

Inspection of Eldene Nursery and Primary School

Colingsmead, Eldene, Swindon, Wiltshire SN3 3TQ

Inspection dates: 29 and 30 March 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

Pupils at Eldene Nursery and Primary School are extremely polite, respectful and friendly. They enjoy coming to school. One pupil, whose opinion reflected that of many, said, 'School is my favourite time of the day. I get to learn new things.'

Leaders have high expectations for all pupils, including those with special educational needs and/or disabilities (SEND). Staff follow the school's vision to 'work together, learn together, succeed together' to support pupils to learn well. They provide wider opportunities for pupils within the local community. For example, the school choir performs at the local theatre.

Pupils say that bullying can happen in school but that this is rare. Most pupils understand what bullying is and know that it is not tolerated. They trust staff to sort out any concerns that they have and this helps them to feel safe.

Pupils have opportunities to develop responsibilities within the school, including becoming house captains, school councillors, librarians and fish feeders. They say that their responsibilities help them to become independent and to look after their friends. They know that they make a difference and that they help the school community.

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

Leaders know the importance of reading and prioritise this so that pupils can learn well across the whole curriculum. Staff read to pupils regularly from carefully selected texts. Pupils enjoy learning to read as soon as they start school. Staff use what they know about pupils to provide extra support to those who need it. For example, pupils with SEND are given help to become confident readers. For most pupils, books match the sounds that they have learned and consequently these pupils learn to read well. However, for some pupils, the teaching of phonics is not as precise as it could be. Leaders recognise this and have taken steps to strengthen the curriculum. For older pupils, the reading curriculum is well sequenced and teaching is consistent.

Leaders have developed an ambitious curriculum for pupils. They have considered the important knowledge for pupils to know. They have sequenced this carefully so pupils use what they know when learning something new. However, in some subjects, the curriculum is new and is not yet consistent. This means that pupils do not know as much as they could in all subjects. Leaders have accurately identified these subjects and are working to make the necessary improvements.

Staff regularly check what pupils know and remember in most subjects. This means that most pupils, including pupils with SEND and other vulnerable pupils, learn well. However, for a small minority of pupils, staff do not use what they know well enough and this means learning is not matched carefully to pupils' starting points.

Pupils in the specialist resource provision learn well because the curriculum is matched closely to their needs. They enjoy attending school clubs and participate in school plays. They benefit from regularly planned opportunities to visit areas within the local community.

Leaders prioritise children's communication skills as soon as they start school. As a result, children in Nursery and Reception Years learn well with adults and with their peers. They know and follow well-established routines and become increasingly independent. Leaders consider how adults support children's learning carefully. However, staff do not yet reflect well enough on how independent activities support children's early reading, writing and mathematical knowledge.

Pupils know the school rules and meet the high expectations leaders have for their behaviour. Staff are consistent when supporting pupils' behaviour, using the school system of 'ask, tell, tell'. Consequently, there is no disruption to lessons. At breaktimes and lunchtimes, pupils play well with their peers. They maintain their high standards of behaviour, continue to use manners and treat everyone with respect. They know that being kind is important.

Leaders ensure that pupils' personal development is planned for carefully. As a result, pupils remember much about physical health, mental well-being and how people live. They talk confidently about healthy and unhealthy relationships. Pupils also understand that equity is about giving people what they need to be successful. They link this to the idea of fairness.

Leaders, including governors, know the school well. They monitor the school curriculum regularly and use what they find to make further improvements. Staff receive regular training. They say that leaders are considerate of workload and well-being. This helps them to feel appreciated and listened to.

Staff work closely with parents and carers, and the local community, to support the education that pupils receive. Parents, including those who responded to the online questionnaire, Ofsted Parent View, are very positive about the care and support their children have.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding leaders have robust policies and practices in place. Staff understand how to report concerns appropriately, and receive regular safeguarding training. As a result, pupils get the help that they need to stay safe. Leaders work with external agencies regularly.

Governors understand their statutory responsibilities and visit the school often to ensure pupils are safe. Leaders make the appropriate checks for staff who are new to the school, and have a clear process for staff induction.

Pupils know how to keep safe, including online. Leaders provide wider opportunities for pupils to learn about safety, including road safety and the 'mini police'.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, the use of assessment is not fully developed. Where this is the case, pupils' learning is not matched carefully enough to their level of understanding. Leaders need to ensure that assessment is used effectively in all subjects to help pupils know and remember more of the curriculum.
- In some subjects, the curriculum is not implemented consistently well. As a result, pupils do not learn and remember the planned curriculum fully. Leaders should ensure that the curriculum they have planned is implemented as intended, including in the early years.

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 information from Ofsted Parent View 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 are the school and you are 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	132229
Local authority	Swindon
Inspection number	10211726
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	340
Appropriate authority	The governing body
Chair of governing body	Dr Mike Boshier
Headteacher	Heather Kellett
Website	www.eldenepriaryschool.org.uk
Dates of previous inspection	20 and 21 March 2018, under section 5 of the Education Act 2005

Information about this school

- The school does not use alternative providers.
- The school has a breakfast club and after-school club provision for pupils aged three and above.
- The school has a nursery for pupils aged three and above.
- There is a special resourced provision for key stage 2 children with an education, health and care plan.

Information about this inspection

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

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The inspectors carried out deep dives in these subjects: early reading, mathematics, history and physical education. For each deep dive, the inspectors

discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. On day 2, inspectors also considered the curriculum in other subjects.

- The inspectors held meetings with the headteacher, the deputy headteacher, the special educational needs coordinator, curriculum leaders, teaching staff and support staff.
- The lead inspector met with representatives from the governing body, the local authority school representative and the school improvement partner.
- The lead inspector spoke with the designated safeguarding leaders to discuss the school's procedures for keeping pupils safe. She considered the school's recruitment procedures, staff induction and training, records of concern and their engagement with external agencies. The inspectors also spoke with staff and pupils throughout the inspection.
- The inspectors considered responses to the online questionnaire, Ofsted Parent View, including the free-text responses. The inspectors also took into consideration responses to the staff and pupil surveys.

Inspection team

Donna Briggs, lead inspector

Her Majesty's Inspector

Chris Hansen

Ofsted Inspector

Marie Thomas

Her Majesty's Inspector

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 <http://reports.ofsted.gov.uk/>.

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 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022