



# Elm CE Primary School

## Inspection Report

**Unique Reference Number** 110800  
**LEA** CAMBRIDGESHIRE LEA  
**Inspection number** 278517  
**Inspection dates** 7 March 2006 to 8 March 2006  
**Reporting inspector** Mrs. Georgina Beasley LI

This inspection was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary	<b>School address</b>	Main Road
<b>School category</b>	Voluntary controlled		PE14 0AG
<b>Age range of pupils</b>	4 to 11		
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01945 860295
<b>Number on roll</b>	208	<b>Fax number</b>	01945 860295
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr.S Pulford
<b>Date of previous inspection</b>	Not applicable	<b>Headteacher</b>	Mr. Christopher Child

Age group	Inspection dates	Inspection number
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

Elm CE Primary is an average sized school. Most children start school with below average knowledge and skills. There is a higher proportion of boys than girls. Nearly all pupils are from White British families. A very small number are from Traveller, Indian and Caribbean background. The proportion of pupils entitled to free school meals is average. There is an average proportion of pupils with learning difficulties or disabilities but more pupils have a statement of special educational need than in other schools of this size.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## **Overall effectiveness of the school**

### **Grade: 2**

Elm CE Primary is a good school which provides good value for money. The school feels it is doing a satisfactory job but inspectors feel it is better than this. Pupils make good progress in their personal and academic development. A particular strength is the positive ethos and very good relationships which help all pupils grow into confident individuals. Provision in the Foundation Stage is good although standards remain below average when children start in Year 1. All pupils make good progress to reach broadly average standards at the end of Year 6. There were lower standards in writing at the end of Year 6 last year. The school has acted quickly and put improvements into place that are already having a positive effect on writing standards, and progress in all classes this year. However, more can be done especially in ensuring all pupils have more time and opportunity to rehearse what they want to write. Teaching and learning are good. All staff want the best for the children and plan learning carefully to meet the many different abilities in lessons. Leadership and management are good and have led to effective improvement since the previous inspection. Staff are fully involved in the evaluation of the school's performance and monitoring activities are comprehensive. Good partnerships with parents, the local community and other local schools are contributing well to pupils' learning and well-being. The school is well placed to make continued improvements.

### **What the school should do to improve further**

- Provide more opportunities for pupils to write for a purpose and to think and talk about their ideas before starting to write.

## **Achievement and standards**

### **Grade: 2**

Pupils achieve average standards at the end of Year 6 and all pupils, including those with learning difficulties and disabilities, make good progress. Most children start school with below average knowledge and skills. Children make good progress in the reception class, especially in their personal development so they are all settled into school and are ready to learn by the time they join Year 1. Pupils continue to make good progress in Years 1 and 2 and, by the end of Year 2, pupils reach the challenging targets set for them in reading, writing and mathematics. Standards are broadly average but only just so. All pupils continue to make good progress in Years 3 to 6 in reading, mathematics and science and standards in these subjects are average. Information from a new system to track pupils' progress indicated that boys did less well than girls in writing. Effective improvements put into place last year have resulted in faster progress and higher standards, and pupils are on track to reach their challenging targets at the end of the year. Targets are shared with pupils so they are clear about what they need to do to succeed. This helps more able pupils in particular to achieve well because they take some responsibility for their own learning.

## **Personal development and well-being**

### **Grade: 2**

The school is successful in ensuring that pupils develop well as young people. Pupils enjoy their school life very much and they work hard. Good attendance is an indication of their enthusiasm for what the school provides. Pupils get on very well with their teachers and with one another. They support and encourage one another, both in lessons and around the school. Behaviour in lessons is good. It is also generally good around the school, though some pupils can be rather boisterous on the playground. Pupils themselves recognise this as an issue and so are organising events such as 'Silly Socks Day', to raise money for new play equipment to keep pupils better occupied when playing outside. The school makes a good contribution to pupils' spiritual, moral, social and cultural development. The curriculum, sporting events and enrichment activities encourage pupils to keep themselves safe and lead healthy lives. Pupils play an active part in guiding and shaping school and community life through their involvement in the school council and through the work they do to raise money for many charities. They are proud of their contribution to getting a zebra crossing installed just outside the school to make it safer for everyone to cross the road. The development of good numeracy, language and computer skills, and opportunities to work in teams and groups contribute well to pupils' future economic well-being.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Pupils enjoy their learning because teachers make lessons interesting. The interactive whiteboards are used particularly well, where available, to motivate and engage pupils' interest. Teachers plan in detail what they want pupils to learn and this is usually transferred into activities that are relevant and match the planned learning well. Sometimes the work pupils do in small groups does not always link to learning in the main parts of lessons. While these tasks are relevant, it sometimes means some pupils miss out on activities that help them think and talk about ideas before they start to write. All teachers ask well-focused questions that ensure all pupils are involved and challenged in lessons, and encourage pupils to think things through for themselves. The recent introduction of writing targets has led to teachers and pupils being much clearer about how well pupils are doing and what they need to do to get even better. The organisation of learning is good. In the reception class, good support is given to all children when they work on adult-led tasks. On occasion too little adult interaction takes place when children are engaged in play they have chosen themselves. In Years 1 to 6, all pupils have some planned targeted teaching support when they work in groups. Teaching assistants provide regular good quality support for pupils who need extra help in lessons. The support for more able pupils is not so regularly planned to ensure even greater challenge.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good and effectively meets the abilities and interests of all pupils. The school's view that its curriculum is satisfactory is too modest. In many classes, very good links are made between subjects so that pupils can see how the different things they are learning fit together. During the inspection, for instance, an activity in Years 3 and 4 about town planning made very good contributions to pupils' learning in geography and in design and technology, and to their understanding of a range of social issues. An effective programme for pupils' personal, social and health education ensures they have good knowledge about social relationships and drugs awareness. A wide range of trips and visitors effectively enriches pupils' learning experiences and helps to make learning interesting. Pupils value and take part enthusiastically in the many extra-curricular activities that are varied enough to meet the many interests of all pupils. Pupils' numeracy and literacy skills are applied well in other subjects. Pupils develop their computer skills well in the suite to support work in all subjects. However, there is not enough planned opportunity for pupils to use computers at other times.

## **Care, guidance and support**

### **Grade: 2**

Good attention is paid to ensuring pupils' health and safety. Risk assessments are completed and procedures for ensuring the care and protection of all pupils are fully in place and regularly reviewed. Pupils and their parents are confident that they will be looked after well. One area of concern for pupils is the boisterous behaviour of some pupils on the playground which is not always challenged by all staff on duty. Pupils settle quickly into school and soon become full members of the school community. For example, the youngest children are able to have a say in aspects of school life through two representatives on the school council. Teachers mark work thoroughly and comments provide pupils with good guidance on how to improve. Systems for checking pupils' progress are good and, because the information is shared, pupils have a clear picture of their learning, especially in writing. Pupils with learning difficulties or disabilities are identified early and their progress is reviewed regularly. Parents are given good information about their children's progress and their targets and this helps them to support their children well at home and at school. The good links with local secondary schools enable pupils and their parents to make well-informed choices about the next stage of education.

## **Leadership and management**

### **Grade: 2**

The headteacher provides good leadership and is constantly striving for improvement. He cares about his staff and all of the children, which is reflected in the positive learning climate and strong teamwork. Subject leadership and management have improved significantly since the previous inspection. All staff are now involved in checking how well the school is doing and in putting planned improvements into place. Views of

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parents and pupils are taken into account when planning improvements. Action plans detail the precise action to be taken but do not always identify precisely enough how the school will know how successful it has been in terms of pupils' achievement and the targets they are expected to reach. The school is well-placed to continue to improve. The school's procedures for ensuring it is doing as well as it can are good. For example, a close analysis of assessment information identified that some pupils, mainly boys in Year 3 to 6, were not doing as well as they should in writing. Improvement strategies were quickly put into place and standards and achievement have improved considerably this year across the school. Governors provide good support and challenge, making sure that the policies and procedures that have been agreed are put into place. Finances are managed well and have enabled good improvements to be made, especially to the quality of accommodation and learning environment. In particular the new family and children's centre provides a range of opportunities for young children and families to enjoy, to ensure children's well-being.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

**Text from letter to pupils explaining the findings of the inspection**

Thank you for welcoming us to your school and for sharing your experiences and feelings with us. We enjoyed talking to you about what you liked most at your school. You told us that you liked your school, and nearly all of your parents do too. You will be pleased to hear that we think your school is good and we can see that it is improving a lot. Everybody we talked to said they were happy to come to school. You know that if you have any problem or have some good news to share, you can go to any adult at any time. Your teachers are doing a good job. You told us that you think most lessons are interesting and we agree. We thought most of you behaved well in lessons. The positive way you approach your work is making your teachers' job easier and helping you and others in the class to learn. We think some of you could take more care on the playground when running around to make sure that those who want to stand and chat always feel safe. Mr Child is a good headteacher and we are pleased with the way he, the governors and the other adults in school make sure that the school is a happy place where you can all learn and grow into confident young people. We think you make a good contribution to the local and wider community through the work you do to raise money for many charities and the work you do with other schools in the area. We think you have lots of interesting things to do during the day and after school. We have asked Mr Child and the teachers to make sure that the writing you do is relevant and that you always have a chance to think and talk about your ideas before writing them down. We hope you will continue to like going to school and wish you all the very best for the future. Yours sincerely