

The Echelford Primary School

Address: Park Road, Ashford, Surrey, TW15 1EX

Unique reference number (URN): 140034

Inspection report: 28 April 2026

Exceptional	
Strong standard	● ●
Expected standard	● ● ● ● ●
Needs attention	
Urgent improvement	

✔ **Safeguarding standards met**

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Early years

Strong standard ●

Children get off to an excellent start to their education in the school's early years. They are happy and enthusiastic learners who respond well to the kind and caring staff. Children achieve well with their learning. The early years curriculum is carefully designed to support children's development and prepare them for their next steps. Leaders and teaching staff have robust oversight of children's understanding and accumulation of knowledge and skills. Children who need extra help are identified quickly. Teaching staff ensure they are supported through focused and highly effective interventions.

Language and communication development sits at the heart of the early years curriculum. Teaching staff skilfully engage children in high quality conversation where they model ambitious vocabulary and grammar. Children enjoy being immersed in books and stories and retelling them with their friends. They are confident and articulate in their communications. Children demonstrate their learning in the way they carefully use phonics strategies to sound out and spell words and identify appropriate use of punctuation.

Parents and carers receive an abundance of information and enjoy opportunities to visit the school during their child's settling in process and for events such as class assemblies. Invitations to curriculum workshops help them to understand what their children learn at school and how to support them at home.

Personal development and wellbeing

Strong standard ●

Leaders ensure that the personal development programme meets pupils' needs well and prepares them for the future. Leaders make adjustments to allow all pupils to participate and benefit from all aspects. They support pupils' mental health and wellbeing through the extensive pastoral and nurture support on offer. The curriculum for pupils' personal, social, health and economic education is carefully planned to reflect what pupils need to know and to respond to any local or national events. Pupils have in-depth knowledge about how to be safe online and the permanency about anything they post on the internet. They benefit from an age-appropriate relationships education. Pupils understand the concept of consent and what constitutes positive relationships and friendships.

Pupils understand the school's 'GREEN' values and the culture they reflect. This is highlighted by pupils' keen sense of belonging within the school community. Pupils are highly reflective and emotionally literate. They are open minded and consider other viewpoints, having the confidence to debate and discuss. Pupils appreciate and celebrate the diversity within their school community and beyond. They learn about significant people who exemplify tolerance and respect, knowing why this matters.

There are many meaningful leadership opportunities open to pupils. They take great pride in shaping school life and representing their peers. Pupils have a voice in determining school events and lead initiatives such as litter picking and the establishment of a 'newspaper club'. The 'playground pals' receive training to be able to help others over break and lunchtimes. They are caring and considerate through their actions. The 'diversity heroes' exemplify the school's welcoming and inclusive ethos. Pupils value their wider opportunities which include

a wide range of after-school clubs and enrichment events. They take pride in representing the school at sporting events and when singing as part of the choir with other schools.

Expected standard

Achievement

Expected standard 

At every stage, pupils are prepared well for their next educational steps. This is particularly evident in the reading and mathematics outcomes at the end of key stage 2. In these subjects, pupils achieve significantly above the national average. Although pupils' writing outcomes match national attainment, leaders are ambitious to further strengthen this area. Similarly, disadvantaged pupils achieve well in terms of their reading and mathematics and in line with the national average for disadvantaged pupils with their writing.

Pupils become confident and fluent readers. Their reading journey begins with a secure understanding and application of phonics strategies. This is reflected in the schools' successful outcomes with the phonics screening check at the end of Year 1. The school's focus on oracy has a positive impact on pupils' language and communication skills. Pupils show confidence in the way they talk about their learning. This is evident right from the start of school in early years where children hear and use rich subject-specific vocabulary.

Attendance and behaviour

Expected standard 

Many pupils attend well and make the most of every moment at school. They enjoy their interesting learning experiences and time having fun with their friends. Leaders set clear expectations for high attendance with pupils, staff, parents and carers. They promote the importance of attendance through information on the school's website and in a personalised approach to support individual families. Leaders help families to improve their children's attendance through a caring and supportive approach, taking into account pupils' needs. Barriers to high attendance are addressed through the school's focus on belonging, pastoral support and clear routines.

Pupils behave very well at school. They show impeccable manners in their polite and considerate greetings and actions. Staff have a consistent and positive approach in their management of pupils' behaviour. Pupils respond by showing concentration and resilience with their learning. Those pupils who hold positions of responsibility act as super role models to others. Leaders ensure that pupils who need more help with their emotional regulation receive appropriately tailored support. Pupils show increasing independence in the way they know when to take breaks and then resume their learning with renewed energy. Leaders' robust oversight of behaviour allows them to swiftly and effectively address any rare incidences of bullying.

Curriculum and teaching

Expected standard 

Leaders have designed a curriculum from early years to Year 6 which is ambitious and interesting. It is organised into overarching themes which allow pupils to make meaningful

links across subjects. Subject leaders support teaching staff with ongoing professional development. Teachers demonstrate detailed subject knowledge and skilful questioning. They provide pupils with clear explanations and show them what successful learning looks like.

The teaching of reading is prioritised across the school. Phonics teaching is precise and highly effective. Pupils receive the support they need to become confident and fluent readers. Staff listen to pupils read on a regular basis and focus on developing their comprehension skills through the 'reading roundabout'. The school-wide focus on oracy is highly evident in the way subject specific vocabulary is stressed and accurately used. Teachers give pupils time to articulate their thoughts and reflections about their learning.

Teachers routinely check how well pupils learn the intended curriculum. They use this information to shape additional support through pre-teaching sessions and targeted interventions. In most instances, teachers make appropriate adaptations to meet pupils' individual needs. Occasionally, these adaptations do not support pupils to further improve their handwriting and writing composition.

Inclusion

Expected standard 

Leaders have high and ambitious expectations for all pupils. They ensure that pupils' additional needs are identified quickly and accurately so that the barriers to their learning can be addressed. This identification process includes consultation with parents and carers and liaising with external experts. Staff have detailed knowledge about pupils' needs and any adaptations they require. As a result, the majority of pupils who are disadvantaged, have special educational needs and/or disabilities or are known to social care receive the support they need. There are a few occasions where these adjustments could be more precise in the way they support pupils with their writing.

The school's pastoral team provide additional layers of valued support. They work closely with families and children to support their emotional wellbeing. Pupils learn how to regulate their emotions with increased independence. They utilise the school's 'Lighthouse' and nurture spaces which are well-resourced. Pupils across the school show acceptance and consideration of others' needs, reflecting the school's inclusive and caring culture. Leaders appropriately monitor their use of alternative provision. They evaluate its impact on pupils' academic outcomes and wellbeing. Additional funding is used well to ensure all pupils benefit from a wide range of experiences.

Leadership and governance

Expected standard 

Leaders across the school, trust and governing body hold high ambition for all pupils. They know their pupils and their lived experiences well. They use this information to seek external support and expertise for disadvantaged pupils, including those with special educational needs and/or disabilities. Leaders share an unrelenting passion to ensure pupils acquire the knowledge and skills they need for their next steps and the world beyond school. They make decisions in pupils' best interests. Leaders have an accurate view of the school's strengths and strategic priorities. They share information well with the trust and governing body so that there is a healthy culture of support and challenge. The school staff are well supported through the commitment to their professional development. They value opportunities to work

collaboratively with colleagues across the trust and the measures taken to enhance their wellbeing. Leaders and staff model the school's high expectations for learning and behaviour and show pride in being part of the school family. The school's 'GREEN' values are enacted by all.

Leaders engage well with parents and carers. Families benefit from the school's approach to pastoral care. Leaders offer support when needed and take the time to communicate key information about pupils' learning and welfare. Parents appreciate opportunities to visit the school to attend celebration events and understand what and how their children learn. The recent early years assembly was well attended where parents enjoyed their children retelling the story about the gingerbread man.

What it's like to be a pupil at this school

Pupils show incredible pride in their school. They enthuse about their learning and wider opportunities. Pupils are prepared well for their next educational steps and for life beyond school. They achieve well academically and hold high aspirations. Those pupils who need additional support, receive it through an individualised approach. This is a school where everyone is welcome.

School staff set high expectations for pupils' behaviour through the 'GREEN' values. Pupils show good manners and are unfailingly polite and kind in their interactions with staff and each other. They feel well cared for and safe at school due to their positive relationships with their trusted adults. Pupils show pleasure when they are recognised for upholding the school values through the school's 'stay on green' system and in their celebration assemblies. In lessons, pupils work hard and show resilience with their learning. Over break and lunchtimes, pupils enjoy having fun with their friends and making creative use of a wide range of equipment. They do not worry about bullying. Pupils know that any rare incidents are dealt with swiftly by the school staff.

Pupils gain much from participating in trips linked to their learning and residential where they build their independence. Pupils show resilience and confidence in the way they embrace new experiences. Many leadership roles give pupils opportunities to assume responsibilities. House captains and sports leaders help to organise school events. The school council allows pupils to be included in decisions about the day to day life of the school. Many parents and carers value the school for its caring and nurturing ethos. They value the extensive support that they and their children receive through the work of the pastoral team.

Next steps

- Leaders should continue to embed the school's approach to further strengthen pupils' writing, providing them with the support they require to meet their learning needs.
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About this inspection

This school is part of the Lumen 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, Mary Ellen McCarthy, and overseen by a board of trustees, chaired by Jo Roberts.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the co-headteachers and the senior leadership team during the inspection. The lead inspector met with representatives from the governing body and the trust.

The school makes use of one unregistered alternative provider.

Co-headteachers: Jessica Bugembe and Karen Oakley

Lead inspector:

Kate Fripp, His Majesty's Inspector

Team inspectors:

Mineza Maher, Ofsted Inspector

Michael Eggleton, Ofsted Inspector

Lea Hannam, His Majesty's Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 28 April 2026

School and pupil context

Total pupils

615

Well above average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

630

Well above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

11.22%

Below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

2.28%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

9.43%

Below average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Close to average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	70%	61%	Above
2024/25 (final)	74%	62%	Above
2023/24 (final)	69%	61%	Close to average
2022/23 (final)	66%	60%	Close to average

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	84%	74%	Above
2024/25 (final)	88%	75%	Above
2023/24 (final)	84%	74%	Above
2022/23 (final)	79%	73%	Close to average

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	75%	72%	Close to average
2024/25 (final)	77%	72%	Close to average
2023/24 (final)	78%	72%	Close to average
2022/23 (final)	72%	71%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	80%	73%	Above
2024/25 (final)	84%	74%	Above
2023/24 (final)	80%	73%	Close to average
2022/23 (final)	76%	73%	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	56%	46%	Above
2024/25 (final)	57%	47%	Close to average
2023/24 (final)	60%	46%	Above
2022/23 (final)	50%	44%	Close to average

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	77%	62%	Above
2024/25 (final)	86%	63%	Above
2023/24 (final)	75%	62%	Above
2022/23 (final)	72%	60%	Above

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	60%	59%	Close to average
2024/25 (final)	57%	59%	Close to average
2023/24 (final)	70%	58%	Close to average
2022/23 (final)	50%	58%	Close to average

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	69%	60%	Above
2024/25 (final)	79%	61%	Above
2023/24 (final)	70%	59%	Close to average
2022/23 (final)	61%	59%	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	56%	68%	-12 pp
2024/25 (final)	57%	69%	-12 pp
2023/24 (final)	60%	67%	-7 pp
2022/23 (final)	50%	66%	-16 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	77%	80%	-3 pp
2024/25 (final)	86%	81%	5 pp
2023/24 (final)	75%	80%	-5 pp
2022/23 (final)	72%	78%	-6 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	60%	78%	-18 pp
2024/25 (final)	57%	78%	-21 pp
2023/24 (final)	70%	78%	-8 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	50%	77%	-27 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	69%	80%	-10 pp
2024/25 (final)	79%	81%	-2 pp
2023/24 (final)	70%	79%	-9 pp
2022/23 (final)	61%	79%	-18 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	4.7%	5.2%	Close to average
2023/24 (3 term)	5.1%	5.5%	Close to average
2022/23 (3 term)	6.4%	5.9%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	10.9%	13.0%	Close to average
2023/24 (3 term)	9.1%	14.6%	Below
2022/23 (3 term)	13.8%	16.2%	Close to average

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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