

Inspection of a good school: Ellington Infant School

High Street, St Lawrence, Ramsgate, Kent CT11 0QH

Inspection date: 19 July 2022

Outcome

Ellington Infant School continues to be a good school.

What is it like to attend this school?

Ellington Infant School is a school where pupils 'love to learn and learn to grow'. There are strong relationships between pupils and staff. Pupils are happy and safe. Parents and carers agree, with one describing the school as a 'close-knit, caring environment'.

Adults have high expectations for all pupils. During lessons, pupils are eager to learn and contribute. They are enthusiastic about learning and are proud of their work. Pupils' behaviour around school is calm and orderly. During breaktimes, they enjoy playing with their friends. Incidents of unkindness are rare and adults resolve them quickly. Pupils know that there is someone to talk to if they have any worries.

Leaders, including governors, are passionate about increasing the opportunities for pupils, including those from disadvantaged backgrounds. They plan opportunities to enrich the curriculum. All pupils benefit enormously from experiences that complement their learning. This includes opportunities like visits to Kew Gardens and Dover Castle. There is a wide range of clubs for pupils to attend to develop their interests, such as baking. Pupils also enjoy participating in sporting clubs and competing with other schools.

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

Much thought has gone into the curriculum. Leaders have identified ambitious learning goals for all pupils. They ensure that the content of the curriculum closely follows the national curriculum. Consequently, pupils learn essential knowledge that they strengthen and build on from one year to the next.

Leaders prioritise reading. They have introduced a new phonics programme which begins as soon as children join the school. During daily sessions, adults skilfully ensure that pupils develop their knowledge of sounds and letters. Adults ensure that pupils read books that are matched to the sounds they are learning. Pupils are proud of their new library and are excited to take home books to share with their families. Many pupils can read with fluency and like to share the stories they have read or heard.

Across the curriculum, leaders have identified the key knowledge they want pupils to learn. Teachers use this information to plan activities that challenge and build on pupils' growing understanding. Adults carefully present information and model outcomes so pupils are clear about what they need to do. Pupils, including those with special educational needs and/or disabilities, are well supported in class. During learning, adults check pupils' understanding before introducing new knowledge. This ongoing support ensures that pupils make strong progress across the curriculum.

Leaders recognise, however, that they have not yet consistently identified the essential vocabulary pupils need to retain alongside the knowledge they are taught. As a result, pupils are not always able to confidently recall some aspects of their learning. In computing, for example, pupils do not know and use specific terms such as 'algorithm'.

The use of assessment is effective. Teachers use assessment information to adapt future learning. This approach ensures that they have a strong view of pupils' growing understanding and target support to help pupils who need it. Staff are alert to identify where a pupils may have specific barriers to learning. Leaders work with teachers to provide these pupils with appropriate support.

Leaders have established a personal development curriculum designed to raise aspirations. Adults help pupils to identify and understand emotions. Pupils use this understanding to manage their emotions using 'worry monsters'. Pupils are also taught types of relationship and how to identify manipulative behaviours, including online. They understand that others may have different views and beliefs to them. Pupils learn about different faiths and have visited a local synagogue. Leaders encourage pupils to be active citizens. For example, children in Year 1 received their green Blue Peter badges for cleaning up their local beach. The school council has recently arranged events for the Queen's Platinum Jubilee and are involved in planning exciting playground equipment.

Staff feel well supported by leaders and say that they lead by example. They welcome the changes that leaders have made, particularly around the culture of the school. Leaders, governors and staff are highly committed and determined to improve outcomes for pupils and their families. They are rightly proud of their school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders weave activities to highlight safety into the curriculum to raise pupils' awareness. For example, due to the school's proximity to the sea, they ensure that pupils are taught to swim.

Staff are well trained and have detailed knowledge about how to identify and report any concerns they may have about pupils. Leaders are quick to act and to seek help for families. Record-keeping is robust and helps leaders to ensure that there is a culture of vigilance in the school.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Teachers do not focus enough on the essential vocabulary pupils need to support their learning. As a result, pupils cannot always confidently and fluently recall their knowledge across the curriculum. Leaders should ensure that they set out the essential vocabulary pupils need to learn in all subjects, starting from the early years.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good in March 2017.

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

Unique reference number	118414
Local authority	Kent
Inspection number	10211527
Type of school	Infant
School category	Community
Age range of pupils	5 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	109
Appropriate authority	The governing body
Chair of governing body	Natasha Claydon
Headteacher	Adnan Ahmet
Website	www.ellington-infant.kent.sch.uk
Date of previous inspection	28 February to 1 March 2017, under section 5 of the Education Act 2005

Information about this school

- There are breakfast and after-school clubs on site run by members of staff employed by the school.
- The school does not currently use any alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and other senior leaders. They also met with members of the governing body and had a telephone call with a representative of the local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and computing.
- For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- During the inspection, inspectors met with a range of pupils to discuss their views about the school and talked to them informally during social times.
- To inspect safeguarding, inspectors scrutinised a wide range of information, including a selection of the school's records. Inspectors spoke to staff and pupils about safeguarding and looked at how pupils learn to keep themselves safe. Inspectors spoke to the safeguarding leader about the recording and reporting of safeguarding incidents.
- Inspectors met some parents to gain their views of the school. They reviewed the responses to Ofsted's online survey, Parent View. They also took account of staff and pupils' responses to Ofsted's online questionnaire.

Inspection team

Laura James, lead inspector

Her Majesty's Inspector

Mark Cole

Ofsted Inspector

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