

Inspection of Elkesley Primary and Nursery School

Headland Avenue, Elkesley, Retford, Nottinghamshire DN22 8AQ

Inspection dates: 12–13 November 2019

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this school?

This is a welcoming school where all staff know every child well. There is a shared passion for making sure that all pupils fulfil their potential. Pupils and staff have positive relationships. Pupils are happy and cared for. They feel safe.

Staff have planned a range of subjects so that pupils can achieve well. Pupils enjoy their learning, especially in mathematics.

Pupils are polite and behave well. They concentrate and listen to their teachers and to each other. Occasionally, some pupils become restless, or struggle to contain their emotions. Staff handle the low-level disruption this creates with skill. Most pupils cannot recall any bullying happening in the school. A few say that it does, at times, happen. They explain that teachers sort it out and that it does not happen again.

Staff provide pupils with a good range of clubs and activities. These help to broaden pupils' experiences and interests. Many pupils appreciate these and take full advantage of them. Last year, pupils enjoyed a 'solar system' experience delivered by university scientists.

A few pupils do not attend school often enough to make the most of what it has to offer.

What does the school do well and what does it need to do better?

Staff are ambitious for all pupils. Leaders have planned in detail what pupils need to know in most subjects. This helps pupils to build up knowledge and develop a range of skills. Lessons link together well. Teachers check what pupils can remember before moving on to what they want them to learn next. Some subjects are more developed than others. In a few subjects, staff have not yet reviewed exactly what they want pupils to know and when they need to teach it.

Leaders and staff ensure that all pupils learn to read. Staff are knowledgeable and confident in teaching phonics. From Nursery onwards, children learn the phonics skills that they need. Pupils practise their sounds often. Staff help pupils who find reading more difficult to catch up. Pupils told us that they like reading. They read often at school and at home. Teachers also read to the pupils, which teachers and pupils enjoy. Pupils talked about their favourite authors, ranging from Julia Donaldson to David Attenborough.

Leaders have planned the mathematics curriculum in detail. New concepts link to what pupils have already learned and can remember. Teachers use resources well to provide practical guidance when pupils need extra support. Staff enrich mathematics through inter-school challenges and visits to a local secondary school.

Pupils spoke with enthusiasm about what they know and can remember in science. For example, pupils knew a lot about teeth. They could explain how this links to the

digestive system. They could recall the digestive processes in depth.

The curriculum meets the needs of pupils with special educational needs and/or disabilities (SEND). Staff help these pupils to achieve academically and emotionally. Pupils told us how much they value the help they receive.

Children in early years get off to a great start. Staff provide many activities to help their development. Children learn to look after themselves and to play together with their friends. They listen to and follow instructions well. Indoor and outdoor activities help children to develop a range of skills. Children enjoy building towers with wood and moving to music. Their reading, writing, mathematical and communication skills are being well developed. For instance, staff capture children's imagination when teaching lengths. They did this by using different-sized scarves for different-sized teddy bears.

Some pupils have high attendance. For others, especially those in the lower year groups, attendance is not as regular as it should be. Leaders have taken action to improve this. It is too soon to tell whether this has been successful.

Leaders and staff promote pupils' personal development well. There is a wide range of exciting and well-attended clubs. These include clubs for gardening, cookery and many sports. All pupils learn a musical instrument. Pupils also enjoy visits from authors and theatre companies. They take on positions of responsibility, such as those of librarian and play leader. Pupils understand and respect differences. They are well prepared for life in modern Britain.

Leaders and governors work well as a team. They understand the school's strengths and know the areas where it can improve. Staff told us how much they enjoy working at the school and how they feel supported.

Safeguarding

The arrangements for safeguarding are effective.

Leaders make the right checks on staff before they start work at the school. Staff are knowledgeable and understand current safeguarding guidance and procedures. They know how to identify pupils who may be at risk and what to do to help them. Pupils learn how to keep themselves safe. They are confident to talk to staff if they have a problem. The school's personal development programme contributes well to this. Leaders provide effective support for vulnerable pupils and their families. They respond well to any concerns reported and make sure that pupils get the extra support they may need.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In most subjects, leaders have ensured that the curriculum is planned well. A few subjects are not yet planned, sequenced and delivered well enough. This is especially true in religious education (RE), art and design, and music. Pupils do not develop their religious and creative knowledge and skills well enough. Leaders should ensure that they plan and sequence learning so that pupils can achieve equally well in these subjects.
- Leaders emphasise the importance of regular attendance to pupils and their families. Despite the school's support, a small number of pupils do not attend as often as they should. These pupils do not gain from the curriculum on offer as much as they should. Leaders should maintain their focus on improving pupils' attendance.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

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.

School details

Unique reference number	122640
Local authority	Nottinghamshire County Council
Inspection number	10110108
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	77
Appropriate authority	The governing body
Chair of governing body	Barry Woodcock
Headteacher	Jen Lane
Website	www.elkesley.notts.sch.uk
Date of previous inspection	25–26 February 2016

Information about this school

- The school is in a formal collaboration with Sutton-on-Trent Primary and Nursery School. The school's executive headteacher is the headteacher of both schools.
- The school is part of the Minster Teaching School Alliance.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- We held meetings with the headteacher and other staff. Inspectors met with members of the governing body and a representative of the local authority.
- We looked in detail at four subjects (reading, mathematics, science and RE) to consider the quality of education. We visited lessons, met with teachers, subject leaders and pupils, and looked at samples of pupils' work. We also heard some pupils read and observed pupils' playtimes and lunchtimes.
- We looked at a range of other documentation, including that relating to safeguarding, behaviour and attendance. We also looked at leaders' planning documentation and self-evaluation of the school's performance. We reviewed and

considered the information on the school's website.

Inspection team

Vondra Mays, lead inspector

Ofsted Inspector

Sarah Fielding

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