

# Inspection of Ellen Wilkinson Primary School

Tollgate Road, Beckton, London E6 5UP

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Inspection dates: 8 and 9 March 2023

<b>Overall effectiveness</b>	<b>Good</b>
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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	Good

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

Pupils in this school feel part of a caring community. They enjoy coming to school and they love to learn. Pupils are keen to make a positive contribution to the school through their roles as ambassadors and house captains. They are proud to help and support younger pupils.

Leaders' expectations are high. They want all pupils to grow and succeed in their learning together, from the early years to Year 6. Leaders make sure that pupils are taught a broad range of subjects throughout their time at school. In the early years, children quickly learn routines and play and learn well together. Older pupils are excited by their learning. They are keen to present their knowledge to one another in quarterly 'learning fairs'. Pupils are well prepared for the next stage of their education.

Pupils behave well. Leaders expect pupils to follow instructions, show good manners and be kind to everyone. Pupils know this, and most behave in this way in lessons and around school. Pupils respect each other's differences. They understand that bullying is wrong, and said that it rarely happens in this school. Pupils know that they can speak to any member of staff if they have any worries. Staff respond fairly and quickly to resolve any issues. They ensure that pupils are kept safe in school.

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

Leaders are ambitious for all pupils in the school. From the start of early years, leaders make sure that staff teach the key knowledge that children need to know to be ready for Year 1 and beyond. For example, children are taught about letters and their sounds, and how to count. They are also taught about how to learn together and share resources and toys considerately.

Across the school, pupils relish their learning. They particularly enjoy their lessons in mathematics and English, as well as answering 'big questions' in subjects like computing and history.

Leaders give careful thought to the knowledge that they want pupils to know and remember. They also consider the best order to teach this knowledge. For example, in preparation for learning about the Romans, pupils were able to recall their knowledge of different time periods and place them in a timeline accurately. This helped to make their learning of new knowledge meaningful. However, in a few subjects, expectations for what pupils should learn and by when are not sharply defined. Sometimes, it is not clear what subject knowledge teachers want pupils to know and remember. This reduces how well the curriculum supports pupils' preparedness for the ideas and concepts that they will be taught subsequently.

Teachers use a number of strategies to check for gaps in pupils' learning and to correct mistakes. For example, teachers use 'target learning time' to support pupils

with gaps in their knowledge. This is used most effectively in English and mathematics. Approaches and routines for identifying errors and correcting them are less consistent in other subjects. This means that in these subjects, pupils' mistakes are not identified and fixed as quickly as they could be.

Pupils learn to read with confidence. Leaders have made reading a priority and teachers read to pupils daily. They do this with enthusiasm, fostering pupils' imagination and love of stories. Pupils quickly learn the letters and sounds that they need to read words accurately. They practise using what they know regularly in class, building their reading skills successfully. However, in a few cases, pupils do not have books to read that precisely match the sounds that they know. This means that, at times, pupils' progression in reading accuracy and fluency is not supported as effectively as it could be.

Leaders identify the needs of pupils with special educational needs and/or disabilities (SEND) quickly. Teachers adapt resources for pupils with SEND and teaching assistants help pupils to complete tasks successfully in class. This means that pupils with SEND are supported effectively to learn the curriculum.

The school environment is calm and orderly. Familiar classroom routines ensure that learning is not often disrupted by poor behaviour. Teachers use rewards and sanctions consistently and pupils understand these.

Pupils' learning in school goes beyond their academic subjects. Pupils learn about healthy friendships and physical and mental health, for example. These themes are covered in an age-appropriate way from the early years to Year 6. Pupils are keen to become leaders and contribute to decisions made in school, for example via the junior governing body. There is a wide range of after-school activities on offer to pupils. These include football, dance, guitar, archery and fencing. All pupils are encouraged to participate. Leaders also find ways to bring learning to life by taking pupils on educational outings. For example, pupils recently went on a trip to see the Cutty Sark.

Staff enjoy working in the school and value the input they receive as part of their personalised programmes of professional development.

Governors know the school well. They visit regularly and support and challenge leaders effectively.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have developed a strong safeguarding team within the school. These staff are well trained and knowledgeable about the potential risks facing pupils. Leaders ensure that all staff receive safeguarding training at the start of each year, and this is updated through frequent meetings and bulletins. Leaders work closely with

outside agencies. They report concerns promptly and keep accurate records of all referrals.

Leaders ensure that all statutory pre-employment checks are carried out when recruiting new staff. The school's safeguarding policies and procedures take account of the latest statutory guidance from the Secretary of State and are regularly updated.

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

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

- At times, pupils do not have a good recall of the knowledge that they have been taught in some foundation subjects. Although leaders have planned broadly what knowledge they want pupils to know and remember, there is sometimes a lack of clarity in leaders' thinking about the precise subject knowledge and skills required for each of the foundation subjects. This makes it harder for teachers to check pupils' learning, address misconceptions and make sure that pupils are ready for what they will learn next. Leaders should be clear what subject knowledge they want pupils to know and remember and identify more quickly when pupils have not learned this knowledge securely.
- While pupils practise reading regularly, at times, the books that they practise with are not sharply matched to their stage in the phonics programme. This reduces how well pupils are able to strengthen their reading. Leaders need to ensure that all stages of the phonics programme are suitably resourced so that reading books fully align with pupils' phonics knowledge.

## **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.

## **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>	102759
<b>Local authority</b>	Newham
<b>Inspection number</b>	10240957
<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	446
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Marie Christie
<b>Headteacher</b>	Sue Ferguson
<b>Website</b>	<a href="http://www.ellenwilkinson.newham.sch.uk">www.ellenwilkinson.newham.sch.uk</a>
<b>Date of previous inspection</b>	17 July 2019, under section 8 of the Education Act 2005

## Information about this school

- Leaders do not make use of alternative provision.

## Information about this inspection

The inspectors carried out this graded 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 of the school.
- Inspectors met with the headteacher, deputy headteacher and other senior leaders. Inspectors met with the chair and other members of the governing body.
- Inspectors did deep dives in these subjects: early reading, computing, mathematics and music. For each deep dive, inspectors visited a sample of lessons, reviewed pupils' work, met with pupils to discuss their learning and met with subject leaders and teachers to discuss the curriculum. Inspectors also considered pupils' learning in other subjects, including art, design and technology,

history, geography, religious education and personal, social, health and economic education.

- Through discussions with leaders, governors, pupils and staff, inspectors considered how effectively pupils are safeguarded. Inspectors also looked at records related to safeguarding, including records of employment checks carried out before staff are appointed.
- Inspectors met with groups of pupils in all key stages. Pupils' behaviour in lessons and at breaktimes was observed.
- Inspectors spoke to a range of staff about the school's work, including about safeguarding and behaviour. Inspectors spoke to parents and carers at the start of the school day. Inspectors also looked at staff, parent and pupil responses to Ofsted's surveys.

### **Inspection team**

Mark Smith, lead inspector

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