



Elloughton Primary School

Inspection Report

Unique Reference Number 117891
LEA East Riding of Yorkshire
Inspection number 280177
Inspection dates 9 November 2005 to 10 November 2005
Reporting inspector Mrs Ann Wallis

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

Type of school	Primary	School address	Stockbridge Road
School category	Community		Elloughton
Age range of pupils	4 to 11		Brough, HU15 1HN
Gender of pupils	Mixed	Telephone number	01482 666231
Number on roll	275	Fax number	01482 666642
Appropriate authority	The governing body	Chair of governors	Mrs N Shreeves
Date of previous inspection	1 May 2000	Headteacher	Mr D Mattinson

Age group 4 to 11	Inspection dates 9 November 2005 - 10 November 2005	Inspection number 280177
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Introduction

The inspection was carried out by three additional inspectors.

Description of the school

Elloughton Primary is a larger than average school for pupils aged 4 to 11. It has 275 pupils on roll who come from Elloughton, Brantingham, Brough and surrounding villages. The proportion of pupils with learning difficulties and/or difficulties is below average. The vast majority of pupils come from white British backgrounds and there are few pupils whose first language is not English. The proportion of pupils eligible for free school meals is low.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Inspectors agree with the school's own evaluation that Elloughton Primary is a good school. Pupils enjoy their education and are well cared for. Their personal development is good and pupils have good attitudes to learning and behave well. Parents are very satisfied with the education their children receive. Teaching is good and pupils make good overall progress to reach above average standards by the time they leave the school. Teaching and standards in the Foundation Stage are good. The school is well led and managed. The headteacher's philosophy of educating the 'whole child' is strongly supported by all staff and results in confident pupils who are well equipped with the skills to succeed in later life. Issues from the previous inspection have been addressed successfully. The school has the capacity to improve further and in order to do so it needs to raise the standards and achievement of higher attaining pupils. The school provides good value for money.

not applicable

What the school should do to improve further

- Continue to implement strategies to raise the standards and achievement of higher attaining pupils.
- Refine the quality of teaching and learning by encouraging pupils to work independently, think for themselves and learn by assessing their own and other pupils' work.
- Continue to improve the use of pupil attainment and achievement data to plan future learning.

Achievement and standards

Grade: 2

Children enter the school with standards that are broadly average. Teaching in the Reception class is good and a well planned programme of activities ensures pupils make good progress. This is consolidated in Years 1 and 2 so that by the end of Year 2 standards are in line with what would be expected in writing and mathematics, but above average in reading. By the end of Year 6, standards in English, mathematics and science are higher than expected for pupils of this age. Overall pupils make good progress as they move through the school.

The most recently validated test results in 2004 indicate that by the end of Year 6 achievement is satisfactory. However, the school is now making increasingly good use of assessment data to set individual targets and provide personalised learning programmes for pupils. Their progress is carefully monitored. This has led to significant improvements in test results in English and mathematics in 2005. These improvements have been sustained during the current year and form part of an overall improving picture. However, the school is aware of the need to improve standards further for higher attaining pupils. Pupils with learning difficulties make good progress. The school

carefully monitors the work of children for whom English is a second language so that these children also make good progress.

Personal development and well-being

Grade: 2

Inspectors agree with the schools' evaluation that pupils' personal development and well-being are good. Pupils are proud of their school and this is reflected in the imaginative ideas they have to improve playtime facilities with a range of markings for games and new playtime equipment. Their spiritual, moral and social development is good, but their understanding of cultures other than their own is satisfactory overall.

Pupils are given a wide range of opportunities to take responsibility by acting as members of the school council, librarians and safety officers which successfully builds up their ability to take up their role as good citizens. Pupils react very positively to situations where they see others in need. For example, they initiated fund raising activities for the tsunami and the South Asian earthquake.

The school works hard to ensure pupils' personal development is safe and secure. Pupils regularly take exercise, love participating in sports, both during and after school, and are aware of the need to eat healthily. Older pupils participate in the 'Real Game', where they make decisions that mirror those they could experience in adult life, thus helping them to prepare well for their future economic well-being. Pupils' behaviour is good and their attendance is very good.

Quality of provision

Teaching and learning

Grade: 2

Inspectors agree with the school's assessment that teaching and learning are good. In lessons, the vast majority of teaching is good and it is never less than satisfactory. Teachers use their knowledge well to extend pupils' understanding and make good use of information and communication technology (ICT) to present lessons in an interesting way. Teachers have good relationships with their pupils and give continual encouragement which develop pupils' self-esteem and enable them to enjoy lessons and make good progress. Teaching assistants are well deployed and give constructive individual help to pupils, especially those with learning difficulties, so they make good progress. Pupils have good attitudes to learning and co-operate well when working in pairs and groups. Work is usually well matched to pupils needs, although in some lessons, higher attaining pupils are insufficiently challenged. Pupils are not always given sufficient opportunities to work independently, think for themselves and learn by assessing their own and other pupils' work.

Assessments take place regularly and good use is made of target cards so that pupils know how to improve their work. Teachers are using assessment data increasingly well to plan future learning and to identify those pupils who need extra help and support. This has resulted in a significant improvement in standards in mathematics in 2005.

Curriculum and other activities

Grade: 2

Inspectors agree with the school that its curriculum is good. The rich and varied curriculum is challenging and enjoyable. The school has developed an innovative approach to curriculum planning based on themes which relate to everyday life. Good opportunities are provided for pupils to use their literacy, numeracy and ICT skills making learning relevant and purposeful.

The school provides a wide variety of extra-curricular activities including sport, music and drama. This is further enhanced by an exciting range of visits out of school including residential experiences and by visitors to the school, such as musicians, artists and authors, who come to share their expertise with children.

There are well planned opportunities for children to prepare for their future economic well-being and good provision is made for pupils to learn about healthy lifestyles.

Provision for pupils with learning difficulties is good. The Foundation Stage curriculum is well planned with a good range of interesting activities which prepare pupils well for their work in Year 1.

Care, guidance and support

Grade: 2

Overall, the inspection team agrees with the school that learners are well cared for, but consider that the school needs to ensure that child protection procedures are robust, regularly reviewed and well known to all staff. Health and safety arrangements are well organised and good procedures are in place for assessing risks, for example, around the school and when pupils take part in educational visits.

Pupils with learning difficulties are well cared for and good procedures are in place for them. Effective new systems track pupils' progress, identify areas where pupils need extra support in their learning and check that pupils are meeting the targets that have been set. Assessments in the Foundation Stage are used particularly effectively to guide children's learning and identify where they may need extra help. Regular consultation meetings with parents and close contact with outside agencies, such as the behavioural support team, are used well to direct pupils' future learning.

Leadership and management

Grade: 2

The school grades leadership and management as good and inspectors agree. The headteacher has a clear focus on promoting all aspects of every pupil's education and personal development. Pupils receive a broad range of educational experiences which give them the skills and confidence to succeed as they progress through their school life and beyond. Detailed surveys of parents' views indicate that they are very satisfied with the education their children receive. The headteacher, governors and senior staff form an effective partnership and know the schools strengths and weaknesses well.

The school improvement plan identifies suitable priorities for development. These are helping to improve provision for gifted and talented pupils and develop the curriculum in an innovative way to better meet the needs of all learners. Teaching and learning are monitored effectively in order to improve standards and raise achievement. The role of team leaders has been developed well and they are taking increasing responsibility for tracking the progress of the children in their care and using assessment data to plan future learning.

Through the South Hunsley partnership the school works closely with other schools to share expertise and ensure pupils make a smooth transition to secondary school. Resources are managed well with a good focus on providing value for money.

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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>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	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

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	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

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	1	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

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

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	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

The extent to which schools enable learners to be healthy	
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
The extent to which providers ensure that learners stay safe	
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
The extent to which learners make a positive contribution	
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
The extent to which schools enable learners to achieve economic well-being	
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

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11 November 2005

Dear Children

Thank you for welcoming us to your school. Many of you gave us lots of help during the inspection by telling us about your work and about all the things you enjoyed doing at school.

These are some of the things we liked about your school.

You make good progress in your lessons.

You enjoy school and work hard.

Your teachers explain things clearly and care for you well.

These are the things we have asked your school to do now.

Make good use of your test results to plan what you learn next.

Encourage you to think for yourselves and check your own work carefully.

Help those of you who are already doing well to do even better.

You can help your teachers by continuing to work hard and by making the most of all the good things your school offers you.

Yours faithfully

Mrs A Wallis

(Lead inspector)

Annex B