

Elloughton Primary School

Inspection report

Unique Reference Number	117891
Local authority	East Riding of Yorkshire
Inspection number	379489
Inspection dates	15–16 March 2012
Lead inspector	Glynis Bradley-Peat

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	310
Appropriate authority	The governing body
Chair	Elizabeth Pandey
Headteacher	Christine Coates
Date of previous school inspection	8 December 2008
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Introduction

Inspection team

Glynis Bradley-Peat

Barbara Martin

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Additional inspector

Additional inspector

Additional inspector

This inspection was carried out with two days' notice. The inspectors observed 19 lessons taught by 13 teachers. The work of teaching assistants was also observed. Meetings were held with staff, members of the governing body and groups of pupils. The inspectors heard a small number of pupils read. The inspectors took account of the responses to the online questionnaire (Parent View) in planning the inspection, observed the school's work, looked at school evaluation documents, safeguarding documentation, data on pupils' progress and development planning. Responses from questionnaires completed by 169 parents and carers were analysed, as well as those from pupils and staff.

Information about the school

This is a larger than average-sized primary school. Its pupils are mostly from White British backgrounds. The proportion of pupils known to be eligible for free school meals is low. The proportion of pupils who are disabled and those who have special educational needs, including those with a statement of special educational needs, is well-below average. Most of these pupils have specific learning difficulties. The school meets the government's current floor standard, which sets the minimum expectations for attainment and progress. The school runs a breakfast and after-school club. It has gained a number of awards including Healthy School status.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key Findings

- Elloughton Primary is a good school. It is not yet outstanding because teaching in mathematics is not as strong as in English. Consequently, although teaching overall is good, it is not outstanding. Leaders and managers are passionate about school improvement and this has ensured that all staff share the vision for the future of the school. The school promotes effectively the spiritual, moral, social and cultural development of pupils.
- Achievement is good. Pupils make consistently good progress throughout the school but they make relatively better progress in reading and writing than they do in mathematics. Attainment is high and continues to rise.
- Teaching is good overall, with some that is outstanding. Where it is outstanding, mostly in literacy, high expectations ensure pupils learn a great deal in a short space of time. Teachers' subject knowledge is excellent. Teaching in mathematics, although effective, does not always ensure that pupils investigate independently or develop their mathematical thinking skills. Pupils develop their basic literacy and communication skills well, although there are fewer opportunities for them to develop their numeracy skills in different subjects.
- Behaviour, safety and pupils' well-being are good. This enables pupils to concentrate on their learning. Their enjoyment of school is very evident and is reflected in their above average attendance. Pupils develop a clear understanding of right and wrong and they have a high level of social skills. Pupils, parents and carers recognise that a very few pupils find it difficult to behave well, but acknowledge that the school deals successfully with any incidents.
- Both senior and subject leaders provide effective management of both the school's performance and teaching. Satisfactory teaching has been identified, supported and challenged systematically. There are real strengths in the creative curriculum particularly in the way subjects are linked together to promote interest, learning and achievement.

What does the school need to do to improve further?

- Move the small amount of satisfactory teaching to good and good to outstanding by July 2013 by:
 - ensuring that the highly effective practice evident in literacy is used to bring teaching in mathematics up to the same level
 - ensuring that pupils are taught the skills necessary to enable them to investigate mathematical problems systematically
 - developing pupils' mathematical thinking skills through a variety of challenging tasks and activities
 - ensuring mathematics is used in a variety of subjects.

Main Report

Achievement of pupils

The vast majority of parents and carers who returned questionnaires stated that they thought their children were making good progress. Overall, inspection findings substantiate this view. Most children start in the Early Years Foundation Stage with the knowledge and skills expected for their age. They make good progress and leave Reception exceeding expectations across all areas of learning. Good progress continues in Years 1 and 2 and faster in reading with pupils reaching high standards. They thoroughly enjoy books they have read and can explain why they enjoyed them. Relatively weaker readers use their knowledge of how to blend sounds well to help them read unknown words. In writing and mathematics, pupils reach above average levels of attainment and achievement is good. By the time pupils leave the school in Year 6 attainment is high in reading, writing and mathematics because progress remains consistently good. However, the amount of progress made in English exceeds that made in mathematics.

Learning is good in lessons. In the Early Years Foundation Stage, children enjoy learning because it is made exciting and they thrive on new skills and ideas. In Key Stages 1 and 2 learning is accelerated in literacy especially where examples of excellent teaching were seen. Teachers ensure previous knowledge, skills and understanding are built upon progressively and with rapid pace. This was particularly evident in one lesson where a group of pupils worked on an acrostic about 'Naughty Timothy Winter'. They constantly referred to their target books to ensure that they had included all elements necessary to gain the higher Level 5. In pupils' books there was excellent evidence to show that stimulating and sometimes contentious lesson starters promote outstanding writing. For example, a letter from the headteacher stating that playtimes and lunchtimes were to be disbanded to increase lesson time produced excellent letters of complaint. Although pupils make good progress in mathematics, pupils lack confidence to apply their skills to problem solving, investigation and to thinking through more challenging tasks and activities.

The school constantly reviews the performance of different groups of pupils and timely support and focus work ensures that all groups make similarly good progress. The school has been particularly successful in accelerating progress for disabled pupils and those with special educational needs in reading so that they catch up with their peers. This is because work in all classes is matched accurately to the needs of the vast majority of pupils. Teachers are particularly adept at providing a variety of tasks linked well to levels of

attainment. For example, in a mathematics lesson, different groups of pupils worked on the topic of 'translation' at slightly different levels, this ensured they were able to work independently and make good progress. Boys and girls achieve equally well in both English and mathematics. Although very few in number, pupils known to be eligible for free school meals make good progress.

Quality of teaching

Almost all pupils and their parents and carers who completed the questionnaire said teaching was good. Inspectors agreed and found it sometimes to be outstanding. In the Early Years Foundation Stage, teaching is also good. Throughout school teachers have consistently good subject knowledge and pay excellent attention to detail. They regularly identify grammar and spelling errors as a matter of course. This ensures pupils place a high priority on correct use of these skills especially when writing for purpose across a number of different subjects. The planned curriculum has a good impact on teaching, with a variety of themes and clear links across subjects. For example, in Year 2, pupils were writing a report from evidence provided while developing their skills in historical investigation. The quality of their writing was good. Literacy skills are taught well across many subjects but this is not always the case for numeracy. However, there are a few examples of where this is beginning to happen. A science topic about bridges in Year 1 related the shapes learnt in mathematics to the way bridges are built. Pupils then enjoyed making their bridges using spaghetti and marshmallows. In mathematics, pupils are not always taught the systematic approaches for efficient mathematical investigation. In one lesson, pupils were unable to gain as much as they could have from an initial problem-solving activity. They struggled to decide how to begin methodically which hampered their thinking processes and consequently their progress. Sometimes selected tasks do not always ensure that all pupils are challenged as well as they could be.

Teachers assess pupils' progress extremely well throughout the school and as a result, the information in the school's tracking data is highly reliable. In turn, this is why pupils are also skilled at levelling their own work. Consequently, they almost always know what their next steps in learning are. Assessment feeds well into planning in the Early Years Foundation Stage, where children's learning journals are exemplary.

Relationships between teachers and pupils are strong and result in a positive atmosphere for learning. Pupils are provided with good opportunities to work in pairs and groups which encourage their collaborative skills and independence. This contributes well to pupils' spiritual, moral, social and cultural development. Behaviour is managed well and teachers deal with any incidents quickly. Staff follow the school's behaviour policy consistently and pupils are clearly aware of the rewards and sanctions that apply.

Behaviour and safety of pupils

The large majority of parents and carers say that behaviour is typically good although a few state there are occasional incidents of inappropriate behaviour. Inspectors concur with this view. Pupils say the behaviour policy is fair and as a result of its consistent implementation, incidents of misbehaviour have reduced. The playgrounds are appropriately supervised at break and lunchtimes and pupils are confident to go to adults on duty if they have a problem. The school's records show that there have been very few exclusions and no racial incidents. Attendance is above average and punctuality is excellent.

Instances of bullying are extremely rare. Pupils have a good appreciation that bullying can take many different forms, such as name calling or teasing. The school has an active and highly effective approach to identifying and tackling bullying and takes effective steps to prevent it from occurring. The vast majority of pupils and their parents and carers say that they feel safe in school. Pupils take part in online training to ensure their safety while using the internet. In addition, parents and carers are provided with advice about this and social networking sites.

Pupils have good opportunities to engage with others from many cultures, religions and faiths. They show respect for the views and opinions of others and clearly understand right from wrong. Pupils have a clear understanding about how to resolve conflicts.

Leadership and management

Current leaders have energised teachers' commitment to school improvement and, as a result, all staff work together to support the school's vision. All leaders and the governing body play an important role in improving teaching and driving forward new developments. School leaders have an accurate understanding of the school's strengths and weaknesses and this is reflected in the school development plan which focuses on raising standards and improving teaching. Pupils' progress has clearly accelerated since the time of the previous inspection because teaching has improved from satisfactory to good. Leaders have supported teachers well through a programme of rigorous classroom observation and professional development which has shown a good impact on their teaching, especially in English. However, there remain comparative shortcomings in mathematics. The tracking of pupils' progress is robust and has ensured that all staff understand the importance of targeting individual pupils and tackling underperformance. Teachers are rigorously held to account for the progress their pupils make through regular meetings with subject and senior leaders. Although pupils' progress in mathematics is not equal to that in English, overall attainment has risen markedly. The school has a good capacity for sustained improvement.

The broad and balanced curriculum is enhanced by partnerships including those with other schools. This enables the pupils to participate in many sporting, musical and drama events as well as enterprise schemes. There are many opportunities for pupils to enjoy high quality learning through a creative approach to curriculum planning. This has a positive impact on pupils' behaviour and safety and contributes very well to pupils' personal development, achievement and to their spiritual, moral, social and cultural development. Pupils have many opportunities to develop their literacy skills in other subjects but this is not always the case with numeracy.

The governing body provides good strategic leadership and challenge to the school. It has a wide range of skills with which to support the school's work. The individual needs of pupils are top priority and good relationships throughout the school mean all pupils have equal opportunities to succeed. There is no evidence of discrimination of any kind. School leaders, including the governing body, actively monitor the well-being of pupils and ensure that all safeguarding requirements are met.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



18 March 2012

Dear Pupils

Inspection of Elloughton Primary School, Elloughton, HU15 1HN

Thank you for the warm welcome you gave the inspectors when we visited your school recently. We found you to be polite, courteous and well behaved. We read your questionnaires, watched your lessons and looked in your books. We enjoyed listening to some of you read. All these activities helped us to get to know your school better.

Your school provides you with a good education and it does many things well. Here are some of the things we liked best.

- You enjoy coming to school and are enthusiastic in most of your lessons.
- Teaching is nearly always good and sometimes better.
- Your achievement is good, particularly in English.
- You have lots of opportunity to learn in different ways through linking different subjects together.
- Your attendance and punctuality are good.
- You know how to stay safe and are confident to speak to an adult if there is anything you do not like.
- The headteacher and governing body do a good job in keeping you safe and helping the school to make improvements.

We have asked the school to do the following things to make it even better:

- make sure teachers teach you how to investigate efficiently in mathematics
- make sure you are provided with activities which make you think hard about mathematics
- make sure that teachers teach you just as well in mathematics as they do in English by using a similar approach.

You all can play your part in helping your school become even better by always trying hard, particularly in mathematics.

Yours sincerely

Glynis Bradley-Peat
Lead inspector

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