

# Inspection of Ellingham Primary School

Ellingham Road, Chessington, Surrey KT9 2JA

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Inspection dates: 12 and 13 October 2021

**Overall effectiveness** **Good**

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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Requires improvement

## **What is it like to attend this school?**

Pupils' behaviour is good around the school and in lessons. Staff set high expectations and pupils respond well. Staff and pupils listen to each other. Together, they develop a friendly and purposeful atmosphere throughout the school. This has a positive impact on pupils' learning.

Pupils learn how to keep themselves safe and say that they feel safe in school. Pupils' behaviour and attitudes reflect the school's values of inclusion and diversity. Pupils are articulate in explaining the importance of celebrating and respecting differences between people. Pupils told us there is almost no bullying but if it does happen, adults deal with it.

Pupils had a positive experience of remote education during the national lockdowns. Pupils, parents and carers particularly appreciated the online well-being room, where they could talk to adults, share experiences and do fun activities together.

Older pupils all have responsibilities and are proud to act as role models for younger pupils. Pupils are well prepared to move on to secondary school. Leaders organise a range of activities, such as science projects, with secondary school pupils. Although pupils say they will be sad to leave, they feel well-prepared emotionally and academically. One pupil, typical of many, said, 'Being here has made me a better person.'

## **What does the school do well and what does it need to do better?**

The headteacher and senior leaders have ensured that this is a good school. A large number of parents completed the online survey Parent View. Almost all are positive about the impact of the changes on their children. Leaders' work with different groups in the community is noteworthy and has been shared with other schools and organisations.

Leaders make sure that work is carefully planned and sequenced so that it builds on what pupils have learned before. For example, in Year 4 geography, pupils can explain how their previous work on deforestation helps them learn about climate change and its effect on the indigenous people of Brazil.

Pupils receive high-quality teaching in phonics, from the early years. Adults do not rush. They revisit sounds often and give pupils time to secure their learning before moving on. Adults check pupils' phonic knowledge and step in if any pupils are falling behind. Support groups are lively and focused, and pupils make rapid progress. Support for weaker readers continues as they move up the school. All year groups enjoy story time every day. Teachers read with animation and capture pupils' imagination.

Leaders have ensured that the science provision has improved since the previous inspection and is now strong. Pupils can recall and understand scientific concepts. In

Year 5, pupils can discuss reversible and irreversible reactions. They apply their knowledge to new examples.

Teachers check that pupils understand key ideas and adapt the subject plans if they need to. As a result, the curriculum gives pupils a rich set of experiences. However, sometimes pupils are confused about the meaning of words. For example, they confuse 'scrambling' and 'scary'. This is because there are inconsistencies in the way adults teach vocabulary.

Pupils with special educational needs and/or disabilities (SEND) are well supported throughout the school, including in the early years. Leaders have expert knowledge and staff are well trained. Parents of children with SEND acknowledge how well staff at all levels support and help their child.

Pupils behave well and learning is rarely disrupted. Clear procedures are in place to manage pupils' behaviour if this does happen. Leaders review the behaviour policy regularly and are working on strengthening the rewards for positive behaviour.

Pupils' personal development is a strength of the school. All Year 6 pupils have a leadership role and are proud to help younger pupils and the school community. Personal, social and health education helps pupils know about life in modern Britain. Kindness is at the core of what staff want pupils to learn.

'Inspiration Week' is offered to all pupils in the school to develop pupils' ambition and help them to see that there is no limit to what they can achieve. Visitors include a woman who climbed Mount Everest, a scientist and a theatre performer.

Subject leaders have expert knowledge. They are enthusiastic and committed to doing their best for pupils. However, some lack confidence in their role. Leaders and governors have already identified this as a priority for school development and inspectors agree.

During the inspection, evidence from staff included a range of views on leaders' effectiveness in managing workload and communication. Overall, inspection evidence is clear that leaders, including governors, manage staff workload appropriately. However, leaders are sometimes less effective at communicating the purpose of new initiatives and changes and how these fit into the school's vision for the future.

## **Safeguarding**

The arrangements for safeguarding are effective.

Pupils know about the ways in which the school keeps them safe, such as the different coloured lanyards that adults wear. Pupils know the safeguarding team. All pupils who completed the survey or spoke to inspectors were confident there was an adult they could talk to if they were worried.

The safeguarding team ensures that strong procedures are in place. Staff are well trained and leaders respond quickly to follow up concerns. Leaders engage effectively with outside agencies and professionals to keep pupils safe. Leaders ensure that all pre-employment checks on staff are undertaken and clearly recorded.

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

### **(Information for the school and appropriate authority)**

- Senior leaders and governors do not consistently communicate the school's vision and the reasoning behind changes they make to the school. This means that sometimes stakeholders do not understand why changes are happening. Leaders should explain clearly why they are making any changes, so that everyone can see how these fit into the school's vision.
- There is some variation in subject leaders' confidence levels. Leaders should continue to develop the role of subject leaders so that they see themselves as leaders and fully embrace the breadth and responsibilities of their role.
- Pupils sometimes mistake the meanings of words. This is because the teaching of vocabulary is not sharply focused in subjects, including in English. Sometimes staff do not correct pupils' misconceptions. Leaders should ensure that the meanings of words are explicitly and consistently taught to pupils.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## **Further information**

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	102568
<b>Local authority</b>	Kingston upon Thames
<b>Inspection number</b>	10200575
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	2 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	386
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Joanne Merritt
<b>Headteacher</b>	Lisa Keogh
<b>Website</b>	<a href="http://www.ellinghamschool.co.uk">www.ellinghamschool.co.uk</a>
<b>Dates of previous inspection</b>	23 and 24 January 2018, under section 5 of the Education Act 2005

## Information about this school

- The headteacher took up her post in September 2019. Some other members of the senior leadership team have also joined the school since the previous inspection.
- All members of the governing body, including the chair of governors, have taken up their roles since the previous inspection.
- The school has provision for two-year-olds in the nursery.
- The school does not use alternative provision.

## Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- Inspectors met with the headteacher and senior leaders.

- The lead inspector met with governors, including the chair of governors. A remote meeting was held with a representative of the local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, geography and history. Inspectors visited classes, including those in early years, and intervention groups. Inspectors looked at subject plans and pupils' work, met with pupils and held discussions with teachers and subject leaders.
- Inspectors also looked at a wide range of subject plans, and visited science and physical education lessons.
- Inspectors met with the designated safeguarding lead, reviewed the single central record and records of safeguarding and behaviour. Inspectors talked with staff about the impact of their safeguarding training and to pupils about how safe they feel in school. The lead inspector discussed safeguarding with governors.
- Inspectors spoke informally to parents at the start of the day, visited an assembly, met with representatives of the school council and observed pupils around the school at break and lunchtime.
- Inspectors considered 123 responses to the Ofsted online survey, Parent View, 33 responses to the online Ofsted staff survey and 140 responses to the online Ofsted pupil survey.

### **Inspection team**

Janet Hallett, lead inspector

Her Majesty's Inspector

Simon Jackson

Ofsted Inspector

Lando Du Plooy

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