

Inspection of Ecclesbourne Primary School

Attlee Close, Thornton Heath, Surrey CR7 7FA

Inspection dates: 16 and 17 May 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Good

What is it like to attend this school?

Leaders have the highest ambition for all pupils. Pupils develop detailed knowledge in many areas of the curriculum. They are conscientious and respectful of one another. They take part in discussion sensitively in circle time. Pupils are taught to appreciate the diversity of faiths, cultures and family structures in British society. They speak with great pride about the differences that exist within their school.

Pupils rise to leaders' high expectations of their behaviour. They are highly motivated, resilient and hard working. They listen to their teachers carefully. They volunteer willingly to support one another in the classroom and in the playground.

Leaders provide excellent opportunities for pupils to develop their talents and interests. From the early years, children delight in weekly music in the 'jam bus', including learning to play an instrument and working towards nationally recognised qualifications in music. Pupils grow in confidence through taking part in performances. They write poetry under the guidance of published poets and are proud to perform in special events. The popular choir has performed at a range of venues, including Buckingham Palace.

Leaders provide many opportunities for pupils to develop their interests and take up responsibility, including representing their school in athletics, football, netball and cricket. Pupils contribute fully to the life of the school. For example, the school council has designed improvements to the playground, pupils in the 'eco school' lead gardening projects, and house captains represent the school at local events.

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

From the very start, leaders help children to become confident and independent. Leaders provide a broad and enriching curriculum for all pupils, beginning in the early years and including pupils with special educational needs and/or disabilities (SEND). For example, all children are taught to ride a bicycle by the end of their time in the early years. Pupils in Year 2 went to the beach to learn about coastal areas in geography, and pupils in Year 5 visited the Saatchi Gallery to learn about graffiti in art.

In many subjects, leaders have been meticulous in choosing the knowledge pupils should learn. For example, in mathematics, leaders have planned 'microscopic steps' in learning that build precisely on what pupils already know. In a few subjects, leaders have recently reviewed the curriculum and identified where knowledge could be more carefully broken down into smaller steps. This work is new and has not had the time to show impact on pupils' learning.

Teachers have strong knowledge of the subjects they teach. They explain new content clearly, breaking it down into manageable chunks. This approach helps all pupils to understand new ideas, including pupils with SEND, who learn the same

curriculum as their peers. Teachers check pupils' understanding systematically against the planned curriculum and address any gaps in pupils' knowledge.

Leaders make sure that everyone at this school knows how important reading is. In the early years, staff expertly develop children's communication and language. They model high-quality interactions, providing extra help at the first signs that a child may need it. As a result, children learn a wide vocabulary and communicate with clarity. They are exceptionally well prepared to learn the school's phonics programme. Staff have high levels of expertise in teaching phonics and reading. Pupils receive excellent support from teachers and other adults. No time is wasted in teaching children to read fluently and confidently. Pupils talk about their favourite stories with enthusiasm.

Leaders ensure that pupils with SEND succeed, both academically and personally. Leaders identify pupils' needs and provide well-designed support. They routinely check the learning of pupils with SEND. Adults ensure that all pupils fully participate in all areas of school life.

Pupils are taught a richly detailed curriculum about relationships, health and well-being and the wider world. Pupils' mental health is treated as a priority. From the early years, children receive regular teaching to manage their emotions, including through yoga and meditation. In outdoor education sessions, pupils are taught to build fires, plant trees, and grow food in the school's local allotment.

Everyone contributes to making this school a place where learning is the main focus. Teachers ensure that all pupils follow clear routines. Children in the early years learn how to take turns, share and notice if their friends need some help. Older pupils collaborate well in the classroom. Pupils learn without interruption. This gives everyone the chance to do their best.

Leaders at all levels have strong expertise. Parents and carers value the extensive support that leaders provide. The governing body and the trust provide effective support. Staff praise leaders' work to include their views, reduce their workload and support their well-being.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have created a strong culture of safeguarding. They provide comprehensive safeguarding training to all staff. Consequently, staff are confident to identify any risks to pupils.

Staff report concerns swiftly. Leaders act on reports without delay. They work closely with families and take advice from external services, making referrals where appropriate. Leaders and teachers regularly check that the help they provide to pupils and their families is making a difference.

Pupils are taught how to stay safe, including online. They share any concerns with a trusted adult.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, leaders have recently reviewed the curriculum in key stages 1 and 2 to define the knowledge that pupils should learn in more precise detail. This work is new and too recent to show the impact for pupils. As a result, pupils' knowledge in those few areas of the curriculum is not as detailed as it is in other areas, such as mathematics, reading, music and science. Leaders should ensure that the new curriculums are delivered so that pupils' knowledge builds as precisely in these subjects as in others.

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	136566
Local authority	Croydon
Inspection number	10287214
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	397
Appropriate authority	Board of trustees
Chair of trust	Richard Hill
Headteacher	Paul Robins
Website	www.pegasusacademytrust.org
Date of previous inspection	31 January and 1 February 2018, under section 5 of the Education Act 2005

Information about this school

- The school does not use any alternative providers.
- The school has before- and after-school clubs, which are organised and managed by the trust.
- The school is part of the Pegasus Academy Trust. The school joined the trust in April 2011.

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 leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: reading, mathematics, history, music and geography. For each deep dive, they discussed the curriculum

with subject leaders, visited a sample of lessons, looked at pupils' work, spoke to teachers, and spoke to some pupils about their learning.

- Inspectors also looked at curriculum information in other subjects.
- Inspectors considered the school's policies and procedures for safeguarding and supporting pupils' health and safety, as well as their welfare and well-being. This included looking at case studies and reviewing the school's record of pre-employment checks.
- Inspectors held meetings with the headteacher and other senior leaders. Inspectors also met with leaders with responsibility for SEND, early years, behaviour and pupils' personal development.
- Inspectors met with members of the local governing body and trust representatives.
- Inspectors considered responses to Ofsted's online surveys for parents, staff and pupils.

Inspection team

Rebecca Iles-Smith, lead inspector	His Majesty's Inspector
Christian Hicks	His Majesty's Inspector
Karen Wyatt	Ofsted Inspector

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