

Inspection of a school judged outstanding for overall effectiveness before September 2024: Elliston Primary Academy

Elliston Street, Cleethorpes, North East Lincolnshire DN35 7HT

Inspection dates: 10 and 11 December 2024

Outcome

Elliston Primary Academy has taken effective action to maintain the standards identified at the previous inspection.

The executive principal of this school is Caroline Patterson. This school is part of The Enquire Learning Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Darren Holmes, and overseen by a board of trustees, chaired by Delyse Turrell.

What is it like to attend this school?

Pupils thrive at this vibrant and welcoming school. Pupils are very happy and safe and enjoy coming to school. Relationships between adults and pupils are warm and nurturing. The school has high ambitions for pupils' education, including those with special educational needs and/or disabilities (SEND). These ambitions are fully realised. As a result, pupils achieve very well.

The school has high expectations for pupils' behaviour at all times. These expectations are consistently maintained by adults. As a result, pupils behave very well. They are polite and engage positively with each other throughout the school.

The school is committed to supporting pupils' broader development. A wide range of extra-curricular clubs, such as athletics, computing and dodgeball, help to cultivate pupils' talents and interests. Pupils take part in performances which develop their confidence and resilience. This includes the school choir performing at a local care home. The school personalises pupils' learning to address risks in the local area. As a result, pupils develop a strong understanding of road and water safety. This learning is reinforced through assemblies and visits from organisations such as the police and fire brigade. As a result, pupils are aware of risks and understand how to keep themselves safe.

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

The school ensures children get a very strong start to their education. The early years provides a supportive environment where all children receive tailored support. Communication and language development are prioritised. Adults model new vocabulary to effectively extend children's understanding. Adults skilfully use questioning to help children practise using these ambitious words. The school makes thoughtful decisions about what the children need to learn next. Learning activities are engaging and effective. As a result, children have positive attitudes to learning and are well prepared for Year 1.

The school's approach to teaching phonics is highly effective. Staff receive training to accurately teach the sounds that make up words. Pupils quickly learn these sounds and practise their reading using books they can successfully access. Pupils' understanding is regularly checked by adults. This identifies any areas where pupils may need additional support. Any gaps in learning are well addressed. This ensures pupils continue to progress confidently in reading.

Adults in the school have strong subject knowledge across the curriculum. They use this expertise to introduce new learning in a clear and concise manner. This clarity helps pupils build a solid understanding. Classroom activities are carefully considered so they align well with the curriculum and build on the positive attitudes acquired in the early years. As a result, pupils behave very well in classrooms and are eager to develop their knowledge in different subjects. Adults regularly review pupils' understanding. They use this information to address misconceptions to ensure pupils stay on track. Pupils with SEND follow the same ambitious curriculum as their peers. They receive extra tailored support when needed. This ensures the curriculum meets their needs. As a result, pupils with SEND achieve well.

The school recognises the importance of developing pupils' personal and social skills. Pupils learn about how to keep themselves safe online. They know what to do if they have any concerns. Pupils are given opportunities to contribute to school life through roles in the eco-club and school council. Through these roles, pupils have made a tangible impact such as improving recycling efforts and ensuring the public drive carefully near the school. Pupils exhibit a clear grasp of fundamental British values. They understand why these values are an important part of our society.

Leadership is a strength of the school. Leaders are highly committed and deeply informed. They are consistent and precise in their actions to maintain and develop standards across the school. The school works with parents and carers to identify and address barriers to attendance. This is effective in ensuring pupils attend regularly.

Leaders, including trust leaders, ensure that staff are well supported and actively involved in school improvement. Staff recognise and appreciate the positive and collaborative culture. Staff are very happy and feel empowered by the leadership of both the school and trust. This enables them to consistently deliver high-quality education and care for the pupils in the school. Staff workload is effectively managed.

Trustees and those responsible for governance have an accurate understanding of the school's strengths and areas for development. This is supported by the purposeful collaboration and communication between trust schools. This provides robust challenge and the successful sharing of effective practice. As a result, trustees and governors fulfil their responsibilities to a high standard. Their actions and support positively contribute to the school's success.

Safeguarding

The arrangements for safeguarding are effective.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged outstanding for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. 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's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection 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 for overall effectiveness in February 2018.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	141773
Local authority	North East Lincolnshire
Inspection number	10323061
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	334
Appropriate authority	Board of trustees
Chair of trust	Delyse Turrell
CEO of the trust	Darren Holmes
Principal	Caroline Patterson (Executive Principal)
Website	www.ellistonprimary.net
Dates of previous inspection	20 and 21 February 2018, under section 5 of the Education Act 2005

Information about this school

- The school does not use any alternative provision.
- The school is part of The Enquire Learning Trust.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- The inspector discussed any continued impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector met with the headteacher and members of the senior leadership team.
- The inspector met with representatives of the governing body, a representative of the board of trustees and the trust CEO.
- To evaluate the effectiveness of safeguarding, the inspector reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the

extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

- The inspector considered the responses to Ofsted's surveys for pupils, staff and parents. This included any free-text responses to Ofsted Parent View.

Inspection team

Andrew Yeomans, lead inspector

Ofsted Inspector

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