



### Elmbridge Primary School - Context

Elmbridge Primary School is a 3 form entry 4-11 age school, with a capacity for 630 pupils (the average size for state funded primary schools is 282 pupils). At present, there are 626 pupils on roll (51% boys, 49% girls). The proportion of pupils Ever 6 FSM is 13.0 % compared to 24% nationally. 17% of pupils have English as an additional language, compared to 21% nationally. Pupils supported with an education, health and care plan is in just below the national average (2% compared to 4.8%). The proportion of pupils who receive special educational needs support is in line with the national average (17% compared to 18%). The school has good attendance levels (96.8% compared to 95.8% nationally) and no permanent exclusions. The number of fixed term suspensions continues to remain low, which shows improvement on previous years. Staff and pupil turnover is very low.

### Areas for development from the last inspection (26<sup>th</sup> and 27<sup>th</sup> September 2023)

Whilst there were no areas for improvement identified at the last ungraded inspection, the school feels that it needs to maintain the following:

- Continue to design an ambitious curriculum across all subject areas
- Maintain good standards in Maths and English by the end of KS2
- Continue to improve attendance and minimise absence, particularly for our disadvantaged groups
- Embed our good behaviour during transitions around the school

### Performance Data – 2022-2024 (\* estimated National Average)

Statutory Outcomes	% of pupils at EXS 2022	% of pupils at GDS 2022	National % at EXS 2022	National % at GDS 2022	% of pupils at EXS 2023	% of pupils at GDS 2023	National % at EXS 2023	National % at GDS 2023	% of pupils at EXS 2024	% of pupils at GDS 2024	National % at EXS 2024	National % at GDS 2024
EYFS (GLD)	68%		65%		72%		67%		73%		68%	
Y1 Phonics	86%		75%		84%		79%		92%		80%	
Y2 Phonics	99%		87%		98%		89%		94%		91%	
KS2 Reading	85%	30%	73%	28%	84%	33%	73%	29%	74%	31%	74%*	28%*
KS2 Writing	72%	5%	71%	13%	82%	7%	71%	13%	72%	9%	72%*	12%*
KS2 Grammar	87%	40%	72%	29%	89%	37%	72%	30%	80%	41%	72%*	31%*
KS2 Maths	81%	36%	73%	27%	85%	36%	73%	24%	68%	16%	73%*	23%*
KS2 Science	76%		79%		80%		80%		81%		82%*	
KS2 RWM	69%	2%	59%	7%	75%	7%	59%	8%	58%	6%	61%*	7%*



Overall Effectiveness	
<ul style="list-style-type: none"> <li>Quality of Education is effective because there is a broad and balanced curriculum in place, teachers have good subject knowledge and reading is given a high priority. Outcomes are very good and children make accelerated progress, particularly in English and maths, by the time they leave KS2. However, the evidence gathered at our most recent ungraded (section 8 inspection) suggests that the inspection grade might be outstanding if a graded (section 5) inspection were carried out now (September 2023)</li> <li>Behaviour and Attitudes is strong because pupils are keen to learn, have good attendance and pupils respond well to the high expectations of the staff in terms of behaviour and achievement.</li> <li>Personal Development is excellent because pastoral care and the wellbeing of both pupils and staff has a high priority across the whole school community. Children are respectful of each other and interact well. Warm relationships exist between staff and pupils.</li> <li>Leadership and Management is effective because leaders have a clear awareness of the school strengths and weaknesses and are effective in addressing areas for development swiftly. The SLT place staff and pupil wellbeing as a priority and there is a strong culture of safeguarding. Governance is strong.</li> <li>EYFS is very strong because pupils make good progress. Pupils also benefit from an engaging curriculum, which makes effective use of the outdoor environment.</li> </ul>	
Quality of Education: Grade 1	
Strengths (Evidence)	Areas for development
<p><b>Intent:</b></p> <ul style="list-style-type: none"> <li>Currently, the school delivers a high quality education as identified in our inspection last year (with deep dives in reading, Design and Technology and Geography). Following a curriculum review, subject leaders have been empowered to revise and share their subject intent. Consequently, all subjects are fully progressive, ambitious and relevant with retrieval of core learning built into lessons. There has been a commitment to have a broad and balanced curriculum which is accessible to our SEND and disadvantaged children, giving children those opportunities to be well prepared for life which starts in the Early Years.</li> <li>‘The school is determined that every pupil will learn to read well’ (OFSTED, Sept 2023) – we feel that early reading and our commitment to reading is a real strength of the school.</li> </ul> <p><b>Implementation:</b></p> <ul style="list-style-type: none"> <li>Teachers have good subject knowledge and use well-crafted questions to deepen and reinforce pupils’ learning and to spot pupils’ misconceptions, supported by effective CPD.</li> <li>Teachers provide effective modelling and links to previous learning to consolidate understanding (see T&amp;L monitoring reports)</li> <li>There is a clear lesson structure and high expectations across all subjects</li> </ul> <p><b>Impact:</b></p> <ul style="list-style-type: none"> <li>Our performance data over time has shown well above average results in English and Maths as well as in Phonics. Children also achieve well in EYFS with a baseline of skills and</li> </ul>	<p><b>Intent:</b></p> <ul style="list-style-type: none"> <li>Continue to review, evaluate and adapt the implementation of all subjects across the school so that it reflects the knowledge and skills needed for life in the 21<sup>st</sup> Century.</li> </ul> <p><b>Implementation:</b></p> <ul style="list-style-type: none"> <li>Implement changes to the maths curriculum, to maximize learning and develop reasoning and more independent learning</li> <li>Increase focus on the application of writing across the curriculum, including improving GDS.</li> <li>Continue to make the curriculum accessible for all children, where teaching and learning is prioritised for disadvantaged pupils</li> <li>Develop children’s oracy skills across all subjects</li> </ul> <p><b>Impact:</b></p> <ul style="list-style-type: none"> <li>GLD in EYFS, Phonics in KS1 and Y6 EOY results continue to be in line or above NA</li> <li>Fluency (including x tables) and reasoning in maths evident</li> <li>Improvements in the composition, productivity and presentation of writing across the school, particularly to meet GDS</li> <li>Reduced gap in PP/ SEND outcomes across the curriculum</li> <li>Children are confident and articulate, having a good grasp of subject specific vocabulary</li> </ul>



<p>knowledge below those typical for their ages when they started in EYFS. Our ‘Good Level of Development’ (GLD) at the end of Reception has been well above national average over last 3 years.</p> <ul style="list-style-type: none"> <li>• Pupils develop early reading skills effectively (OFSTED, Sept 2023, SATs 2022 - 2024)</li> <li>• ‘The school has designed an ambitious curriculum that meets the needs of its pupils’ (OFSTED, September 2023). Children are able to share their knowledge over time.</li> </ul>	
<b>Behaviour &amp; Attitudes: Grade 2</b>	
<b>Strengths (Evidence)</b>	<b>Areas for development</b>
<ul style="list-style-type: none"> <li>• An ethos of ready, respectful safe is being established so that there is a calm atmosphere around school and staff use a common language and have a shared understanding.</li> <li>• Teachers and pupils are doing a ‘meet and greet’ at the start of every day, which is having a positive impact on pupil wellbeing and positive atmosphere.</li> <li>• Transitions are more efficient so that lessons are starting more promptly</li> <li>• Children report enjoying a sociable dining experience with their own year groups, which includes a birthday table and choice of seating</li> <li>• Recognition boards have been set up in all classes and teachers and children are enjoying feeling valued and recognised for their achievements. Communication with parents has become more established and increasingly positive</li> <li>• ‘Pupils are respectful in their discussions about healthy bodies, minds and relationships. They strongly believe that people should treat each other fairly and with kindness. Pupils learn to recognise and celebrate their own and others’ talents’ (OFSTED, Sept 2023)</li> <li>• ‘The school’s expectations for pupils’ behaviour are clear. Staff support pupils to make the right choices. Pupils know the school’s routines and settle quickly to learning. Pupils behave well in class and around the school. Bullying in any form is not tolerated’ (OFSTED, Sept 23).</li> <li>• Children are highly engaged and eager to learn across the school. (T&amp;L monitoring reports, SIA visits)</li> <li>• Pupils feel happy &amp; safe at this school and feel they are taught well (Pupil survey, Feb ’24; Parent view, September 2023)</li> </ul>	<ul style="list-style-type: none"> <li>• Develop policy and practice (in line with statutory guidance) to maximise attendance and minimise absence</li> <li>• Continue to embed clear routines and expectations for the behaviour of pupils across all aspects of school life, not just in the classroom</li> </ul> <p><b>Expected Impact:</b></p> <ul style="list-style-type: none"> <li>• Persistent absenteeism below 7%</li> <li>• Calm corridors during transitions; polite and respectful pupils (good manners)</li> <li>• Clear actions and strategies in place to address incidents of poor behaviour. Reduction in number of child on child incidents</li> </ul>
<b>Personal Development: Grade 1</b>	
<b>Strengths (Evidence)</b>	<b>Areas for development</b>
<ul style="list-style-type: none"> <li>• ‘Exceptional pastoral support ensures pupils feel safe, secure and ready to learn. Strong working relationships between parents and staff benefit pupils’ development immensely’ (OFSTED, September 2023)</li> </ul>	<ul style="list-style-type: none"> <li>• Develop articulate speakers and active listeners to develop skills for life</li> <li>• Continue to raise awareness of British Values with a focus on Respect and Tolerance, including protected characteristics</li> <li>• Promote, develop and encourage a healthy, active lifestyle that supports physical and mental health</li> </ul>



<ul style="list-style-type: none"> <li>• Pupils receive rich and varied curriculum &amp; value the broad range of additional activities available, which include a rock school, a choir, reading and yoga. Leaders make effective use of the additional funding for sport. Leaders carefully monitor how active pupils are, which includes activities for those who can excel in competitive sport. ‘The school offers its pupils a wide range of enrichment opportunities. Through these activities, pupils develop important life skills, such as first aid. Pupils know how to be physically and mentally healthy’ (OFSTED, September 2023).</li> <li>• Areas of the playground have been set up to promote the 5WWB.</li> <li>• Active play resources have led to an increase in physical activity at break/lunch time</li> <li>• Y6 helping hands and play leaders and MDSVs have used restorative techniques to support children in the playground. ‘They skilfully support younger pupils in their play and help them to resolve friendship issues’ (OFSTED September 2023)</li> <li>• The 5WWB has been embedded in the curriculum, which has led to shared understanding and common language around 5WWB.</li> <li>• Every child has access to at least one club throughout the year, which has led to improved positive emotional and physical health and wellbeing; they report they have really enjoyed it and make them happy.</li> <li>• All pastoral TAs report feeling more confident in identifying children with social and emotional needs; they have set resources to help them</li> <li>• All staff are confident in using the referral process to our counsellor.</li> <li>• The results of the staff survey in May 2024 shows improvement in staff morale; staff report that they feel supported in school (see staff survey)</li> <li>• ‘The school successfully builds pupils’ independence and confidence right from the start’ (OFSTED, September 2023).</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to develop strategies to support the personal, social and emotional development of all children, particularly in EYFS</li> </ul> <p><b>Expected Impact:</b></p> <ul style="list-style-type: none"> <li>• Children are able to express their views confidently and articulately in a range of contexts</li> <li>• School community awareness of protected characteristics. Fewer incidents of behaviour involving these PC’s</li> <li>• Mental Health Champions award achieved; increased opportunities for children to develop Healthy Active Lifestyles</li> <li>• Children have developed strategies to manage their emotions, ready for the next stage of their learning e.g. EYFS to Y1</li> </ul>
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**Leadership & Management: Grade 2**

<b>Strengths (Evidence)</b>	<b>Areas for development (Next Steps)</b>
<ul style="list-style-type: none"> <li>• Leaders and staff know and understand the school’s improvement priorities. Governors regularly and diligently check the impact of the school’s actions to deliver a high-quality education and personal development offer for pupils and staff (OFSTED, Sept 2023).</li> <li>• Improving pupil outcomes over the last three years (ASP September 2019; 2022 &amp; 2023 performance data shows favourable results compared to NA; phonics, GLD in EYFS, 2024)</li> </ul>	<ul style="list-style-type: none"> <li>• Develop ways to promote a healthy, active lifestyle, improve sustainability and the school environment</li> <li>• Increase governor involvement in the school including a focus on financial management</li> <li>• Promote parental involvement in all aspects of school life</li> <li>• Continue to support staff wellbeing, empowering staff to take responsibility for their own work life balance</li> </ul>



<ul style="list-style-type: none"> <li>• Teachers collaborate well in their teams and value the support they receive from middle and senior leaders (OFSTED, September 2023; staff survey, May 2024)</li> <li>• ‘Leaders and staff know and understand the school’s improvement priorities. Governors regularly and diligently check the impact of the school’s actions to deliver a high-quality education and personal development offer for pupils and staff’ (OFSTED, Sept 2023)</li> <li>• Safeguarding is given a high priority and procedures are robust. We have received a ‘Young Carers’ award and the ‘Mental Health Champion’ award (2019-2022), recognising our high priority on supporting staff and pupil mental health (we are currently re-applying for MHC)</li> <li>• 96% of staff feel the SMT/ SLT use professional development to encourage, challenge and support teachers’ improvement and 100% of staff feel the school is well led and managed (see May 2024, staff survey &amp; OFSTED feedback September 2023 where ‘staff &amp; pupils are greatly valued’)</li> <li>• Parents greatly value the school with 100% recommending this school (March 2024; OFSTED Parent View, September 2023)</li> </ul>	<ul style="list-style-type: none"> <li>• To ensure equal opportunities for SEND pupils</li> </ul> <p><b>Expected Impact:</b></p> <ul style="list-style-type: none"> <li>• Travel Plan implemented to increase number of families walking to school</li> <li>• Greater governor presence and involvement in school; recovery plan written to reduce deficit budget</li> <li>• Greater parental involvement in all aspects of school life</li> <li>• Staff feel supported in managing their work/life balance</li> <li>• More accurate and consistent approach used to identify SEND pupils across the school in order to meet needs; Improved outcomes/ increased opportunities for SEND pupils</li> </ul>
<p><b>Early Years Foundation Stage (EYFS): Grade 1</b></p>	
<p><b>Strengths (Evidence)</b></p>	<p><b>Areas for development (Next Steps)</b></p>
<ul style="list-style-type: none"> <li>• ‘The meticulously designed curriculum begins in the early years. Staff quickly get to know children well. Staff use their knowledge of children’s strengths and interests effectively to adapt their teaching and provision. For example, children in the early years practise important skills and knowledge when they complete mini-me jobs’ (OFSTED, September 2023).</li> <li>• The quality of teaching is good; all staff share a strong knowledge of the ‘early years’ curriculum (OFSTED, March 2018)</li> <li>• A long Term Plan has been produced, identifying subject specific areas so that subject leaders can track progression of their subject.</li> <li>• Records of children’s learning demonstrate the good progress they make from their individual starting points (see performance data 2022-2024; GLD in 2024 was 73% from baseline of 55%)</li> <li>• Teachers establish effective routines so that children behave well and move safely in both indoor and outdoor areas (OFSTED, March 2018)</li> </ul>	<ul style="list-style-type: none"> <li>• Review current provision in the performance stage area, sandpit &amp; water area &amp; develop the storage and accessibility of equipment in these areas.</li> <li>• Introduce Big Brush tooth brushing scheme to improve children’s oral health.</li> <li>• Develop the use of wellbeing / enrichment space.</li> <li>• Develop a vocabulary document and share with staff to ensure all children are exposed to foundational vocabulary.</li> <li>• Ensure staff are utilising and maximising opportunities for children to talk e.g. sharing work, tapestry, show and tell</li> </ul> <p><b>Expected Impact:</b></p> <ul style="list-style-type: none"> <li>• GLD remains well above National Average</li> <li>• Children are ready for the next stage of their learning</li> </ul>