

Elvetham Heath Primary School

Inspection report

Unique Reference Number	132801
Local Authority	Hampshire
Inspection number	341345
Inspection dates	10–11 March 2010
Reporting inspector	David Marshall

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	534
Appropriate authority	The governing body
Chair	Linda Montgomery
Headteacher	Stuart Adlam
Date of previous school inspection	5 February 2007
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Introduction

This inspection was carried out by four additional inspectors. They observed the school's work, spending about 75% of the time looking at pupils' learning. Thirty-three lessons and 22 different teachers were observed. Discussions were held with the headteacher, teaching, support and administrative staff, governors, parents and pupils. The school's documentation was scrutinised carefully and included school improvement plans, the tracking of pupils' progress, staff and governor meeting records and safeguarding documentation. In addition, 356 questionnaires from parents and carers, 43 staff questionnaires and 95 pupil questionnaires were analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the standards and level of achievement of the current pupils and the impact of modifications to their provision on raising standards, especially in writing
- pupils' personal development and the effectiveness of the school's measures to enhance spiritual, moral, social and cultural development
- the school's use of assessment information to raise pupils' level of achievement and how well pupils are enabled to be involved in assessing their own learning
- the contribution of the curriculum and extra-curricular activities to outcomes for pupils
- after the recent changes, the effectiveness of leadership and management at all levels including the governors.

Information about the school

Elvetham Heath Primary School is a larger than average size school, which is currently expanding from two to three forms of entry. There has been a 25% increase in the school roll since the last inspection. There has also been a change in leadership at the school since the last inspection. A new headteacher was appointed for September 2007 and this year, following the promotion of one of the school's two deputy headteachers, a new deputy headteacher was appointed from the school's existing staff.

A smaller than average proportion of pupils is from minority ethnic groups. The proportion of pupils with special educational needs and/or disabilities is broadly average. The majority of these pupils have early language, behavioural or specific learning difficulties.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

1

The school's capacity for sustained improvement

1

Main findings

Elvetham Heath is an outstanding school. As one parent observed, 'It is a stunning building housing a stunning school.' The school's success is due to the efficiency of the management, the outstanding quality of pastoral care, the excellent relationships with parents and carers, and the excellent progress pupils make. The headteacher, senior leaders and governors provide highly effective leadership. They know the school's strengths very well and what needs to be refined further. Their track record of raising standards to high levels, and meeting the needs of all pupils, shows that it has an excellent capacity to continue improving.

Thanks to the exciting curriculum, which covers all subjects well and is enhanced by an excellent range of additional activities, visits and visitors, pupils are enthusiastic learners. National test results for pupils in Year 6 have been high for the last five years, and these results show consistently that the school reaches its carefully formulated and challenging targets. Pupils enter the school with skills and understanding that vary but are usually above those expected for their age. Very effective organisation and careful assessments enable children to make excellent progress immediately in the Early Years Foundation Stage. Throughout the school, teachers' planning is thorough to ensure pupils enjoy learning, and this is usually the case. As a result, the pupils' outstanding start is built upon well so that standards at the end of Year 2 are consistently well above average and by the time they leave the school, attainment is high because the teaching at the top end of the school is never less than good, and often outstanding.

Although much of the teaching is outstanding, there are a few variations. Occasionally, the quality of teaching is less than that of the best. The main reason for this inconsistency is that there have been necessary changes to provision due to the rapid growth of the school. The newly appointed phase and year leaders, although very enthusiastic, do not observe colleagues' teaching across the school. As a result, their ability to support staff effectively in the use of assessment and embedding initiatives is limited.

Pupils with special educational needs and/or disabilities make excellent progress. This is due to the very effective work of the special educational needs coordinator and is linked to the high priority the school gives to meeting their needs. By ensuring outstanding help from very well qualified teaching assistants wherever it is needed, the least able and most vulnerable pupils make excellent progress.

Pupils' personal development and well-being are excellent which helps their all-round achievement, both academic and personal. They acquire a detailed understanding of safe and healthy choices and make an exceptional contribution to the school and wider

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community. Attendance is well above average, as pupils enjoy all their time at school. Pupils' behaviour and their keen appetite for teamwork, together with their outstanding skills in English, mathematics and science, prepare them exceptionally well for the next stage in their learning.

The school does much to promote its place in the local community and works effectively with the many local nurseries, playgroups and businesses. The audit of community cohesion, undertaken by the governors and staff, is underpinned by a careful analysis of these factors in the school's context. These links with the local community are good and pupils' awareness of, and preparation for, living and working in a culturally diverse world are developed well.

What does the school need to do to improve further?

- Ensure that the newly appointed middle leaders accommodate to the pace of change by:
 - monitoring and evaluating all initiatives so that they become embedded and any inconsistencies are eliminated
 - giving them opportunities to observe teaching and learning in their subjects so they can provide targeted support for staff.

Outcomes for individuals and groups of pupils**1**

Pupils relish their learning at this school. Teachers provide interesting resources that enthuse pupils and keep them engaged in their work. When pupils are asked to work together, they do so very effectively. They keep on task, challenge each other and plan their work carefully. Pupils enjoy working independently, and respond well to teachers' questions, particularly where these really probe their thinking and understanding.

All groups of pupils achieve outstanding outcomes at this school. There is a high level of achievement across a wide range of subjects. For instance, music is a strength of the school and pupils have many opportunities to develop their musical talents. The standard of singing witnessed during the inspection in assemblies was outstanding. The pupils' keenness to succeed at school and how well they are equipped for later life was clear in the Year 6 lessons where they collaborated on stories that they then dramatised. The most striking feature that the pupils displayed, at all times, was the caring way they took notice of each other and applauded all successes. The work of the gifted and talented coordinator and staff is outstanding. The excellent work planned and achieved through the project on 'CSI ' Goldilocks' has to be seen to be appreciated.

Given that pupils' level of well-being and personal development are outstanding, it is not surprising that throughout the school relationships between staff and pupils are excellent and contribute to the positive ethos for study. As a result, the atmosphere for learning created by the whole staff is supportive and caring. As one parent said, 'I have always found the teachers to be very helpful and approachable with any issues I have had, and dealt with any concerns quickly and sensitively. I highly recommend the school

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and their approach to the children and teaching.' Pupils' spiritual, moral, social and cultural development is outstanding, contributing to their excellent behaviour. The pupils' very high level of enjoyment in their learning is reflected in their high rates of attendance and punctuality.

Pupils show very caring attitudes to each other and the environment. They know there is always someone they can turn to in moments of difficulty. They acquire an excellent understanding of healthy living and an excellent awareness of how to keep themselves and others safe. Pupils were keen to show how much they enjoy the responsibility of the school council or buddies with pupils in other classes. The school council is justifiably proud of the input it has made to influence changes. Its input is mature and thoughtful, and much appreciated by all staff. In discussions with the school council and other pupils, the older ones made sure the younger ones had their chance to speak. The way pupils treat each other and speak to adults with such kindness and respect was a pleasure to witness.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account: Pupils' attainment ¹	1
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	1
Taking into account: Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Observations of teaching confirmed that throughout the school, pupils make excellent progress regardless of their background or ability because of the very effective approach adopted by teachers. In almost all lessons observed, pupils were well motivated by the ideas and resources presented through a well thought out curriculum and are keen to please their teachers and other adults. This was evident in an excellent French lesson in Year 5. As in most lessons, the pupils could hardly wait to join in the actions and share their thoughts and ideas. Staff's high expectations of pupils' progress are reflected in the challenging targets set for individuals and year groups. In the most effective lessons, the careful planning is implemented with enthusiasm and care and these targets are used effectively. This was clear in an excellent English lesson in Year 4. The pupils were enthusiastic and sensible as they pondered on their feelings as they took their roles of Tudor characters. The teacher's excellent use of praise and attention to using pupils' English targets was a reflection of the way in which in the best lessons teachers take all learning opportunities that arise. The use of different 'hats' to assess their own and others' work is highly effective in the older pupils' classes, but less so consistently lower down the school.

Throughout the school, very positive relationships between staff and pupils contribute to the supportive ethos for study. As a result, the atmosphere for learning created by the whole staff is excellent and caring. The impact of the school's outstanding support, guidance and care is evident in the pupils' excellent standards of behaviour and social skills. Links with local secondary schools help give the oldest pupils a taste and good preparation for their next schools. The overwhelming majority of parents and carers are very positive about the efforts the school takes to make school life as trouble free as possible for pupils who are more vulnerable or who find behaving well more difficult. The school's outstanding book 'Partners in Learning' gives parents an excellent understanding of how to help their children and is appreciated by all concerned.

These are the grades for the quality of provision

The quality of teaching	1
Taking into account: The use of assessment to support learning	1
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher provides inspirational leadership. This, in partnership with the two very effective deputy headteachers, ensures that complacency is not tolerated. Teamwork is excellent and the administrative team and caretaking staff are considerable assets to the school and are very much appreciated by all concerned. Staff are focused relentlessly on further improvement and work brilliantly together. The school knows itself very well and

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sets the right targets to become even better. Documentation is impressive and the evaluation of the school's work is honest and accurate. The outstanding governing body is fully involved in this process, challenging decisions and requesting explanations where necessary. They hold the school to account in a challenging but supportive manner.

Excellent attention is paid by managers at all levels to ensure the highest quality of safety and care for the pupils. There are, for example, excellent procedures for ensuring the safeguarding of pupils through the checks made on all adults who work in the school. Pupils' safety and well-being are paramount at all times, ensuring that the school is a very safe and supportive place to be. The senior managers, supported well by all staff, are effective in promoting equality of opportunity and tackling discrimination for all pupils across all aspects of the school's work, demonstrated by their action to reduce any gender differences in attainment. The contribution the school makes to community cohesion is good. A plan and clear actions are in place for promoting pupils' understanding from a local and global perspective. The school is in the process of implementing its plans for greater national links that will raise this aspect of community cohesion to the outstanding level of the rest of its provision.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Children make an excellent start to their education in the Reception classes. The huge level of commitment and care shown by the class teachers and all the staff is evident in the way that all children settle into the school so well, and immediately begin to learn. Home visits and induction meetings enable the staff, children and their families to get to

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know each other and help make sure that starting school is a happy event. These visits lead to the full involvement of the local community that continues right through the school. As one parent said, 'Very pleasing to see how my son, in his first year at school, is developing into a confident, sociable and independent chap. He already knows that his writing is his area to work on! All credit to the school, especially Year R team. Couldn't ask for a better set of teachers.'

Staff know the children very well and they ensure that the least able and most vulnerable progress well. All children are given a real sense of determining their own way forward, which guarantees their full involvement in all activities. The way that children could decide on what they wanted to do, get out the required equipment, and get on with their task, was excellent. The fact that they could say why they had made their choices was inspiring.

Children make rapid progress and achieve exceptionally well, especially in communication, language and literacy, and in their personal, social and emotional development. Adults have high expectations, provide very clear routines and enable children to build strong, positive relationships. At all times, the class teachers engage and stimulate the children's interests. The enjoyment and concentration of the children as they remembered their finger-spaces, helped others with their hula-hoops, or chose how many bears to include in their story on the interactive whiteboard were particularly impressive. The classrooms are stimulating and resources are used exceptionally well as children move from one activity to another. The outstanding outside area provides the same exciting level of challenge and stimulation, especially for the more capable children.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

The very large number of parents and carers who returned questionnaires or who spoke to the inspection team were very happy with the school. They consider that the school has a dedicated team of staff and the headteacher leads and manages the school very well. They agree that the school has a very warm, supportive and friendly atmosphere and that their children make good progress. They were particularly impressed with the pastoral support their children receive. Inspectors fully endorse these views. There were no particular trends in the very few negative comments received by inspectors. This small number of parental and carer criticisms were offered constructively and were

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discussed with the headteacher.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Elvetham Heath Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 356 completed questionnaires by the end of the on-site inspection. In total, there are 534 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	217	61	130	37	6	2	1	0
The school keeps my child safe	226	63	127	36	2	1	0	0
The school informs me about my child's progress	118	33	216	61	18	5	3	1
My child is making enough progress at this school	143	40	193	54	16	4	0	0
The teaching is good at this school	182	51	162	46	6	2	0	0
The school helps me to support my child's learning	155	44	179	50	19	5	1	0
The school helps my child to have a healthy lifestyle	171	48	176	49	8	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	127	36	183	51	9	3	2	1
The school meets my child's particular needs	146	41	186	52	15	4	1	0
The school deals effectively with unacceptable behaviour	117	33	195	55	25	7	0	0
The school takes account of my suggestions and concerns	103	29	212	60	16	4	2	1
The school is led and managed effectively	193	54	155	44	2	1	0	0
Overall, I am happy with my child's experience at this school	208	58	142	40	5	2	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



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12 March 2010

Dear Pupils

Inspection of Elvetham Heath Primary School, Fleet, GU51 1DP

Thank you so much for welcoming us into your school when we visited you recently. We thoroughly enjoyed our time with you and would now like to tell you what we found out about your school. We agree with what you told us ' Elvetham Heath is an excellent school. These are the main reasons why we thought the school was so good:

- You make outstanding progress and really try hard at all times. We were very impressed that you knew what to do to make your work even better.
- We saw that you know you are especially lucky to have so many different activities both during and after school.
- Your headteacher and staff do a super job in organising the school.
- You all really enjoy being in school. Many of you try very hard to help others. For instance, the school council and Buddies do a super job.
- You behave exceptionally well, work hard and listen carefully to your teachers ' all of this helps you to succeed.
- All the adults in the school look after you very carefully. They always make sure that you get help if you need it.

Even in outstanding schools, there are ways of getting better. We have asked your headteacher to make sure that all the teachers who are in charge of different parts of your school, like the year groups, have the opportunity to look at and then share the different ways of working with each other so that all the lessons can be as good as the best.

Finally, we would like to thank you once again for all your help. We wish you well in the future.

Yours sincerely

David Marshall

Lead Inspector

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