

# Inspection of a good school: Elloughton Primary School

Stockbridge Road, Elloughton, Brough HU15 1HN

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Inspection dates:

10 and 11 May 2022

## Outcome

Elloughton Primary School continues to be a good school.

## What is it like to attend this school?

The leaders' 'moral compass' helps pupils to show ambition, independence, resilience and perseverance and is evident in all areas of the school and woven through the curriculum. Pupils know how these values help them to work hard and be a good friend.

Pupils really like coming to this friendly and welcoming school. Staff are caring, have high expectations and make learning fun. Pupils work hard in lessons to achieve their best. Staff and pupils treat each other with mutual kindness and respect. Pupils understand the responsibility they have to treat each other well. This helps to ensure pupils are safe here.

Pupils' behaviour is positive. They show mature attitudes towards their learning and are keen to do well in their work. Pupils said that bullying is unusual. On the rare occasions that bullying does happen, staff deal with it quickly.

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

Leaders have designed an ambitious curriculum for all pupils. They are passionate about the curriculum that they deliver. The curriculum builds curiosity and encourages pupils to think critically and problem solve. Subject leaders are knowledgeable about their subjects. They check pupils' learning in their subjects to identify areas for improvement and gaps in pupils' knowledge. Leaders have identified that they need to further define the sequence of knowledge in some subjects such as geography and religious education (RE). Pupils can recall some knowledge but are not secure in linking this to previous topics.

Teaching phonics and reading is given a high priority in school. Pupils enjoy spending their time reading in the 'book nook' and the well-designed reading areas around school. Leaders have ensured that the phonics programme is planned effectively and implemented well across the school. Children in Nursery enjoy learning songs and rhymes. Children begin learning phonics as soon as they start Reception. They read books that match the sounds that they know. Staff are well trained and are supported by leaders to deliver the programme. This means that they are confident and have suitable subject

knowledge to help pupils read well.

Leaders ensure that pupils who find reading difficult quickly develop the necessary knowledge and skills that they need to read. Teachers assess pupils to identify those who need support. Staff give these pupils support swiftly so that pupils who fall behind catch up quickly.

In most subjects, such as mathematics and art, teachers sequence pupils' work in a logical way. Teachers make a point of going back to past learning so that pupils remember essential ideas. This ensures that pupils have the knowledge that they need to tackle more difficult work. For example, pupils in Year 5 spoke about how their learning about the properties of shapes helped them investigate different angles on a line. They remembered the names of different angles from previous learning.

Leaders' careful planning means that pupils can do more as well as remember more. In art, pupils learn the names and techniques used by artists. This starts with children in Reception who explore colours in expressive art and design. Pupils get better at sketching as they move through school culminating in some exceptional landscapes in Year 6.

Provision for pupils with special educational needs and/or disabilities (SEND) is tailored skilfully to meet their needs. Leaders make sure that these pupils' needs are identified quickly. In lessons, adults use consistent strategies to enable pupils with SEND to learn the curriculum well. However, a minority of parents feel that leaders do not secure external support for pupils with SEND quickly enough. Sometimes, this process is not communicated clearly.

Staff promote pupils' wider development effectively. Pupils have a strong understanding of difference and acceptance of others. Pupils learn how to keep themselves safe. There is a wide range of extra-curricular opportunities offered to meet the different interests of pupils. These are attended well.

Staff feel well supported by the senior leadership team. They appreciate the training and time for professional development. Leaders are considerate of staff's workload. Staff welcome this and are positive about their experience of working at the school. Leaders, including those responsible for governance, have a detailed and accurate view of the school. They understand the school's work, the curriculum and the school's values and ethos.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is a strong safeguarding culture. Leaders carry out all required checks when recruiting new staff. Regular training ensures that staff know what to do if they have concerns. Leaders know pupils' families well. They engage swiftly with outside agencies to provide help and support for vulnerable pupils.

Pupils' lessons help them learn how to stay safe when online. Leaders have provided

specific workshops on dealing with online abuse, and how to discuss their emotions and feelings. Pupils are articulate and know how to respond to any harassment or name-calling. Pupils learn about water and rail safety, given the area's riverside and railway location.

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

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

- The curriculum content in some subjects, including RE and geography, is not sequenced precisely enough. This makes it harder for pupils to remember long term what they have been taught. Leaders have already identified this. Leaders need to continue to develop the sequence of knowledge they want pupils to learn in all subjects so that pupils build upon their prior learning.
- A minority of parents feel that communication from leaders and speed for securing external support is not quick enough for pupils with SEND. Leaders need to secure support from external agencies as soon as possible and keep parents informed about the next steps for pupils with SEND.

## **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 second section 8 inspection since we judged the school to be good in March 2012.

## **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

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| <b>Unique reference number</b>             | 117891   |
| <b>Local authority</b>                     | East Riding of Yorkshire   |
| <b>Inspection number</b>                   | 10211411   |
| <b>Type of school</b>                      | Primary  |
| <b>School category</b>                     | Community  |
| <b>Age range of pupils</b>                 | 3 to 11  |
| <b>Gender of pupils</b>                    | Mixed  |
| <b>Number of pupils on the school roll</b> | 372  |
| <b>Appropriate authority</b>               | The governing body   |
| <b>Chair of governing body</b>             | Katherine Parsons  |
| <b>Headteacher</b>                         | Carole Fulstow   |
| <b>Website</b>                             | <a href="http://www.elloughtonprimaryschool.co.uk">www.elloughtonprimaryschool.co.uk</a> |
| <b>Date of previous inspection</b>         | 9 February 2017, under section 8 of the Education Act 2005                               |

## Information about this school

- The school runs its own breakfast and after-school club.

## 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 met with all senior leaders, some teaching staff and support staff. The inspector held a video call with the local governing body. The inspector also met with an East Riding of Yorkshire local authority adviser.
- The inspector carried out deep dives in these subjects: early reading, mathematics and art. For each deep dive, the inspector met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector looked at curriculum plans for geography, science and RE.
- The inspector scrutinised a range of documents, including leaders' evaluation of the school and priorities for school improvement.

- The inspector looked at the effectiveness of the school's work on safeguarding. This included reviewing the record of pre-employment checks for staff, speaking to staff, governors and pupils and meeting with the safeguarding and the pastoral team. They also examined documentation relating to safeguarding.
- The inspector took account of the views of pupils, parents and staff, as gathered through discussions and Ofsted's surveys. She also spoke to parents at the end of the school day.

### **Inspection team**

Rebecca Clayton, lead inspector

Ofsted Inspector

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