



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR
ELLINGTON INFANT SCHOOL

Name of School:	Ellington Infant School
Head teacher/Principal:	Nicky Brown
Hub:	Insight
School type:	Maintained
MAT (if applicable):	Not applicable

Estimate at this QA Review:	GOOD
Date of this Review:	13/02/2019
Estimate at last QA Review	GOOD
Date of last QA Review	22/11/2017
Grade at last Ofsted inspection:	GOOD
Date of last Ofsted inspection:	28/02/2017



Quality Assurance Review

The review team, comprising of host school leaders and visiting reviewers agree that evidence indicates these areas are evaluated as follows:

School Improvement Strategies	OUTSTANDING
Outcomes for Pupils	GOOD
Quality of Teaching, Learning and Assessment	GOOD
Area of Excellence	Not submitted
Overall Estimate	GOOD

Please note that a Challenge Partners Quality Assurance Review is not equivalent to an Ofsted inspection, and agreed estimates from the review are not equivalent to Ofsted judgements.

1. Context and character of the school

Ellington Infant School caters for pupils from 4 to 7 years in the south east of England. The school is similar in size to the average sized primary school. In recent years, the population of the school has decreased because of the low birth rate in the area. Currently, there are 171 pupils on roll; the school has capacity for 270 pupils.

Approximately one third of pupils are from disadvantaged backgrounds which is above the national average. The proportion of pupils with special educational needs and/or disabilities (SEND) is below the national average. Many pupils join or leave the school mid-year and therefore pupil mobility is higher than national figures. The number of pupils with English as an additional language (EAL) is lower than the national average and most pupils are from white British heritage.

The experienced deputy headteacher left the school in July and a temporary assistant headteacher was appointed. The senior leadership team (SLT) has been reduced from five to four. The headteacher has been in post for six years. Staffing is stable although recently the number of teaching assistants (TAs) has been reduced due to funding cuts.

The school is a member of two local collaborations, Ramsgate Achievement Partnership (RAP), comprising of one other infant school, and Broadstairs and Ramsgate Ethos in Schools Committee (BRESIC), a network of junior, primary and secondary schools, who are working together to promote collaboration and support children's education and the range of experiences available.

The school provides a breakfast club and a wide range of after school activities.

The school motto is 'Love to Learn, Learn to Grow'. The school promotes five values of high expectation, courage, respect, happiness and teamwork.

2.1 School Improvement Strategies - Progress from previous EBIs

- Leaders have responded effectively to the EBIs from the last review.
- The new tracking system enables staff to identify and plan for the accelerated progress of disadvantaged pupils. There is a new attendance team and family liaison worker in place to strengthen work on improving attendance.
- The curriculum has been reviewed; there is now a comprehensive progressive curriculum designed to meet the needs of Ellington pupils.
- The school continues to work hard to engage parents in reading with their children at home. They are ready to launch 'The Battle of Books' to harness competition between classes regarding home school reading.

2.2 School Improvement Strategies - What went well

- The clear vision of the leadership team sets high expectations for all and is achieved through a supportive, collegiate culture. There is continual drive for improvement through rigorous monitoring.
- Improvement priorities are well defined. The school improvement plan is discussed at the beginning of school year with all staff who identify how they will contribute. The SLT evaluate the plan termly.
- The revised curriculum is specific to the needs of Ellington pupils and shows clear progression across year groups. All staff created the progression of skills in each subject area. The curriculum offer includes carefully designed learning through play activities for each year group.
- The leadership team promotes inclusive practice. There is a strong desire from all to make the necessary adaptations to remove barriers for learning. For example, a group of children who could not access assembly time because of their challenging behaviour participated in assemblies in the Rainbow Room. All pupils now successfully access assembly.
- The positive use of behaviour management is well embedded in the school. All staff have been part of developing the desired approach. Pupils and staff are well supported. A team approach to managing any challenging incidents of behaviour ensures that learning is not interrupted, and pupils feel safe and secure.
- Staff well-being is well supported by the SLT. The feedback policy is designed to reduce teacher workload as well as being effective in ensuring pupil progress. The auto message on each email sent from the school states that a response is not expected after the school is closed.
- The school has designed its own tracking system enabling staff to track pupil achievement effectively. Staff identify groups and analyse where pupils need extra support and where strong progress is being made. The tracking system is used to inform pupil progress meetings.
- Pupil progress meetings are held each term attended by the headteacher, special educational needs co-ordinator (SENCo) and class teacher. Interventions are planned for and implemented, for example precision teaching is used effectively to teach basic concepts. In addition, all teachers use interventions to ensure pupils are making maximum progress. This takes the form of pre-teaching, over-teaching and greater depth teaching.
- Tapestry is used successfully to share learning and progress with parents. It also provides the school with opportunities to moderate assessments and develop consistency.
- The school works well with outside partnerships. Leaders visit other schools to observe good practice and share ideas and developments.
- Subject leaders have a strong understanding of the strengths and development needs of their subject. They use the tracking data and tapestry to scrutinise pupil progress and plan for improvements.

2.3 School Improvement Strategies - Even better if...

- ...senior leaders developed and implemented a common approach to teaching and developing pupil vocabulary systematically across the school.
- ...senior leaders ensured that all TAs utilised their learning from continuous professional development (CPD) so that it impacts positively on their practice and outcomes for pupils.

3.1 Quality of Teaching, Learning and Assessment - Progress from previous EBIs

- Leaders have responded fully to the EBIs from the last review. Teachers clarify misconceptions rapidly, all are modelling correct grammar and handwriting skills are being extended for all pupils, including the most able.

3.2 Quality of Teaching, Learning and Assessment - What went well

- Staff have friendly, respectful relationships with pupils and, because of this, the pupils have fun, enjoy school and are motivated to learn.
- Pupils have positive relationships with each other. The school's promotion of the five values of high expectation, courage, respect, happiness and teamwork is at the heart of the school. Staff model these values, they are displayed around the school and are embedded in pupil interactions.
- Collaborative work in the classroom further strengthens relationships between pupils. The implementation of learning partners supports pupils' language development and enables pupils to discuss and deepen their thinking.
- Teachers' subject knowledge and knowledge of the pupils they teach is strong. This, coupled with positive relationships, helps promote a high level of engagement in lessons.
- Teachers have high expectations of behaviour and challenging behaviour is managed very well. The positive approach to behaviour management by all staff creates a safe environment and facilitates learning.
- Staff continually articulate the behaviour they require from their pupils using positive language and swift praise for those complying.
- In strongest lessons, pupils are given the opportunity to expand their vocabulary by practising new words and the definitions.
- Pupils learn well when modelling is used effectively. For example, in a whole class reading session, the teacher demonstrated reading with intonation and used praise to reinforce the desired learning when demonstrated by a pupil.
- In many lessons, assessment for learning is used skilfully throughout the lesson and pupils' misconceptions are thoroughly corrected.
- Current learning is on display in all classrooms using working walls. In the

- strongest classrooms, they support and scaffold learning effectively.
- Questioning is effective and, where it is particularly so, questions are thought provoking, probing and embed learning. Staff give pupils appropriate time enabling them to think and formulate their answers before responding. An example of this was when a teacher was sensitive to a pupils' needs and gave extended time for the pupil to answer a question.
 - The pace and structure of lessons are well planned to maximise learning and secure motivation and engagement of pupils.
 - Learning through play is well established in each year group. Pupils learn well together, embedding and applying learning skills in well-designed play activities.
 - The 'no hands up' rule in lessons results in high levels of engagement because pupils are required to be prepared with an answer.
 - In the strongest lessons, TAs are continually proactive and intuitively respond to the learning needs of the pupils. Where this is the case, pupils make strong progress.

3.3 Quality of Teaching, Learning and Assessment - Even better if...

- ... there was consistent use of high-quality modelling in every classroom to support learning.
- ... all staff used every opportunity to challenge and extend all pupils during shared input time.
- ... all TAs proactively supported learning throughout the entirety of the lesson to maximise their impact on pupil progress.

4. Outcomes for Pupils

- Most children enter Early Years Foundation Stage (EYFS) with skills that are below or well below what is typically expected. 2018 baseline shows that the average of all areas of the EYFS curriculum is below age expectations. Children's speech and 'understanding of the world' are assessed as being ten months below expected standards. Baselines are moderated with a wide range of local schools to ensure accuracy.
- In July 2018, 69% of all children in EYFS achieved a good level of development (GLD) which was below the national average. However, the proportion of girls and disadvantaged pupils who achieved GLD was higher than national figures.
- The proportion of pupils achieving the expected standard in the phonics screening test was lower than the national average.
- At the end of Key Stage 1 in 2018, the percentage of pupils achieving age expected levels in reading and mathematics was lower than national figures. 75% of pupils achieved age related expectations in writing which was slightly above the national average.
- In reading and writing, a larger proportion than nationally achieved the greater

depth standard. 33% of disadvantaged pupils achieved the greater depth standard in reading which was above national figures.

- The proportion of pupils attaining the expected standard in science was larger than the national average, as was the proportion of disadvantaged pupils achieving this standard.
- The percentage of pupils achieving the greater depth standard in reading and writing has increased over the last three years. The achievement of greater depth has been a focus of CPD for the school. The proportion of pupils achieving greater depth in mathematics has also risen over the last three years with a slight decline between 2017 and 2018. The percentage of pupils achieving the expected standard in writing has increased over the last three years.
- Current school data shows that in EYFS there is no difference in the achievement of disadvantaged pupils and non-disadvantaged pupils. Year 1 data shows that all pupils are achieving less well in writing than in mathematics and reading. The achievement of girls in mathematics is greater than the achievement of boys.
- Current data in Year 2 shows that pupils' achievement in mathematics is strongest, with 73% on track to meet expected standards. 67% of pupils are on track to achieve expected standards in reading and 66% in writing.
- Pupils' workbooks show that they take pride in the presentation of their work and they make strong progress from the beginning of the school year. The attitudes of pupils in the school demonstrate that they adhere to school values.
- Art skills are well developed. Pupils participate in local community projects and several have been successful in a variety of art competitions.

5. Area of Excellence

Not submitted for this review.

6. What additional support would the school like from the Challenge Partners network, either locally or nationally?

The school wishes to continue to take part in leadership days. The school would like to find an active CP hub nearer to Ramsgate.

This review will support the school's continuing improvement. The main findings will be shared within the school's hub in order that it can inform future activities.



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