

Inspection of an outstanding school: Ellenbrook Community Primary School

Longwall Avenue, Ellenbrook, Worsley, Manchester M28 7PS

Inspection dates:

18 and 19 May 2023

Outcome

There has been no change to this school's overall judgement of outstanding as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. Inspectors are recommending the next inspection to be a graded inspection.

What is it like to attend this school?

Pupils at Ellenbrook love attending school. They value the friendly and welcoming atmosphere. Pupils are proud of their achievements, which include representing their school in numerous sporting events.

Pupils are kept safe. They have positive relationships with staff and feel that they can trust adults with any worries they may have.

Pupils understand the high expectations that staff set for their behaviour. Older pupils act as role models for others. Although rare, leaders address instances of bullying effectively.

Pupils enjoy the topics that they study and they achieve well. In most subjects, they are starting to realise leaders' ambitions for their learning. However, some subjects are at an earlier stage of development than others. In these subjects, pupils do not remember some key learning well enough. In addition, the majority of teachers do not set high enough expectations for pupils with special educational needs and/or disabilities (SEND).

Leaders have enhanced the curriculum through a series of trips and events that make the most of the local community. For example, parents and carers are invited into school to cook food from different countries as part of a special week celebrating pupils' work on modern foreign languages. They also talk to pupils about different cultures and customs to develop their understanding of diversity.

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

In most subjects, and especially in the early years, leaders have revised their curriculum to set even higher expectations for pupils' learning. Where the curriculum is most effective, leaders have clearly set out the knowledge that they want pupils to know. This

makes it easy for teachers to check on what pupils have remembered and identify where they need more help. As a result, pupils achieve well, as evidenced in their attainment in statutory assessments at the end of each key stage. However, in key stage 1 and key stage 2, some subjects are not as well established as others. In these subjects, leaders have not fully identified some of the important subject knowledge that they want pupils to learn. This also means that because the curriculum is not defined well enough, teachers' assessments are not as helpful at identifying any gaps in pupils' learning. As a result, pupils do not remember some of the knowledge that they will need for their future learning.

Leaders promote reading well. It is at the forefront of the curriculum. Right from the start, children in the early years are surrounded by quality texts that engage their interest. Pupils across the school enjoy reading. Pupils follow an ambitious phonics programme that sets high standards for their learning. All staff have been trained to deliver the curriculum consistently well. There is a sharp focus on ensuring that pupils are supported to keep up with the intended curriculum. As a result, children in the early years learn to piece together words with increasing competency. By the time they enter key stage 2, pupils read with confidence and become very capable and fluent readers.

Leaders ensure that pupils with SEND are identified at an early stage. However, many teachers do not set high enough expectations for these pupils. This means that the support provided for pupils with SEND is not targeted well enough on their next steps in learning. Although some of these pupils access the same curriculum as others, the quality of their work shows that they do not achieve as well as they could.

Leaders have put in place a clear behaviour policy that is followed well by staff. Pupils, including children in the early years, focus on their learning and are rarely distracted. There is no disruption to pupils' education because behaviour is managed well by staff.

Leaders have prioritised the promotion of pupils' personal development. As a result, pupils encounter a rich set of experiences to gain a strong understanding of others' opinions and beliefs. There are a wide range of visits, trips and visitors to school that enhance the curriculum. For example, leaders have put in place a 'citizenship week', where pupils gain an understanding of others by learning about topics such as fair trade and disability. Many pupils highly value the provision that leaders have put in place to support their mental health. Pupils feel that they are helped to work through their worries and any disagreements with friends.

Governors quality assure the information that they receive about pupils' achievements to gain a strong understanding of the school's effectiveness. They question leaders well to help set a clear direction for school improvement. Staff are on board with the way in which the school is being developed. Teachers feel that senior leaders take into account their workload. They see leaders as approachable and considerate of their well-being.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have ensured that there is a vigilant culture of safeguarding. Staff and governors receive appropriate training and have a good awareness of the procedures in place to protect pupils. Staff are diligent in recognising when a pupil may be at risk of harm.

Leaders know pupils and their families well. Where families would benefit from extra support, leaders make appropriate referrals to other services, such as early help.

Pupils understand how to keep themselves safe, including when online. They know how to raise any issues with teachers if they feel unsafe.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, leaders have not defined the key subject knowledge that they want pupils to learn well enough. As a result, pupils do not gain or remember some of the essential knowledge that they need for their future learning. Leaders should refine the curriculum to identify the key steps in learning in these subjects to help teachers develop pupils' knowledge more purposefully.
- The majority of teachers are not setting high enough expectations for pupils with SEND. As a result, these pupils are not achieving as well as they could. Leaders should ensure that teachers meet the needs of pupils with SEND so that they can achieve as well as their peers in subjects across the curriculum.

Background

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

This is the first ungraded inspection since we judged the school to be outstanding in January 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.

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	130396
Local authority	Salford
Inspection number	10242485
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	439
Appropriate authority	The governing body
Chair of governing body	Suzanne Charlesworth
Headteacher	Roger Blackburn
Website	www.ellenbrookschool.com/
Dates of previous inspection	24 and 25 January 2017, under section 8 of the Education Act 2005

Information about this school

- Since the previous inspection, there have been changes in senior leadership, including the appointment of a new headteacher.
- Leaders do not make use of alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector carried out deep dives in these subjects: early reading, history and design and technology. For each deep dive, the inspector 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. The inspector also heard pupils read individually and as part of classroom activities.
- The inspector also spoke to pupils about their learning in other subjects and looked at a sample of pupils' work for these subjects.

- The inspector took into account the views of those who responded to the Ofsted Parent View. There were no results for the pupil survey or for the staff survey.
- The inspector met with different groups of pupils to ask them about safeguarding. The inspector reviewed documentation, which included the school's safeguarding policy, the register of the checks carried out on new employees and safeguarding records.
- The inspector observed pupils' behaviour during lessons, at breaktimes and when walking round the school. He discussed behaviour and bullying with pupils, senior leaders and other staff.

Inspection team

Steve Bentham, lead inspector

His Majesty's Inspector

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