

Easton Garford Endowed CofE School

Inspection report

Unique Reference Number	122020
Local Authority	Northamptonshire
Inspection number	359146
Inspection dates	22–23 November 2010
Reporting inspector	Kathy Hooper

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	First
School category	Voluntary aided
Age range of pupils	4–9
Gender of pupils	Mixed
Number of pupils on the school roll	32
Appropriate authority	The governing body
Chair	Chris Edwards
Headteacher	Nick Newitt
Date of previous school inspection	12 March 2008
School address	New Road Stamford PE9 3NN
Telephone number	01780 763025
Fax number	01780 763025
Email address	head@eastongarfords.northants-ecl.gov.uk

Age group	4–9
Inspection dates	22–23 November 2010
Inspection number	359146

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 1234 234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 1234 234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2010

Introduction

This inspection was carried out by one additional inspector. Eight lessons were observed and three teachers were seen. Meetings were held with groups of pupils, governors and staff. The inspector observed the school's work, and looked at samples of pupils' work, assessment records, the school's own analysis of pupils' attainment and progress, and minutes of meetings of staff and the governing body. Questionnaires from 19 parents, 14 pupils and six staff were received and examined.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- How engaging and challenging is the teaching and how effectively does it ensure that more able pupils at both key stages make sufficient progress?
- How effective is the quality of support and guidance and what impact do they have on attendance and achievement?
- What impact do leadership and management have on improving the quality of teaching, learning and the curriculum?
- What impact has the improved provision for the Early Years Foundation Stage had on outcomes for children?

Information about the school

Easton Garford is a smaller than average village school, in an area where there is a three-tier system of education. It has two vertically grouped classes. One caters for children aged four to six, and the other class contains pupils aged seven to nine. The great majority of pupils are White British and live in the local village. Pupils come from a wide variety of backgrounds. The school has been awarded Activemark for sports and physical education, the International Schools Award, and Healthy Schools Status.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. It provides a warm, enabling, family ethos in which its pupils thrive. The school's good-quality provision is well summed up in one parent's feedback, 'This is a small school with a big heart. Every child matters to every member of staff all of the time. I just wish all children in the UK could have the same fantastic start to education that our children have made. I feel very lucky that my children are part of the Easton Garford community.'

Since the last inspection, attainment has risen and is broadly average. Attainment in mathematics has not risen as quickly as in reading and writing. Pupils' attainment on entry is variable, but generally average. Pupils make good progress. Pupils in Year 4 have made gains that exceed those expected nationally. Progress for some pupils is outstanding. A small number of boys, who have a range of difficulties relating to attendance, behaviour and learning difficulties, make less than expected progress. Over the last few years, a few more-able pupils have not achieved the higher levels expected of them.

The school pays good attention to the pupils' personal development. Pupils are enthusiastic about school, and relish becoming confident and responsible learners. Their behaviour is good. Reception children interact easily with older pupils in the playground. They feel safe and well supported, and know how to stay healthy. They willingly take on responsibilities within the classroom and across the school. Their contributions have supported improvements to the curriculum and to the environment of both the school and the village. Pupils have a good understanding of right and wrong, and acknowledge cultural differences. The school's Christian ethos is tangible, and there is a strong feeling of community.

There have been significant improvements in the teaching, and it is now good. Objectives are shared with pupils, and they work on different tasks according to their ability. Laptops, interactive whiteboards and digital cameras support pupils' learning well. Pupils now have greater involvement in decision-making, for example, about what they would like to learn. Nevertheless, lesson plans are descriptive and although they include lesson objectives, they do not specify measurable learning outcomes based on day-to-day assessments of the progress made by individual pupils. As a result, some boys' concentration lapses in occasional lessons, when they struggle with over-complex concepts, or they do not understand the relevance of their learning. Pupils discuss their work with their teachers in lessons, and their progress is discussed termly with the headteacher. Teachers give pupils helpful feedback in their books. The curriculum is vibrant and integrates learning well. Good monitoring of pupils' progress each term ensures that those who are struggling receive appropriate support. Transitions from pre-school and to middle school are well managed to ensure minimum disruption to pupils' learning.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

The headteacher's clear vision has prompted close working relationships with staff and governors. The school's accurate self-evaluation has enabled a rising trend in pupils' attainment and good improvements in provision, including improved links with parents and carers. Pupils are well engaged in the wider community through the church and the village. The governing body is professional and supports and monitors the school well. Good leadership and management have enabled significant improvements in the Early Years Foundation Stage resulting in good outcomes for children. Children make better than expected progress in achieving their Early Learning Goals because they are well supported by adults. Accommodation for the Early Years Foundation Stage is currently being enhanced through a building project but, in the meantime, the environment is limited. The school provides good value for money. The systematic approach to improvement, the regular monitoring of pupils' progress, the integrated curriculum and improved provision for the Early Years Foundation Stage indicate that the school has good capacity to improve.

What does the school need to do to improve further?

- Raise the attainment of boys to that of the girls, and extend more-able pupils by:
 - using evidence from assessments of pupils' progress in lessons as the basis for planning measurable learning outcomes
 - setting tasks into relevant contexts to help pupils' understanding, particularly in mathematics
 - planning smaller steps in learning to help lower-attaining pupils.

Outcomes for individuals and groups of pupils**2**

Attainment is broadly average in reading, writing and mathematics. Pupils, who begin from low starting points, make good progress by the end of Year 4 and reach expected levels in writing, reading and mathematics. They make better progress in writing and reading than in mathematics. Regular opportunities to read and write have resulted in an upward trend in attainment. More-able pupils in Year 4 contributed well to the preparations for devising arguments for dinosaurs in the school, and went on to critically evaluate them. The improvement in mathematics, however, has been slower. In a mathematics lesson, some boys were less engaged than others because the activities had not been broken down sufficiently into small steps. Pupils who are supported by adults, including those with special educational needs make good progress. Over the last three years, some of the more-able pupils have not achieved the levels of which they are capable, but the schools' own analysis of progress indicates that this is beginning to change.

Pupils relate extremely well to each other and to staff. There is a family atmosphere that is supportive and inclusive. All pupils feel safe in school, and they are confident about the ready help available from staff and their peers. Pupils' attendance has improved and is satisfactory. Behaviour is good. Pupils have well-developed social skills. They are welcoming to visitors and polite to each other. They discuss issues responsibly and cooperatively, for example, how to improve the organisation of the toy box. They readily give and receive advice from each other during these discussions. There are thriving school and eco councils, both of which have a positive impact on the environment of the

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

school and village. Pupils' good ability to reason, discuss and articulate their thinking helps to make the school harmonious and productive. Working with the Horticultural Society, they have tidied up a plot of land in the village to create small allotments. Pupils have a good understanding of health issues as they relate to food, exercise and personal safety due to the school's initiatives. They have begun to grow vegetables that are used in cooking, as a result of taking part in an initiative run by a local supermarket. Every morning they take part in physical activity to prepare them for the school day. Their good relationships are governed by good understanding of moral principles. At playtime, they discussed how to make a competitive game fair. Daily assemblies that include opportunities for reflection and an exciting curriculum contribute to pupils' good spiritual development.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

There have been improvements in the quality of teaching and learning since the last inspection, including staff changes, and it is now good. Lessons are characterised by every pupil working diligently on given tasks. They readily seek help from each other or an adult when struggling, and each pupil receives verbal feedback on their work. In effective lessons, each pupil works at a good pace throughout the lesson, and well-selected resources support learning, including information and communication technology. In a mathematics lesson with Years 3 and 4, activities were well differentiated and there was a

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

good focus on pupils' different strategies for calculating. Nevertheless, teachers do not always check what each pupil has learned. As a result, the occasional pupil, generally a boy, makes less progress than others. Teachers plan different tasks for pupils of different abilities, but their plans describe activities, rather than strategies to ensure measurable learning outcomes. In mathematics, work is not always immediately relevant to pupils and, for some less able pupils, it is not sufficiently broken down into small steps. Pupils' work is regularly marked, often with the pupil. Feedback in books is positively related to the learning objectives, and is often accompanied by areas for development. Termly assessments of each pupil's work provide a good basis for monitoring progress.

The curriculum has been carefully thought out. Subjects have been well integrated, and basic skills tracked, as recommended in the previous inspection. Pupils are consulted about areas of knowledge in which they are particularly interested. As a result, the curriculum contains good opportunities to go beyond the National Curriculum framework, and learning is made memorable, for instance, by the judicious inclusion of visits and visitors. The current dinosaur theme had been enhanced by a visit from 'the fossil man'. After-school clubs are well attended and pupils' preferences are taken into account. A parent states, 'The children are lucky to have lots of fun and exciting experiences whilst they learn.'

Pupils are supported and guided well, exemplifying the family ethos in the school. Safeguarding procedures are firmly established and monitored well by the headteacher and governors. The school's regular tracking system identifies pupils who are not achieving as well as expected, and support is promptly arranged. Good links are made with pre-school provision, and there is a well-thought-out programme for pupils in Year 4. There is, therefore, smooth transition into Reception and on to the middle school. One parent commented, 'The school handles particularly well the transition from pre-school into Reception with excellent links to the village pre-school. The school (was) quick to pick up on my son's educational needs recognising his problems early.'

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The leadership and management of the headteacher remain strong and have brought about good improvements. There are robust safeguarding arrangements, monitored thoroughly by the governing body. Relationships are such that there is no evidence of discrimination, and every pupil is known to, and valued by, all staff. Nevertheless, some boys and more-able pupils do not make the progress of which they are capable. The governing body is well established and monitors the school well. It understands its role as

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

a critical friend, and is well informed. There have been many improvements over the last three years. Pupils engage well with their learning, and positively relish their time in school. Wider use is made of information and communication technology throughout the school, with pupils making regular use of laptops, video and digital cameras. Teachers have valuable opportunities to discuss pupils' progress in termly discussions with the headteacher. Parents feel well informed because there is an 'open-door' policy, and progress reports and parents' evenings twice a year. Additionally, there are regular newsletters, homework, and a thriving parent, teacher and friends association. Reading and writing standards have improved due to regular practice, and particular attention is now paid to boys' reading. Although pupils' attainment in mathematics plateaued last year, overall, standards are rising. Pupils' social skills have improved through, for example, the introduction of more games. Their understanding of the wider world has been enhanced by a wide range of community links, through, curricular, music and sports activities. There is considerable interaction with village life. Parents are overwhelmingly positive about the school. One parent states, 'we feel the school gives a very good grounding in learning from the start and ... (the headteacher) and his team have changed the well-being of the children and school immensely.'

The school has met its targets in relation to Level 2 for the last three years and is well placed to meet those relating to Level 3 next year. Good self-evaluation procedures provide an accurate perception on the part of staff and governors regarding priorities for improvement. Community cohesion is good. The school's Christian ethos permeates the work of the school. Pupils take a full part in church events, and there is a daily act of collective worship within which pupils reflect on themselves and their families. The village environment is well used as a resource to enhance the experiences of pupils. The village community benefits from events, such as litter campaigns, and the school benefits from the fund-raising activities in the local community. The lack of role models from different ethnic backgrounds has been addressed through the school's achievement of the International School's Award. The school provides good value for money, and has good capacity to improve.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Since the previous inspection, standards for children in the Early Years Foundation Stage have improved because of staff changes, support from the local authority, and the good management of staff. Children usually achieve their Early Learning Goals and many exceed them. The needs of the small number of children joining the school at Reception are well known to staff. The school supports children's special educational needs well and these children make better than expected progress. In lessons, children display good levels of confidence and are very familiar with school routines. They mix easily with older pupils in the classroom and at playtime. They identify patterns relating to boys and girls in the queue, and predict the next part of the pattern. The majority know their numbers to 10, and some count objects accurately.

Provision for Reception children is good. Children are engaged in a range of interesting and exciting activities. Although staff know children's abilities well, teachers' planning is insufficiently focused on different outcomes for the range of abilities represented.

Activities involving counting ten dinosaurs and forming letters were not extended for the most-able, nor was there any reinforcement for the least-able children. Children receive high levels of adult support, because the school makes effective use of trainee teachers and students on work experience. The temporary accommodation in the hall, due to building works, has limited the range of activities available to children. Nevertheless, children are well supported to achieve, and are making a good beginning to school.

Safeguarding procedures are robust, and there are good relationships with parents who settle their children each morning, ensuring they are quickly engaged in purposeful play.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

There was a good response from parents who are overwhelmingly positive about the school. About half of the responses contained positive reports of the benefits their children have received from attending the school, and the improvements brought about by the headteacher. The inspection came to similar conclusions.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Easton Garford Endowed CofE School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspector received 19 completed questionnaires by the end of the on-site inspection. In total, there are 32 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	14	74	5	26	0	0	0	0
The school keeps my child safe	17	89	2	11	0	0	0	0
My school informs me about my child's progress	15	79	4	21	0	0	0	0
My child is making enough progress at this school	10	53	8	42	1	5	0	0
The teaching is good at this school	11	58	8	42	0	0	0	0
The school helps me to support my child's learning	14	74	4	21	1	5	0	0
The school helps my child to have a healthy lifestyle	16	84	3	16	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	14	74	5	26	0	0	0	0
The school meets my child's particular needs	13	68	5	26	1	5	0	0
The school deals effectively with unacceptable behaviour	11	58	8	42	0	0	0	0
The school takes account of my suggestions and concerns	9	47	9	47	0	0	0	0
The school is led and managed effectively	12	63	7	37	0	0	0	0
Overall, I am happy with my child's experience at this school	14	74	5	26	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



24 November 2010

Dear Children

Inspection of Easton Garford Endowed CofE School, Stamford, PE9 3NN

Thank you for making me so welcome when I visited your school recently. I very much enjoyed being in your lessons, looking at your work, discussing your views about school, and those of your teachers.

I found you working hard in lessons, and was very pleased that you enjoy school so much. You are making good progress and becoming confident learners. I particularly enjoyed talking to you because you have much to say about life in school. I was impressed by how well you get on with each other and your teachers, and the feeling of family in the school. You behave sensibly and you are kind and considerate to others.

All your teachers are trying very hard to make the school as good as possible. Mr Newitt has brought about some good improvements. In order to make the school even better, I have asked your teachers to:

- make it clearer to you what you should achieve by the end of a lesson
- check more thoroughly what you have learned in each lesson
- break down the learning in to small steps for some of you in mathematics
- explain how you could use what you learn in school, out of school.

Once again, thank you for a very enjoyable and rewarding visit.

Yours sincerely

Kathy Hooper
Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 1234 234, or email enquiries@ofsted.gov.uk.