

Eldene Primary School

Inspection report

Unique Reference Number	132229
Local Authority	Swindon
Inspection number	360411
Inspection dates	2–3 March 2011
Reporting inspector	Jenny Batelen

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	325
Appropriate authority	The governing body
Chair	Mike Boshier
Headteacher	Susan Joslin/Heather Kellett
Date of previous school inspection	27 February 2008
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Introduction

This inspection was carried out by three additional inspectors. They observed 18 lessons and 13 teaching staff. They held meetings with representatives of the governing body, staff and groups of pupils. Inspectors also spoke to parents and carers as pupils were arriving at school. They observed the school's work, and looked at documents including the school development plan, safeguarding and welfare arrangements, and records of pupils' progress. Inspectors also analysed questionnaires from staff, pupils and 90 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The quality and consistency of teaching across the school and how this contributes to the achievement of pupils, particularly in English and mathematics.
- How is the school working to raise the achievement of boys to match that of girls?
- How is assessment used throughout the school to identify pupils who may not be making enough progress?

Information about the school

This is a larger-than-average primary school, which includes a Special Resource Provision (SRP) unit for eight Key Stage 2 pupils with complex learning difficulties drawn from across the local authority. The school is led by two joint headteachers. It serves a residential area in the south-east of Swindon, but pupils are drawn from a wide area. The majority of pupils are of White British heritage. The proportion of pupils known to be eligible for free school meals is above the national average. The proportion of children with special educational needs and/or disabilities in the mainstream school is higher than average and includes a range of learning and emotional needs. The school has received recognition as a 'Dyslexia Friendly' school and has achieved the Healthy Schools Plus award. The breakfast club is managed by the governing body.

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?

2

The school's capacity for sustained improvement

2

Main findings

Eldene Primary is a good school. The school gives outstanding care to its pupils and is very inclusive, enabling all pupils, including those in the resource provision, to take a full part in school life. Pupils behave well and are welcoming and polite. They are keen to talk about what they are doing and about the help they receive from the adults in the school. 'She has been nurtured and helped to be the person she is today,' is representative of comments from parents and carers, who appreciate the pastoral as well as the academic support the school provides.

Good induction procedures allow children in the Early Years Foundation Stage to familiarise themselves with school and its routines, and so make a happy, confident start to school. Attainment in English and mathematics is broadly average. Progress for most pupils throughout the school, including those with special educational needs and/or disabilities and in the resource provision, is good. This is because well-targeted interventions support particular learning and emotional needs. The comprehensive tracking system now in place enables pupils' progress to be regularly monitored, but this has not had time to be fully implemented by all staff. As a result, there are occasions when pupils who are not making enough progress towards their targets are not identified quickly enough and interventions not put in place as speedily as they could be.

Teaching and learning are consistently at least good and occasionally outstanding. Pupils work hard, are appropriately challenged and respond well to the ongoing

assessments made by the adults working with them and to the opportunities they are given to assess their own progress. Skilled questioning encourages pupils to think through their answers and be able to reason and discuss problems with each other. Other adults are well deployed and give highly effective support, especially to pupils with special educational needs and/or difficulties. Good progress has been made in developing the pupils' knowledge of their own and others' communities and cultures, but more opportunities should be provided across the school for children to develop their understanding.

The joint headteachers work successfully with senior leaders and managers to evaluate the school's effectiveness and have an accurate view of its strengths and weaknesses. Clear priorities for improvement are identified, rightly focused on raising attainment, particularly in English and mathematics. The governing body is rapidly developing its skills under the skilled leadership of the Chair of the Governing Body. As a result, it provides satisfactory but improving support. The senior leadership team work well together to monitor achievement across the school and, as a result, the school has good capacity to sustain improvement.

What does the school need to do to improve further?

- Raise attainment by securing more rapid intervention for pupils who are not on track to reach their targets, especially in English and mathematics, by:
 - ensuring that all staff are able to make effective use of the school progress tracker.
- Provide extended opportunities to develop pupils' understanding of other cultures, especially as represented in the United Kingdom.

Outcomes for individuals and groups of pupils

2

Achievement for most pupils is good. They start school with skill levels below those expected for their age, particularly in speaking and listening, reading and writing. Pupils make good progress in their lessons because teachers plan activities carefully. This was particularly apparent in a very successful mathematics lesson where clear expectations enabled all pupils to know exactly how well they were doing throughout the lesson. Progress for different groups of pupils, including for those with special educational

needs and/or difficulties, is similar. More active and practical lessons are helping to raise boys' achievement to match that of the girls. Pupils in the Special Resource Provision are constantly stretched and say that 'we like a challenge.' As a result, they are able to make small but significant gains in their understanding and have good attitudes to learning.

Pupils have a good understanding of how to keep themselves safe and are confident that they will receive help from the adults in school when they have worries or concerns. They have a comprehensive understanding of how to keep themselves safe using a range of technologies. They play well together and trained peer-mediators help resolve any difficulties and, consequently, there were no concerns raised about bullying during the inspection. The Healthy Schools Plus award reflects the fact that pupils are able to talk about how to keep themselves healthy through what they eat. Most pupils are positive about the healthy, hot dinners, and the majority show a good understanding of what constitutes a healthy lunchbox. Most pupils regularly engage in physical exercise, enjoy the opportunity to cycle/scoot to school and appreciate the support for active playtimes, especially the climbing wall.

Pupils contribute well to the life of the school. The school council has been instrumental in developing playtime activities. Peer mediators, librarians and eco warriors represent some of the other roles that pupils take on in the school. There is an increasing involvement in the local community, such as providing the art work for the newly opened Health Centre next door to the school.

Pupils confidently use technology and apply basic English and mathematical skills across the curriculum. Strong links with secondary schools mean that pupils are anticipating their next step in education with confidence, including the pupils in the resource provision. Pupils want to do well because they are encouraged to aspire to excellence through the displays around school of personalities who have achieved well although they have dyslexia, and also news of past pupils' successes. The well-run breakfast club gives strong support to pupils so they make a healthy and punctual start to their school day.

Pupils have opportunities to reflect on their learning in lessons and also to think about the wider world. In singing assembly, the Key Stage 1 and Reception Year pupils were asked to reflect on the signs of spring, and they sang hymns appropriate to the season. They have a range of experiences which are developing their understanding of their cultural heritage and are able to participate in events such as the local schools 'Rock Music' evening. Pupils study other faiths and cultures and demonstrate their reflections on these through displays around school. The school has links with other United Kingdom and worldwide schools, but the benefits of this in terms of cultural understanding are currently limited to the older pupils.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	3
Pupils' attainment ¹	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
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	3
Pupils' attendance ¹	
The extent of pupils' spiritual, moral, social and cultural development	2

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

How effective is the provision?

In most lessons, well-planned activities and skilled questioning enable pupils to make good progress. They listen carefully and work well, independently, in pairs or in groups. Pupils in Year 1 thoroughly enjoyed acting out their traditional tale before practising writing sentences that would tell the story in the right order. Strong, well-focused support from all adults means that all pupils are able to fully participate. Pupils are clear about their targets and how to achieve them. Marking in books relates to the specific learning intended in each lesson and to pupils' targets, celebrates good work and gives clear guidance as to how pupils can improve further. There has been a successful focus on ensuring that lessons engage all pupils, using texts and problems that interest boys as well as girls. Careful planning across the year groups ensures that pupils do not repeat learning experiences in the mixed-year classes.

All adults in the school are successfully focused on ensuring that pupils feel valued, safe and secure, and this is particularly evident in the excellent support for the more vulnerable pupils. The tenacity of staff in involving external agencies in supporting these pupils is a strength of the provision. The school's robust and well-coordinated

actions to improve attendance through 'attendance bear' and the raising of parents' and carers' awareness of their children's attendance rates is resulting in improved attendance for some pupils, although some parents and carers persist in taking their children on holiday during term-time, despite the school's best efforts.

A broad range of experiences are provided to enrich the curriculum such as the drumming workshop and transition projects with the secondary school. There are a range of extra-curricular clubs provided and the school ensures that all pupils, including those in the resource provision, can take part if they wish. Special theme weeks and days allow the pupils to experience particular aspects of the curriculum in depth, such as when the whole school listened to 'Neville Chamberlain' announce that war was declared and then be 'evacuated' throughout the school. This strengthened pupils' understanding of life during the Second World War.

These are the grades for the quality of provision

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

How effective are leadership and management?

The joint headteachers have created a safe and secure environment in which all pupils can flourish. They are well supported by equally committed staff and governing body who are helping to move the school forward. The quality of teaching and learning is regularly monitored using a range of methods and is carried out by both senior and middle leaders. This is proving effective in improving pupils' progress, supported by the increased number of formal assessments and the useful tracking system.

The governing body is well informed through regular presentations from school staff. The Chair of the Governing Body is rigorous in ensuring that information is disseminated and, as a result, the level of involvement and challenge to school leaders is rapidly improving, although the impact on strategic planning is limited at the moment. Target setting is realistic, but gives sufficient challenge that supports the priority of raising attainment, particularly in English and mathematics. Effective

safeguarding policies and procedures are in place and the school takes careful note of the views of pupils and parents and carers with regards to this area of the school's work. The school often takes the lead in working with other agencies to ensure the safety of the pupils. The school gives a high priority to involving parents and carers in their children's education, such as offering family learning courses and events. They are kept well informed. Parents and carers express their appreciation of this; however, not all of them regularly make use of the opportunities provided.

Leaders and managers are quick to identify when any groups are not making as much progress as possible and put action plans in place to address this, as was demonstrated in the changes to the curriculum to ensure that boys are more engaged in their work. Any discrimination is tackled effectively. The school has a good understanding of its social, economic and ethnic context, and has links with schools in contrasting localities, both in the United Kingdom and globally. However, there is not yet effective use of these links to deepen all the pupils' understanding of the range of cultures and ethnicities, particularly in the United Kingdom.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
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	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

The good leadership in the Early Years Foundation Stage ensures that children are safe and happy and able to make good progress. Children settle quickly to classroom routines and are able to work independently, as shown when designing a bear's face on the computer. They are also confident in working with others, as demonstrated when using large construction equipment and needing friends to hold up the 'walls' while putting on the 'roof'. Children behave well and listen carefully to instructions. They keep themselves healthy through a range of activities and eating healthy snacks and lunches. They are helped to know how to keep themselves safe and are involved in school fundraising events and whole-school theme weeks and days.

Adults have a good knowledge of the needs of children in the Early Years Foundation Stage and the children's well-being is at the heart of their work. Adults are skilled at modelling language and asking probing questions to encourage communication and exploration. The environment is stimulating and the school has worked hard to develop outdoor resources in order to promote all areas of learning. Accurate and detailed observations and assessments are used effectively to plan and, as a result, activities help children achieve the next steps in their learning. However, the area of cultural understanding is not yet promoted as effectively as the other strands.

The Early Years Foundation Stage leader uses careful analysis of children's achievements to plan for further improvements. This is demonstrated in the accelerated progress being shown in the current year due to changes in planned activities, such as in the area of mathematical development. The effective team of adults work seamlessly together to plan, lead and observe activities. Parents and carers are encouraged to be involved in their children's learning through clear information and being welcomed into the classroom, but this has had limited success so far. Parents and carers who do participate are enthusiastic about the opportunities. 'I enjoy the parents' participation and the different groups,' represents the positive comments from those parents and carers.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	2
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 proportion of questionnaires returned is lower than average for primary schools. Most parents and carers are very supportive of the school and the returned questionnaires were mostly positive. Parents and carers praise the welcoming, supportive, caring and nurturing approach of the school and the special events that occur as part of the curriculum. A very small minority of parents and carers felt that behaviour was not managed well and that their concerns and views are not taken note of. Inspection evidence suggests that pupils behave well, any misbehaviour is quickly dealt with and that the views of parents and carers are listened and responded to as appropriate.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Eldene 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 90 completed questionnaires by the end of the on-site inspection. In total, there are 325 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	47	52	41	46	1	1	0	0
The school keeps my child safe	53	59	34	38	1	1	1	1
My school informs me about my child's progress	31	34	54	60	4	4	0	0
My child is making enough progress at this school	32	36	52	58	5	6	0	0
The teaching is good at this school	40	44	49	54	0	0	0	0
The school helps me to support my child's learning	35	39	55	61	0	0	0	0
The school helps my child to have a healthy lifestyle	31	34	59	66	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group,	29	32	58	64	1	1	0	0

changing school, and for children who are finishing school, entering further or higher education, or entering employment)								
The school meets my child's particular needs	26	29	58	64	4	4	0	0
The school deals effectively with unacceptable behaviour	17	19	62	69	3	3	4	4
The school takes account of my suggestions and concerns	15	17	63	70	7	8	1	1
The school is led and managed effectively	38	42	47	52	3	3	1	1
Overall, I am happy with my child's experience at this school	41	46	47	52	1	1	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 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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 the proven ability of the school to continue improving. Inspectors base this

improve:	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 pupils' 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.



4 March 2011

Dear Pupils

Inspection of Eldene Primary School, Swindon SN3 3TQ

Thank you for making us so welcome when we visited your school recently. Thank you also to those of you who returned questionnaires about your school. We enjoyed joining in your lessons, talking to you and listening to the choir and the drumming. Yours is a good school and, as a result, you make good progress in your learning. There are many good things about your school.

- You behave very well, look after each other and tell us how much you enjoy school and all the exciting things you are able to do.
- You are enthusiastic and work hard in your lessons.
- All the adults in the school care a lot about you and make sure that you are very safe and well supported.
- You have lots of opportunities to keep active and healthy, and you have good knowledge and understanding about how to keep yourselves safe.
- The adults who manage and run your school work hard to make sure you have the best opportunities to achieve well.

There are two things we have asked the school to do to make it even better. These are:

- to improve the standards you reach in English and mathematics by making sure that your teachers more quickly discover when you are not doing as well as you should so that they can give you support to improve this straight away
- give you more opportunities to understand about people from different cultures, particularly those who live in the United Kingdom.

All of you can help by continuing to work hard and being sure to tell an adult if you don't understand your work.

Yours sincerely

Jenny Batelen

Lead inspector

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