

# The Elton CofE Primary School of the Foundation of Frances and Jane Proby

Inspection report

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|--------------------------------|---------------------------|
| <b>Unique Reference Number</b> | 110847                    |
| <b>Local Authority</b>         | Cambridgeshire            |
| <b>Inspection number</b>       | 356825                    |
| <b>Inspection dates</b>        | 13–14 September 2010      |
| <b>Reporting inspector</b>     | Michael Sutherland-Harper |

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

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|--|--------------------------------------|
| <b>Type of school</b>                      | Primary                              |
| <b>School category</b>                     | Voluntary aided                      |
| <b>Age range of pupils</b>                 | 4–11                                 |
| <b>Gender of pupils</b>                    | Mixed                                |
| <b>Number of pupils on the school roll</b> | 90                                   |
| <b>Appropriate authority</b>               | The governing body                   |
| <b>Chair</b>                               | Meredyth Proby                       |
| <b>Headteacher</b>                         | Rebecca Richards                     |
| <b>Date of previous school inspection</b>  | 1 November 2007                      |
| <b>School address</b>                      | School Lane<br>Elton<br>Peterborough |
| <b>Telephone number</b>                    | 01832 280314                         |
| <b>Fax number</b>                          | 01832 280314                         |
| <b>Email address</b>                       | office@elton.cambs.sch.uk            |

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|--------------------------|----------------------|
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## **Introduction**

This inspection was carried out by two additional inspectors. The inspectors observed 10 lessons taught by four teachers and held meetings with staff, governors and groups of pupils. They observed the school's work, and looked at documentation, including the school development plan, the school improvement partner's reports, minutes of meetings of the governing body, policies and data about pupils' attainment and progress. The team analysed the responses to 37 questionnaires returned by parents and carers in addition to those completed by staff and pupils.

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

- The quality of learning and progress in science.
- The progress of groups of pupils, including boys in writing and girls generally.
- The progress made with the teaching of mathematics at Key Stage 2.
- The impact of leaders and managers, including the governing body, on driving improvement forward.

## **Information about the school**

The school is smaller than the average primary school. Most pupils live locally or in the surrounding villages although a small number come from outside the catchment area. Most of the pupils come from White British families. The percentage of pupils known to be eligible for free school meals is low. The proportion of pupils from minority ethnic backgrounds is below the national average and the proportion learning English as an additional language is low. The percentage of pupils with special educational needs and/or disabilities and with statements of special educational needs is below the national average. The school holds a number of awards, including Healthy Schools status, the Basic Skills Quality Mark and the intermediate level International Schools Award.

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

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

This is a good school. Ongoing and supportive care for the individual is paired with a strong feeling of belonging to a community. Exemplary pupil behaviour arises from a clear sense of responsibility to maintain this ethos which is also recognised by parents. As one parent put it, 'We feel very lucky to have been able to give our daughter a happy and stable start to her educational life.'

Children make a good start in the Early Years Foundation. They settle quickly because of a well-organised induction programme, including home visits, and make good progress. The school has had a clear focus on enhancing learning through in-depth review and planning, and this has led to improvement since the last inspection. For example, regular practice of mental mathematics has contributed to raised standards in the subject. The use of laptops and boy-friendly materials has offered improved opportunities for the most-able boys to engage with writing. As a result, by the end of Year 6, attainment is above average in mathematics and English and has improved in science. Attainment in Key Stage 1 is consistently above the national average in all subjects, with reading slightly better than writing overall. Thorough tracking procedures and regular meetings about pupils' progress have allowed the school to focus on the attainment of groups and individuals, with the result that any remaining gaps in learning are rapidly closing. Girls and boys make similar progress as a result. Best practice in teaching is shared but the procedures do not include discussing with pupils the features of teaching that they find the most helpful. At present, interim progress assessments, are not frequent enough to better inform planning and quickly pinpoint pupils who need extra support. Teachers and teaching assistants form a strong team which plans and works together to deliver the curriculum, though there are too few cross-curricular links. It was clear during the inspection that pupils were proud of any opportunity to lead and contribute to their school. Pupils are not as actively involved as they could be in forging links between subjects, and selecting resources and activities which reflect their interests. Outstanding care, guidance and support stem from the focus on the individual. Parents value highly the contribution of all staff to their children's welfare.

Pupils make a very active contribution to the school, as shown by their excellent attendance and their enthusiastic response to opportunities to take responsibility. The overwhelming majority have indicated that they feel totally safe and supported and parents unanimously agree. Pupils indicate that they know how to ask for help and that when they do, issues are very swiftly dealt with. Pupils routinely contribute to risk assessments. They adopt and promote healthy lifestyles, enthusiastically support a range of sports clubs after school and speak about the vigilance with which they seek to keep everyone healthy. Pupils support each other: for example, older pupils look after

the recent arrivals in Reception each day. An increasing number of international days, opportunities for prayer and reflection through daily collective worship and a clear sense of right and wrong support outstanding spiritual, moral, social and cultural development. The headteacher's clear leadership has brought the school together with a shared sense of purpose and the ambition to move forward, as shown by its work to improve science provision. The school continually seeks to enhance its excellent range of outside partnerships so that it can extend the opportunities on offer. Effective self-evaluation is supported by the dedicated commitment of a good governing body which is united with the school in support of its aims. Staff, governing body and pupils share a commitment to making the school as good as possible. It has a good capacity for further improvement.

### **What does the school need to do to improve further?**

- Develop the new curriculum model to further inspire and challenge pupils by:
  - increasing cross-curricular links to facilitate progress in all areas of learning
  - providing opportunities for pupils to contribute to this process by selecting resources and activities.
- Raise achievement and standards through the development of outstanding teaching by:
  - focusing on ongoing interim assessment in order to offer quickly targeted support
  - including dialogue with pupils as a means of identifying and sharing best practice.

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

**1**

Children enter the school with skills generally at national expectations for their age. Pupils' achievement and enjoyment of learning are good. They are positive, settle quickly to work and want to do well in lessons. Their learning is enhanced by excellent behaviour. Pupils work together frequently to support each other's progress. Regular meetings about pupils' progress ensure that work is carefully matched to their prior attainment. Together with careful planning, the school thereby ensures that steady progress has been made in addressing any remaining weaknesses, especially in science. In a Year 5/6 English lesson, boys were working with each other to provide the most realistic and extended written account of a threat to a Saxon village. An opportunity to share emotional responses to the situation with the rest of the class brought forth some good contributions from both boys and girls. Pupils with special educational needs and/or disabilities, English as an additional language and from minority ethnic heritages make good progress because of the careful planning of lessons, sharing of information in the school and tailoring of learning to the needs of individuals. The increased focus on personalised learning, though still in the process of development, is improving the quality of results at the end of Key Stage 2 both for girls and boys. Pupils work

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

conscientiously in all classes but sometimes wait to be asked for an answer rather than volunteering it of their own accord.

Pupils clearly understand the need for safety and put this into practice so that everyone feels safe. They put together an action plan for implementing secure outdoor learning and held discussions with the school about how they could help manage it. Pupils are extremely well behaved in school and around the site and always considerate towards each other. They themselves uniformly stress the importance of healthy food and exercise and willingly take on opportunities to contribute to the school, as shown in eager attendance at a school council meeting on the day of the inspection. Five-a-day Friday and stickers for healthy eating are part of the school's relentless efforts to support healthy lifestyles. The eco-council has a strong interest in the environment, everyone feels responsible for those around them, pupils show very clear understanding of what is acceptable and participate enthusiastically in cultural activities.

*These are the grades for pupils' outcomes*

|   |          |
|---|----------|
| <b>Pupils' achievement and the extent to which they enjoy their learning</b>  | <b>2</b> |
| Taking into account:<br>Pupils' attainment <sup>1</sup>   | 2        |
| The quality of pupils' learning and their progress  | 2        |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress                      | 2        |
| <b>The extent to which pupils feel safe</b>   | <b>1</b> |
| <b>Pupils' behaviour</b>  | <b>1</b> |
| <b>The extent to which pupils adopt healthy lifestyles</b>  | <b>1</b> |
| <b>The extent to which pupils contribute to the school and wider community</b>  | <b>2</b> |
| <b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b> | <b>2</b> |
| Taking into account:<br>Pupils' attendance <sup>1</sup>   | 1        |
| <b>The extent of pupils' spiritual, moral, social and cultural development</b>  | <b>1</b> |

## How effective is the provision?

Teaching is consistently good. Lessons have a clear focus with good use of time and

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

questioning to advance skills. Teachers ensure that the needs of all pupils are met through their careful planning, focus on the individual and encouragement for pupils to work co-operatively. Such approaches have helped to improve outcomes in mathematics at the end of Key Stage 2 and in science. Teachers have strong subject knowledge and make good use of technology. They ensure that pupils know their targets and are clear about how to improve. When areas requiring further work are identified, teachers and support staff work closely together to provide opportunities for additional practice. This process is evident in the regular review of mental mathematics. Teaching assistants contribute well because of their close knowledge of the pupils. Assessment and marking are used well to increase pupils' understanding but when work is already of high quality, further ways forward are not always identified.

The broad, balanced curriculum is enhanced by opportunities for focused topic work, international days and after-school clubs. Specialist teachers are employed to supplement the curriculum and there is a good range of trips and visits. The school has rightly identified the need to develop its curriculum to enhance cross-curricular links and understanding, and early work on this has begun.

Pastoral support for pupils is exceptionally well targeted because the school takes great care to understand them and to respond to their personal needs. The special educational needs co-ordinator has worked hard to develop provision. This complements the ongoing work of the school with parents and outside agencies to support pupils, including those whose circumstances make them vulnerable. Pupils feel that the school is a safe place to be because they are carefully guided and because effective transition arrangements, with parental involvement from the start, ensure that pupils settle quickly into the school.

*These are the grades for the quality of provision*

|  |          |
|--|----------|
| <b>The quality of teaching</b>   | <b>2</b> |
| Taking into account:<br>The use of assessment to support learning  | 2        |
| <b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b> | <b>2</b> |
| <b>The effectiveness of care, guidance and support</b>   | <b>1</b> |

## **How effective are leadership and management?**

The headteacher has worked closely with all staff to create a commitment to continual improvement and a shared sense of direction. She has identified the strengths of her staff and is developing them consistently to benefit the school, including through delegation of responsibilities. Tracking and monitoring systems to support pupils' progress have increased in rigour. There is an emphasis on the quality of teaching which has improved through in-depth planning, lesson observation and further training. Self-evaluation is accurate. Consequently, the school has been able to focus on areas

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

requiring improvement, such as science, mathematics and writing, and to bring about better outcomes in these areas.

A committed governing body, with strong knowledge of the school, makes a good contribution to school improvement. The governing body supports the work of the school through regular visits and is clear about the priorities for improvement. Commitment to the promotion of equal opportunities is excellent and runs through the school, ensuring that there is no discrimination. This is particularly evident from the school's efforts to ensure that pupils who might not otherwise be able to benefit from trips and other activities may do so. The school works very closely with parents and carers and in partnership with others, for example, on the development of home learning via the website and with local authority services to address the specific needs of pupils who join the school late with little English. Safeguarding is good: the school emphasises its importance and ensures that training for all staff is ongoing. Any concerns relating to children are a standing item at the frequent staff meetings. The school is vigilant and tenacious in helping pupils whose circumstances make them vulnerable and child protection procedures are robust. The school promotes community cohesion well, especially through strong links with the local community and with Kenya. It is, rightly, seeking to develop national links. Display reflects the good understanding of communities with which the school is involved. The school carefully targets funding and staff resources to ensure outstanding value for money.

*These are the grades for leadership and management*

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

## Early Years Foundation Stage



Children develop well and generally reach above-average standards by the end of the Early Years Foundation Stage. They quickly learn to play and work independently and cooperatively. The careful emphasis on the individual as part of the community of learners creates a clear feeling of security. Children make choices with confidence but also respect the views and rights of others and look out for their welfare. Play has been enhanced by development of the well-resourced outdoor learning area. Children are encouraged to be active and are already aware of the ways in which they can stay healthy, including through the good provision for exercise. Adults have a good knowledge of children's learning needs through the careful induction period and through the care with which they observe learning. They plan and work closely together to ensure a consistent approach to child-centred learning with a mixture of enjoyable and challenging activities. Relationships between adults and children are very good. Children respond quickly and positively to instructions. Following upon some staffing difficulties, the new leader has carefully devised plans for raising standards further and implemented them, consolidating progress and developing the curriculum. Greater emphasis on scientific aspects of knowledge and understanding of the world and on developing skills in problem solving, reasoning and numeracy are successfully engaging the children. Well-managed resources ensure good progress and equal opportunities for all.

*These are the grades for the Early Years Foundation Stage*

|  |          |
|--|----------|
| <b>Overall effectiveness of the Early Years Foundation Stage</b>                   | <b>2</b> |
| Taking into account:   |          |
| Outcomes for children in the Early Years Foundation Stage                          | 2        |
| The quality of provision in the Early Years Foundation Stage                       | 2        |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 2        |

## **Views of parents and carers**

The very large majority of parents and carers are positive about the school. They are particularly pleased with the fact that their children are kept safe and helped to have a healthy lifestyle and with their children's experiences and enjoyment at the school. Inspectors endorse these views. Very few parents and carers expressed concerns: these concerns centred around individual progress. Inspectors found that progress is good and that the school is taking great care to meet the needs of individual pupils.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at The Elton CofE Primary School of the Foundation of Frances and Jane Proby 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 37 completed questionnaires by the end of the on-site inspection. In total, there are 90 pupils registered at the school.

| Statements  | Strongly Agree |    | Agree |    | Disagree |   | Strongly disagree |   |
|---|----------------|----|-------|----|----------|---|-------------------|---|
|   | Total          | %  | Total | %  | Total    | % | Total             | % |
| My child enjoys school  | 28             | 76 | 8     | 22 | 0        | 0 | 0                 | 0 |
| The school keeps my child safe  | 29             | 78 | 8     | 22 | 0        | 0 | 0                 | 0 |
| The school informs me about my child's progress   | 17             | 46 | 18    | 49 | 1        | 3 | 0                 | 0 |
| My child is making enough progress at this school   | 19             | 51 | 15    | 41 | 1        | 3 | 0                 | 0 |
| The teaching is good at this school   | 24             | 65 | 11    | 30 | 0        | 0 | 0                 | 0 |
| The school helps me to support my child's learning  | 21             | 57 | 15    | 41 | 0        | 0 | 0                 | 0 |
| The school helps my child to have a healthy lifestyle   | 23             | 62 | 13    | 35 | 0        | 0 | 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) | 22             | 59 | 9     | 24 | 1        | 3 | 0                 | 0 |
| The school meets my child's particular needs  | 25             | 68 | 9     | 24 | 1        | 3 | 0                 | 0 |
| The school deals effectively with unacceptable behaviour  | 19             | 51 | 15    | 41 | 1        | 3 | 0                 | 0 |
| The school takes account of my suggestions and concerns   | 22             | 59 | 11    | 30 | 0        | 0 | 0                 | 0 |
| The school is led and managed effectively   | 26             | 70 | 8     | 22 | 1        | 3 | 0                 | 0 |
| Overall, I am happy with my child's experience at this school   | 30             | 81 | 6     | 16 | 1        | 3 | 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

| Type of school       | Overall effectiveness judgement (percentage of schools) |      |              |            |
|----------------------|---|------|--------------|------------|
|                      | Outstanding   | Good | Satisfactory | Inadequate |
| Nursery schools      | 58  | 36   | 4            | 2          |
| Primary schools      | 8   | 43   | 40           | 9          |
| Secondary schools    | 10  | 35   | 42           | 13         |
| Sixth forms          | 13  | 39   | 45           | 3          |
| Special schools      | 33  | 42   | 20           | 4          |
| Pupil referral units | 18  | 40   | 29           | 12         |
| All schools          | 11  | 42   | 38           | 9          |

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul> |
| 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.**



15 September 2010

Dear Pupils

Inspection of The Elton CofE Primary School of the Foundation of Frances and Jane Proby, Peterborough, PE8 6RS

I was very pleased to visit your school recently with another inspector to look at its work and to see how well you are doing. Thank you for the welcome you all gave us. Your school is a good school. We especially liked:

- your excellent behaviour in and around the school
- the care, guidance and support you receive and which you give to each other
- your keen desire to be safe and healthy at all times
- the commitment of everyone who works at the school to improving it
- the outstanding understanding that you have of spiritual, moral, social and cultural issues.

The headteacher, staff and governors want to make your school even better so we have asked them to do two things:

- to develop your curriculum with more opportunities to link the work you do in different subjects and for you to help to choose the resources and some of the activities
- to make teaching outstanding by identifying and sharing what teachers do best, including your opinion of this, and by giving you earlier guidance on how to improve.

You can help to make your school even better by contributing your ideas and keeping up your excellent attendance.

We wish you every success and thank you again for your friendliness.

Yours sincerely

Michael Sutherland-Harper

Lead inspector

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