. Most parents agree that their children are safe and happy at school.

Behaviour

- The behaviour of pupils is good. Leaders have introduced a new behaviour policy, which is implemented effectively. The school's behaviour records show that, over time, there has been a reduction in the number of poor behaviour incidents.
- Pupils conduct themselves well around the school. There are well-established routines in place to manage pupils' behaviour. This contributes to a calm and orderly school. Occasionally, there are disruptions to lessons when the teaching does not fully engage pupils in their learning.
- Leaders have taken effective action to improve attendance. For example, pupils' attendance is tracked regularly, and pupils' good attendance is celebrated weekly in assemblies. As a result, attendance is in line with the national average. Persistent absence has reduced.

Outcomes for pupils

Requires improvement

- Inconsistent teaching over time has resulted in pupils making variable progress in Years 1 to 6 and across a wide range of subjects.
- In 2017, pupils in Year 6, including disadvantaged pupils, did not make good progress in reading, writing or mathematics and attained standards that were below national averages. As a result, a lower proportion of pupils were ready for their learning at secondary school than found nationally.
- Similarly, at the end of key stage 1, in 2017, the proportions of pupils who attained the expected standards in reading, writing and mathematics were below national averages. The attainment of disadvantaged pupils was also below that of other pupils nationally in these subjects. This means that pupils did not make enough progress in key stage 1 to enter key stage 2 at the national expected standards.
- Inspection evidence confirms that pupils currently in key stages 1 and 2 make inconsistent progress in reading, writing and mathematics. Leaders have put in place new schemes of work, but it is too early to tell the full impact these are having on current pupils' progress.
- Pupils' progress in science across the school is not good enough. In 2017, the proportion of pupils who met the expected standards in science at the end of key stage 2 was below the national average. Teachers do not provide pupils with sufficient opportunities to develop their investigative skills. Leaders acknowledge that this aspect of the curriculum requires improvement.
- The progress of different groups of pupils is also too variable. Disadvantaged pupils, the most able and those who have SEN and/or disabilities do not make consistently good progress in reading, writing and mathematics. This is because teachers do not use their assessment information well to set learning tasks that will enable all pupils to make good progress from their different starting points.
- In 2017, the proportion of pupils who achieved the expected standards in the phonics screening check was above the national average. Disadvantaged pupils' attainment was in line with that of all pupils nationally. This is the result of effective phonics teaching.
- Some of the pupils who read with inspectors did so with fluency and accuracy, demonstrating a good understanding of the text. Some older pupils had written reviews

of books they had read, which were detailed and incisive. These examples show the impact of stronger teaching over time that helps pupils realise their potential.

Early years provision

Good

- Early years provision is good because children make strong progress from their individual starting points. In 2017, the proportion of children who achieved a good level of development by the end of early years was in line with the national average. As a result, children are confident learners and are well prepared for their learning in key stage 1.
- Leaders provide effective leadership of the early years provision. They know the strengths and areas for improvement well.
- Children are provided with a range of stimulating learning activities. For example, the attractive table-top activity, which is based on 'Jack and the Beanstalk', enables children to explore number bonds to 10 and count to 20.
- The outdoor area provides many opportunities for children to engage in their learning and development. For example, in the Reception outdoor area there are climbing walls to support the development of children's gross motor skills.
- Children are well behaved. They play and learn well together. Classroom routines are well established, which provides children with a safe and secure learning environment.
- Transition arrangements in the early years are effective. Children in the Nursery are visited at home to ensure that they make a good start to the early years. Parents are kept well informed of expectations in Reception and Year 1 through induction meetings. Adults are aware of the children's abilities as they enter Year 1.

School details

Unique reference number	102568
Local authority	Kingston upon Thames
Inspection number	10045438

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 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	417
Appropriate authority	The governing body
Chair	Zoe Gallimore
Headteacher	Stuart Atherton
Telephone number	020 8397 3864
Website	www.ellinghamschool.co.uk
Email address	office@elp.rbksch.org
Date of previous inspection	26–27 September 2013

Information about this school

- Ellingham Primary School admits two-year olds to its Nursery.
- The school meets the Department for Education’s definition of a coasting school based on key stage 2 academic performance results from 2015 to 2017.
- The school meets the government’s current floor standards, set in 2017. These set the minimum expectations for pupils’ attainment and progress in reading, writing and mathematics at the end of key stage 2.
- The school receives support from two experienced headteachers from local primary schools. The local authority has supported governors to broker this support in the absence of the substantive headteacher.
- This school is much larger than the average-sized primary school.
- The proportion of pupils eligible for free school meals is broadly average.
- The proportions of pupils who have SEN and/or disabilities and who have education,

health and care (EHC) plans is above the national average.

- The breakfast club and after-school clubs are managed by the school.

Information about this inspection

- Inspectors visited 25 classes to observe pupils' learning across a range of subjects. Some of these were observed jointly with senior leaders. Inspectors also scrutinised pupils' work in lessons and jointly with leaders outside of lessons.
- Inspectors spoke to pupils in a range of contexts, including playtimes and in lessons. They met formally with two groups of pupils from key stage 2. Two pupils accompanied an inspector on a tour of the school to express their views about school life. Inspectors listened to pupils from Years 2 and 6 read.
- Inspectors held meetings with leaders, the chair of governors and a representative from the local authority. They also met with a group of staff members.
- Inspectors considered 141 responses to Parent View, Ofsted's online survey, which included 71 free-text responses. They also met with parents in the playground at the start of the school day.
- Inspectors analysed the 31 responses to Ofsted's staff survey and 81 pupils' responses to the online survey.
- Inspectors scrutinised a range of school documentation, including safeguarding documents, assessment information, behaviour records, the school's self-evaluation and plans for improvement.

Inspection team

Rajeshree Mehta, lead inspector	Ofsted Inspector
Meena Walia	Ofsted Inspector
Janet Tomkins	Ofsted Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/government/organisations/ofsted.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2018