

Elloughton Primary School

Inspection report

Unique Reference Number	117891
Local Authority	East Riding of Yorkshire
Inspection number	326707
Inspection dates	8–9 December 2008
Reporting inspector	Ruth McFarlane

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	307
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mrs Elizabeth Pandey
Headteacher	Mrs Christine Coates
Date of previous school inspection	1 November 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Stockbridge Road Elloughton Brough HU15 1HN
Telephone number	01482 666231
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Age group	4–11
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Introduction

The inspection was carried out by three Additional Inspectors

Description of the school

Pupils at this larger than average school are almost all from White British backgrounds. The proportion of pupils with learning difficulties and/or disabilities or who have a statement of special educational need is well below average. Very few pupils have English as an additional language. The proportion of pupils eligible for free school meals is low. An after-school club is available, run by other providers. The school provides education for pupils in the Early Years Foundation Stage (EYFS).

A new headteacher and an acting temporary deputy headteacher were appointed and took up their posts in April 2008.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Elloughton Primary is emerging from a prolonged period of management change. It provides a satisfactory education for its pupils. They are happy and contented at school and develop good personal skills because of the vibrant curriculum and good levels of pastoral care, guidance and support. Their spiritual, moral, social and cultural development is good. They have ample opportunity to prepare for their future lives through a wealth of clubs and enrichment activities. The pupils' enjoyment of all the school offers, and their feelings of security in school, are reflected in their above average attendance. They say that bullying is not an issue. Their behaviour is good, especially when their interest is captured. Pupils have a good understanding of why they need to eat healthily and take exercise. They show positive attitudes to learning. Parents are very supportive of the school. 'It provides a warm and happy environment', is a typical comment they made.

Pupils make satisfactory progress in their learning throughout the school. Most enter with skills and abilities in line with expectations. Provisional results for Year 6 in 2008 indicate that the standards were broadly average in English, mathematics and science. This represents satisfactory achievement. The few pupils with learning difficulties and/or disabilities, or who are at the early stage of learning English, make similar progress to others. A marked improvement in tracking pupils' progress and offering academic guidance is evident over recent months but is not yet consistently having an impact on progress. Older pupils fare best because they are given targets in English and mathematics and understand how to make improvements. Standards in Year 6 are better than expected at this stage in the school year; with recent improvement in the combined Year 5/6 classes where progress is good. In these classes teaching is good, learning is well managed and support for individuals is well focused. However, the overall quality of teaching is satisfactory, a few lessons lack pace and challenge for all abilities, and when this happens progress slows.

Leadership and management are satisfactory. School effectiveness was judged to be good at the last inspection, but changes in leadership roles and the unsettled nature of some management arrangements have had an adverse impact. However, allocation of new roles to middle leaders this term has been a catalyst for focused training. Several good new initiatives have very recently been put in place to raise standards. The school is aware that more needs to be done to improve uneven teaching quality and accelerate pupils' progress further. The school has a satisfactory grasp of how things stand and governance is sound. Because of strong teamwork amongst senior staff, and the strategies put in place recently, there is satisfactory capacity for further improvement.

Effectiveness of the Early Years Foundation Stage

Grade: 3

Children settle happily into the daily routines in the EYFS because the school makes effective links with parents through home visits and sharing of information, taking individual needs carefully into account. As adults take good care of them, children enjoy their learning and their welfare is nurtured. Children enter with skills and abilities that are typical for their age and make satisfactory progress in their learning and good strides in their personal development. Because of this, most reach broadly average standards by the age of five. A satisfactory balance between activities directed by the teacher and those chosen by children helps them learn and develop independence. However, the free-choice activities are not all clearly linked to children's

learning. The outdoor play area is organised with a more limited range of activities and the lack of shelter restricts outside use to suitable weather conditions. Otherwise, resources are used appropriately to develop children's independent learning skills. Leadership is satisfactory and the environment is suitably organised to promote learning. Some aspects of implementing required changes are at an early stage, such as raising the profile of the 'key person' who has oversight of the development of each child especially in checking their experiences are tailored to individual needs.

What the school should do to improve further

- Develop the role of the 'key person' in the EYFS and ensure that the outside area is used fully to enhance learning and development.
- Make all teaching as good as the best seen by raising expectations and including more challenge in all lessons.
- Implement consistently the good strategies now in place for tracking individual progress and sharing targets for improvement with pupils.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Pupils' achievement and progress from their individual starting points are satisfactory and pupils reach broadly average standards. Teacher assessments in 2008 were broadly average in Year 2, in reading, writing and mathematics. Results of 2008 unvalidated national tests in Year 6 also reflect these broadly average standards. Good recent initiatives have been introduced to improve provision for the more able. Academically gifted pupils benefit from links with local schools and an extended range of opportunities. Improved tracking is in place which is beginning to improve the rate of pupils' progress, especially in Year 5/6. In these classes, the impact of change is most evident and these pupils now make good progress in lessons because their learning receives the closest monitoring and they understand their main targets. Current Year 6 standards are above expectations for this point in the year. Effective strategies are in place, which assist all groups, including those with learning difficulties or at early stages of learning English, so that they make equivalent progress to their peers.

Personal development and well-being

Grade: 2

Pupils develop good personal skills and the school helps them to become happy future citizens. The school, especially the pupils make a good contribution to the community. All are welcomed and cared for and the school teaches tolerance and respect of others. As a result, pupils enjoy school and the additional responsibilities they are offered; they like showing visitors around. They are polite and friendly towards each other and adults. Behaviour is now good, due to improvement strategies. Attendance is above average. Pupils say they feel safe in school and that bullying is infrequent and quickly dealt with. In making healthy food choices, and joining in with the sports activities, they show they understand the benefits of leading healthy lifestyles. The spiritual, moral, social and cultural aspects of their development are good, though their understanding of living in British multi-cultural society is less developed. Pupils respond well to the music that pervades the school, often linked to the church. They enjoy taking

responsibility and feel they make a good contribution to school decisions through their school council. They undertake charitable initiatives and enjoy working in teams. Their sound basic skills prepare them satisfactorily for their secondary schools.

Quality of provision

Teaching and learning

Grade: 3

In most lessons, relationships between adults and pupils are good and teachers manage their classes well. They explain their intentions simply to pupils. Pupils have the opportunity to work in pairs and groups, which contributes effectively to their personal development. Teachers usually match tasks suitably to pupils' abilities. However, in some lessons, and in pupils' books progress was limited because expectation was not high enough or insufficient work was done. Tasks for the more able were sometimes unnecessarily delayed until the class task was completed. In a few lessons, pace was too slow. When this happened, pupils' attention faltered and progress slowed further. The best teaching is in Year 5/6, where high expectations and challenge are harnessed into brisk lessons that grasp pupils' interest so they make good progress. In these lessons, questions such as, 'Can humour be part of sad feelings?' in a lesson on poetry, challenged and extended pupils' thinking.

Curriculum and other activities

Grade: 2

A wide range of popular extra-curricular activities enriches pupils' learning and underpins the lively curriculum, contributing well to their personal development and achievement. Good links with local churches add to pupils' understanding of moral and spiritual issues. The good programme of personal, social and health education effectively raises pupils' social and personal awareness. The school draws successfully on local businesses for enterprise activities which guide pupils' decisions about their future. Years 6 pupils learned, for example, how to design a model aeroplane that actually flies, overseen by an engineering company. Learning information and communication technology (ICT) alongside other groups of pupils in different schools enhances pupils' confidence. Through the 'Connecting Classrooms' project, the school links pupils to schools nationally and internationally, broadening their educational experience further and developing their good understanding of communities across the world.

Care, guidance and support

Grade: 2

Pupils are well cared for and this builds their confidence and self-esteem. The needs of individual pupils with learning difficulties are met by good use of support from experts in local agencies. This helps them to make equivalent progress to their peers. Safeguarding and child protection measures fully meet requirements and policies are applied meticulously. The school has won awards for ensuring its pupils know how to stay healthy. Pupils are given good advice on road safety and how to take care of themselves. Induction is good and pupils are carefully prepared for the move to their secondary schools. The school uses its new tracking systems with increasing skill to give an accurate picture of pupils' standards and to support learning. The older pupils know how well they are doing in English and mathematics and they are clear about how to move on with their learning. Younger pupils are less sure about their targets. Pupils who are particularly talented or gifted benefit from internet activities shared with local schools. With

good support from their teachers, they learn to assess their own progress towards challenging targets.

Leadership and management

Grade: 3

Leadership and management at all levels are satisfactory. Changes in management arrangements over the period since the last inspection remain unsettled and this is having an adverse impact. New initiatives have not yet had time to be reflected in rising standards and pupils' achievement. Nevertheless, improvements can be seen and the school provides satisfactory value for money. A clear direction is now evident in the school's good partnership with parents, its effective promotion of good relationships within the school and in the wider community, and the good level of care that is reflected in pupils' good personal skills. New managers are developing their roles as a team and they are undertaking useful training. The school is consulting with other schools to improve its self-evaluation, which, though now satisfactory, was not sufficiently rigorous or proactive in the past to raise standards. Provision is good in ensuring that pupils with different backgrounds, talents and needs have equally appropriate opportunities, and are fairly treated. Governance is sound. A number of governors are new and good strategies are now in place to develop their links with the school in order to broaden their understanding of its work. The school's leaders have dealt satisfactorily with the issues from the last inspection. They are focusing on making sure the recently introduced tracking systems are effective in order to drive standards forward. These current initiatives, and the teamwork demonstrated, underpin the school's satisfactory capacity to improve.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	3

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	3
How well do children in the EYFS achieve?	3
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	3
How effectively is the welfare of children in the EYFS promoted?	3
How effectively is provision in the EYFS led and managed?	3

Achievement and standards

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

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

Personal development and well-being

How good are the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

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

10 December 2008

Dear Pupils

Inspection of Elloughton Primary School, Brough, HU15 1HN

Thank you for the friendly welcome the inspectors received during our recent visit to your school. We enjoyed talking with you and looking at your work. We think your school is providing you with a satisfactory education.

We would like to thank the school council for sharing their views with us. We were pleased to see how some of you take responsibility. We know that your teachers and visitors to school teach you about healthy eating and the importance of taking regular exercise. You told us you feel safe in school. We can see why you like all those extra activities the school provides for you. They look like such fun!

We have asked the school to do some things to make it easier for you to learn. The school needs your help to do this. We have noticed that some lessons are really exciting. In these, you try hard and concentrate very well. We think that's because teachers make these lessons interesting, challenging and enjoyable. We have asked your school managers to make sure more of your lessons are like this. We think that will help you learn. There have been some changes in the management of your school. Managers have started to make improvements and we have asked the school to check regularly to see if any of you could be doing better. You told us you enjoy knowing your learning targets and working towards them and we think this would be a good idea for more of you.

- You know the outside area the Reception children use? We've asked the school to make sure there are lots of different things to do there all the time, so that the younger ones can always choose activities to help them learn. We've also asked your school to develop the role of staff in checking that the activities planned for the children are matched to their needs. We think that will help the children enjoy their learning even more.

You can play your part by making sure you continue to try hard. We enjoyed our visit to your school and we wish all of you the very best for the future.

Yours sincerely

Ruth McFarlane

Lead inspector