

Ellington Primary School and Nursery

Inspection report

Unique Reference Number	109820
Local Authority	Royal Borough of Windsor and Maidenhead
Inspection number	356633
Inspection dates	9–10 March 2011
Reporting inspector	Keith Sadler

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	235
Appropriate authority	The governing body
Chair	Jenny Spear
Headteacher	Rehana Juna
Date of previous school inspection	9–10 October 2007
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Introduction

This inspection was carried out by three additional inspectors. Inspectors observed 15 lessons led by 10 different teachers. The inspectors held meetings with members of the governing body, staff, parents and carers, and groups of pupils. The school's work and a wide range of documentation were reviewed. This included the school's analysis of pupils' progress, teachers' lesson plans, the school improvement plan, leaders' monitoring records and pupils' work. Questionnaires from staff and from 102 parents and carers were analysed and their responses taken into account.

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

- To what extent does the progress made by Year 6 pupils ensure they are on track to attain their targets?
- How well do teachers ensure that pupils' independence in learning is developed?
- How well has the curriculum been adapted to meet the needs of the pupils?
- To what extent do teachers with responsibilities play a role in the school's monitoring and evaluation procedures?

Information about the school

Ellington is an average-sized primary school which is close to the centre of Maidenhead. Almost all the pupils live in the immediate vicinity of the school. Most pupils are from minority ethnic backgrounds with the large majority being of Asian or Asian British and Pakistani heritage. Almost all speak English as an additional language. The number of pupils identified as having special educational needs and/or disabilities is double the national average. The number known to be eligible for free school meals is broadly average. The school has specially resourced provision for pupils with speech and language difficulties. This is in the form of a unit for 15 pupils from across the borough. Currently 11 pupils have places, all of whom have statements of special educational needs.

The Early Years Foundation Stage consists of a Nursery and Reception class. The school shares a site with the Ellington Extended Services Centre which includes a children's centre, adult learning and extended school provision. None of this provision is managed by the governing body and is subject to a separate inspection. The school has gained a number of awards including National 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: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Ellington is a good school and has shown good improvement since the previous inspection. It is a thriving, harmonious multicultural community where pupils enjoy learning and make good progress. Children settle quickly and well in the Nursery and they build on this good start through the rest of the school. All pupils, regardless of gender, ability or ethnic background, are fully integrated into the life of the school and make good progress. A minority of pupils, including some with statements of special educational needs because of speech and language difficulties, make excellent progress because the specialist provision for them is outstanding. Attainment has improved significantly since the previous inspection, and by the end of Year 6 is average in English, mathematics and science. Senior leadership is good and there is a deep commitment from all the staff and governors to school improvement, leading to better provision and standards. As a result, achievement is good, pupils behave well and enjoy school and learning, and excellent relationships underpin the school's success.

Teaching and learning are good overall but some lessons are outstanding and a few are satisfactory. Very few of the children entering the Nursery class speak any English and so the staff throughout the school, quite rightly, put a particular emphasis on developing the pupils' language and ensuring that this does not become a barrier to their learning. In consequence, teachers provide many opportunities for pupils to discuss their ideas and to work together in pairs and small groups. This also has the benefit of strengthening the pupils' independence in learning. In the main, teachers use assessment information well to prepare work that is well matched to pupils' different needs. Occasionally, this is not the case, however, and some pupils are provided with work that is too easy or too hard for them and this slows their progress. Achievement has improved because the staff have effectively identified weaknesses in the pupils' learning by close monitoring and checking of progress. In mathematics, for example, staff recognised that although pupils' calculation skills are good, their overall attainment is hampered by their application of this in practical situations. Similarly, in English, pupils enjoy reading and writing and they accurately read texts. However, staff are aware that pupils' comprehension skills are not so well developed and this affects attainment.

Pupils within the specially resourced unit make excellent progress because of well-targeted one-to-one guidance in both the unit and in mainstream classes. As a result, their gains in communication skills enable them to access the whole curriculum alongside their peers. The unit is well run and secure. Specialist staff make a good

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contribution to whole-school leadership and management.

Even though pupils enjoy school and learning, this is not reflected in their levels of attendance. Attendance has been low and despite a marked improvement in the last school year, rates of attendance remain just below average. This is mainly due to many families taking extended holidays abroad even though the school does all it can to promote regular attendance. The good levels of care, guidance and support provided result in the positive and inclusive atmosphere in which pupils say they are supported well; in turn, this leads to them feeling safe in school.

The overall quality of provision has improved since the last inspection and this has been the key reason for learning having improved. This reflects the school leaders' success in embedding ambition and driving improvement. Self-evaluation is very thorough and accurate, and this has led to an effective programme of professional development for staff that has strengthened teaching and learning. These improvements, underpinned by improved effectiveness since the previous inspection, demonstrate a good capacity for sustained improvement in the future.

What does the school need to do to improve further?

- Improve the quality of teaching and learning to that of the best by:
 - removing inconsistencies in the quality of teaching, particularly in relation to the level of challenge provided for pupils
 - strengthening pupils' reading comprehension skills
 - improving pupils' mathematical problem-solving skills.
- By September 2012, raise levels of attendance to at least average by working even more closely with those families who have extended stays overseas to help them understand the importance of regular attendance and the link to good attainment.

Outcomes for individuals and groups of pupils

2

On entry to the Nursery few children have had any pre-school experience and their skills are generally at much lower levels than typically found. Even though progress is good in both the Nursery and Reception Years, on entry to Year 1 only a minority achieve the expected goals, particularly in reading and writing. Good progress continues in Years 1 to 6 and by the end of Year 6, attainment is at broadly the national average. In class, pupils' good progress is helped by their eagerness to learn, their good concentration and hard work. Current Year 6 pupils are making good progress in reading, writing and mathematics and are on course to achieve their challenging targets. Progress for all groups of pupils, including those with special educational needs and/or disabilities, is good overall. Teachers ensure that there are many opportunities for pupils to extend their speaking and listening skills and to develop the necessary technical language associated with each subject. This

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was evident in a good quality Year 5 numeracy lesson in which the teacher provided a clear and helpful structure to enable pupils to solve practically-based problems in mathematics. The logical and step-by-step process in which pupils deduced what mathematics they knew from the word problems set resulted in them achieving well.

Pupils are sensible, friendly and polite and show respect to adults and to each other. They take a keen interest in a range of other cultures around the world as well as celebrating the variety of cultures represented in the school itself. They also take pride in regularly inviting pupils from a contrasting school to join them in their Eid-ul-Fitr celebrations. The school’s healthy school award is reflected in pupils’ good knowledge of how to keep healthy and they enjoy a variety of exercise. One of the younger pupils exclaimed: ‘That was good for me. It made my heart beat.’ at the conclusion of a particularly robust ‘wake-n-shake’ session for Key Stage 1. Pupils undertake many jobs around the school and they do them conscientiously and well. Their appropriately developed basic skills, when linked to their positive attitudes and good interpersonal skills, ensure that they are suitably prepared for their future lives in education and beyond.

These are the grades for pupils’ outcomes

Pupils’ achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils’ attainment ¹	3
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	3
Taking into account:	
Pupils’ attendance ¹	4
The extent of pupils’ spiritual, moral, social and cultural development	2

How effective is the provision?

Classes are managed well, relationships are positive and classrooms are industrious and happy places to learn. Pupils are keen to please their teachers and they know that their ideas will be valued. This was seen in a good lesson when pupils in Year 2 became involved in role playing the characters in the Gingerbread Man story in order

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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to be a reporter and to create a newspaper story to encapsulate the story. Teaching is particularly effective for the pupils who have statements of special educational needs related to speech and language difficulties. Here, the staff ensure that work is closely tailored to meet the pupils’ needs and they provide excellent support for them both in the resource base and also when they are integrated into lessons with other pupils. Learning is also aided because they receive excellent support from the well-trained learning support assistants. Pupils’ ongoing progress is monitored closely and adults are usually quick to ensure that any pupils in danger of falling behind their targets are provided with good support.

There have been significant improvements in the curriculum since the previous inspection. It caters well for the needs of the pupils and good adaptations have been made to ensure that topics and themes build well on the pupils’ own interests and experiences. Themed weeks such as ‘creative week’ enliven learning and also provide a good opportunity for parents and carers to share and take part in the wide range of activities. Even though there is a good focus on developing the pupils’ speaking and listening skills, the school rightly has a target to extend this across the whole curriculum. The curriculum is enriched by a good range of additional activities and pupils particularly enjoy the wide range of sports opportunities that are provided for them. Curricular provision for the large majority of children that enter the school speaking little English is good and is led effectively by the specialist teacher.

Pastoral support is effective. There is a good programme for developing pupils’ social and emotional skills and specialist support from a learning mentor ensures that pupils’ emotional needs are supported well. Support for those pupils whose circumstances make them vulnerable is outstanding. Their progress is carefully tracked and any necessary support provided. Although the school has addressed attendance issues and there is close monitoring of pupils who are persistently absent, senior staff recognise that more needs to be done to ensure that parents and carers are held to account for their children’s absence and to develop a closer relationship with the local authority’s educational welfare staff.

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	2

How effective are leadership and management?

The school has good systems in place to promote improvements. The clear educational direction from the headteacher is complemented by effective senior staff and subject leaders who work together to challenge and support colleagues. With the

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support of the local authority, this has resulted in continual improvements in provision, particularly teaching, through sharing good practice and building teaching capacity. Good quality subject leader action plans are the result of close monitoring of provision and learning by staff with responsibilities. These ensure that staff are actively involved in evaluation and monitoring, and that the strategic improvement plan is a good tool for development. The promotion of equal opportunities is central to the school’s work and its success is demonstrated by how well all groups of pupils achieve. It strives effectively to eliminate any discrimination. The school is a cohesive community and there is a positive and inclusive ethos in which pupils’ differences are celebrated and the variety of cultures in the world studied and respected. The school has a particularly fruitful partnership with a contrasting school in the borough and the pupils thoroughly enjoy meeting together on regular occasions, not least in the ‘forest school’ where they share learning. Partnership with parents and carers is good and close liaison with the extended services staff supports family learning well. A core of governors, including the experienced Chair of the Governing Body, support and challenge the school well. There is close monitoring by this small group to ensure that the governing body has a good understanding of the school’s provision and pupils’ achievement. However, the governing body’s effectiveness is hampered by continual vacancies. Safeguarding procedures meet requirements and staff vetting procedures are robust.

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	3
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Due to good provision, children achieve well in all areas. The staff are particularly effective in helping the children to develop their spoken English. The curriculum is rightly heavily biased towards providing many opportunities for the children to improve their receptive and expressive language skills through play, direct teaching

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and also by providing many opportunities for them to collaborate together. Even so their reading and writing skills are much below expected levels when they enter Year 1. The outdoor learning space is particularly generous and it is used well to ensure that activities across all areas of learning are promoted well. However, there is no shade immediately outside the classroom areas and although there is plenty of shade within the outdoor area, this limits opportunities when it is particularly sunny or raining. Leadership and management are good and staff work closely as a team. They work effectively to ensure that the children are safe and learn well. Assessments are used well to both plan activities and to share with parents and carers. Other links with parents and carers are strong and support a smooth start to school and a happy and positive ethos in the classrooms.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

Parents and carers who responded to the questionnaire are overwhelming in their support of the school and almost all say that overall they are happy with their children’s experiences at the school. Although very few parents and carers made comments on the returned questionnaires, those that did made brief supportive statements such as, ‘I am proud of the school’, or ‘My child is happy at the school.’ A few parents and carers said that the school does not deal effectively with unacceptable behaviour and this was reviewed as part of the inspection. It was found that the school has excellent procedures for both promoting good behaviour and any poor behaviour is managed well.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Ellington Primary School and Nursery 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 102 completed questionnaires by the end of the on-site inspection. In total, there are 235 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	60	59	40	39	2	2	0	0
The school keeps my child safe	59	58	40	39	2	2	0	0
The school informs me about my child's progress	50	49	50	49	0	0	0	0
My child is making enough progress at this school	43	42	54	53	4	4	0	0
The teaching is good at this school	53	52	49	48	0	0	0	0
The school helps me to support my child's learning	48	47	50	49	3	3	0	0
The school helps my child to have a healthy lifestyle	54	53	47	46	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)	46	45	52	51	3	3	0	0
The school meets my child's particular needs	45	44	55	54	0	0	1	1
The school deals effectively with unacceptable behaviour	39	38	55	54	4	4	2	2
The school takes account of my suggestions and concerns	40	39	56	55	2	2	1	1
The school is led and managed effectively	51	50	45	44	3	3	0	0
Overall, I am happy with my child's experience at this school	53	52	47	46	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 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 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.



11 March 2011

Dear Pupils

Inspection of Ellington Primary School and Nursery, Maidenhead SL6 7JA

Thank you for making us so welcome when we came to inspect your school. This letter is to tell you what we found. Yours is a good school. The teachers work hard to make your lessons interesting and they plan lots of exciting activities for you to do. This helps you to make good progress in your learning. I was particularly impressed with the way that you all get on so well together and I really enjoyed watching the infant 'wake-n-shake' in the hall.

You told us that you enjoy school and learning and that the adults look after you well. We agree with you and so do your parents and carers. We were impressed with how well you get on together. Your behaviour is good, you have a good understanding about being healthy and you feel safe in school. We think that your headteacher is doing a good job and she is helped by all the staff. They are always checking on how well you are doing because they want you always to do as well as you can.

Even in a good school like yours, there are things that can be improved. We have asked your headteacher and governors to make sure that your lessons are always as good as the best so that you can make even more progress in your learning than now. To do this, we have asked that you get lots of opportunities to practise your understanding of the texts that you read and to do lots of practical mathematics activities. This is so you can apply your good calculation skills. We have asked for one other thing to make your school even better and this is where you can help. At the moment, your levels of attendance are not high enough. You need to make sure that you always attend school unless you are ill.

We really enjoyed our time at your school. Thank you for taking time to talk to us and watch your lessons. We hope that you continue to find your time in school enjoyable.

Yours sincerely

Keith Sadler
Lead inspector

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