

Eldersfield Lawn CofE Primary School

Inspection report

Unique reference number	116807
Local authority	Worcestershire
Inspection number	379306
Inspection dates	30–31 May 2012
Lead inspector	Clive Lewis

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	105
Appropriate authority	The governing body
Chair	Toby Cusworth
Headteacher	David Paisley
Date of previous school inspection	12 September 2007
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Age group	4–11
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Introduction

Inspection team

Clive Lewis

Additional Inspector

This inspection was carried out with two days' notice. The inspector observed nine lessons taught by six teachers. Most support staff were also seen working with children. Meetings were held with pupils, members of the governing body, and members of staff. Questionnaires from 86 parents and carers were analysed. The inspector took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work, looked at documentation, including teachers' planning, and examined pupil progress and assessment data.

Information about the school

This is a smaller than average-sized primary school. The proportion of pupils known to be eligible for free school meals is below average. The large majority of pupils are White British. A few are from minority ethnic groups. The proportion of disabled pupils and those with special educational needs who are at school action plus or have a statement of special educational needs is broadly average. The school meets the current government floor standards, which set the minimum expectations for attainment and progress. The school has gained the Eco Green Flag award, Healthy Schools status, and the Leading Parent Partnership award.

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	1
Achievement of pupils	1
Quality of teaching	1
Behaviour and safety of pupils	1
Leadership and management	1

Key findings

- Eldersfield Lawn CofE primary school provides an outstanding education for its pupils. Its excellent curriculum ensures that pupils achieve outstandingly well from starting points that are typically broadly in line with expected levels. Attainment by the end of Years 2 and 6 is significantly above the national average. However, standards of writing by the end of Year 6 are not quite as high as those for reading and mathematics. That is because, very occasionally, teachers do not encourage pupils to practise their writing skills in different subjects.
- The headteacher's thoughtful and inspirational leadership underpins the success of the school. He is supported exceptionally well by a strong and experienced team of staff and governing body, each of whom makes a valuable contribution to the development and success of the school and to pupils' outstanding progress. Accurate and rigorous evaluation of all aspects of the school's provision, including teaching, ensures strong performance.
- The school plays a central part within the community and is valued greatly by parents and carers, all of whom are happy with their children's experience at the school.
- Teaching is outstanding. Children in the Early Years Foundation Stage make great strides in developing their skills and knowledge across a wide range of areas. The very high quality and consistency of the teaching of reading and the sounds letters make is demonstrated in the very high standards achieved at both key stages.
- Pupils have well-developed personal skills and a strong understanding of how to keep safe. Pupils' behaviour is outstanding and this, along with the fact that 'teachers make learning fun', is a key factor in the excellent progress the pupils make in most lessons. Pupils respond very enthusiastically when asked if they enjoy coming to school and this is reflected clearly in their excellent attendance.

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What does the school need to do to improve further?

- Improve standards in writing, so that they match the exceptionally high standards achieved in reading and mathematics, by providing more opportunities for pupils to use their writing skills in a range of subjects.

Main report

Achievement of pupils

Children, typically, start in the Early Years Foundation Stage with skills levels and knowledge that are broadly in line with those expected for their ages. They achieve exceptionally well in the Early Years Foundation Stage and enter Key Stage 1 with above-average skills and knowledge. That strong achievement continues as pupils move through Key Stages 1 and 2 and all pupils make rapid and sustained progress over time from their starting points. All adults pay very close attention to children's individual needs and quickly identify those who may show a delay in learning. They provide outstanding support through the good links they have with external health agencies. That ensures that disabled children and those who have special educational needs make similar outstanding progress to their classmates.

Daily lessons in the sounds letters make and regular guided-reading activities ensure reading is taught exceptionally well and consistently throughout the school. Attainment by the end of Year 6 in reading and in mathematics is significantly above national averages, although standards in writing, while above average and improving rapidly, are not yet as exceptionally strong. That is because pupils do not always get enough opportunities for extended writing in subjects such as history, geography, and science.

Observations during lessons demonstrate that pupils apply a wide range of skills to great effect across the curriculum. In one outstanding Year 3/4 lesson, pupils writing a story opening designed to 'hook the reader in' were enthusiastically offering their ideas – dialogue, setting, 'wow' words, genre, questioning, and similes were suggested by pupils as success criteria for their activity. Such effective application of skills such as these in literacy ensures that pupils are exceptionally well prepared for secondary education. All parents and carers who responded to the inspection questionnaire feel very positive about the progress that their children are making. One parent, typical of many, wrote 'Eldersfield is a truly wonderful school (and) the children are happy and proud of their school and their achievements.' The inspection found that pupils throughout the school are making outstanding progress.

Quality of teaching

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The work in pupils' books indicates that teaching is outstanding over time. Teachers ensure classroom routines are made clear and are regularly reinforced. Relationships between teachers and pupils are extremely good and pupils demonstrate very positive behaviour and excellent attitudes to work in lessons. Consequently, pupils learn exceptionally well across the curriculum. Learning is structured carefully and all pupils contribute to lessons. The teaching of reading, writing, and mathematics is highly effective. Teachers generate high levels of enthusiasm for, participation in, and commitment to learning. That contributes very well to pupils' spiritual, moral, social, and cultural development. They check pupils' understanding systematically and effectively through skilled questioning, anticipating when they need to intervene to support or challenge. In one outstanding Year 5/6 literacy lesson, for example, based on pupils' viewing of the progress of the Olympic Torch relay through the town, the teacher demonstrated excellent subject knowledge, skilled lesson management, and very high expectations of work and behaviour. A brisk pace was set and maintained throughout the lesson. Pupils responded very well to the teacher's questions, confidently suggesting success criteria for the activity, including the use of flashbacks, chronological order, time connectives, and so on. Pupils knew precisely what they were expected to do and, as a result, were highly motivated and made excellent progress in their understanding of how to write a recount based on a real-life experience.

Teachers have a very thorough understanding of the progress that pupils are making due to the regular analysis of assessment and tracking data and pupil progress meetings which take place each term. Appropriate and regular homework contributes very well to pupils' learning. Marking is of a consistently high quality, leading to high levels of engagement from the pupils.

In the Early Years Foundation Stage, the teacher plans brisk, animated phonics (the sounds letters make) activities for children daily, which interest and excite them and contribute significantly to the progress they make in their reading and listening skills. The spacious, secure and well-resourced outdoor classroom is used exceptionally well to provide a wide-range of stimulating activities for the children.

All staff monitor and record children's progress effectively on a day-to-day basis and observations and achievements are recorded in individual pupil profiles. Teachers plan carefully, paying excellent attention to pupils' spiritual, moral, social, and cultural development. Inspection findings endorse parents' and carers' high levels of satisfaction with the quality of teaching.

Behaviour and safety of pupils

Observations during lessons and around the school confirm that pupils' behaviour is excellent and other evidence, including pupils' views, indicates that this is the norm. Pupils show very high levels of engagement, courtesy, collaboration, and cooperation in classrooms and around the school. Pupils confirm that there is no bullying of any kind, including name-calling and racist harassment. They are confident that any poor

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behaviour is always dealt with effectively, fairly, and promptly and school records reflect this. Pupils show respect for the feelings and beliefs of others. They have mature attitudes to learning and develop considerate relationships with peers and adults. All groups of pupils say they feel safe at school at all times. They understand what constitutes unsafe situations and are aware of how to keep themselves and others safe. Children in the Early Years Foundation Stage, clearly, enjoy school and have settled into routines well, playing happily both together and individually, indoors and out.

The great majority of parents and carers feel that behaviour is good in the school and that their children are looked after well and safe in school. That was confirmed by the inspection, which found that pupils' behaviour is typically better than good and that systems for keeping pupils safe are highly effective.

Leadership and management

Leadership is exemplary. The pursuit of excellence in all of the school's activities is demonstrated by an uncompromising and extremely successful drive to maintain the high levels of attainment for all pupils. That has resulted in the improvement from a good school to an outstanding school since the last inspection. Key leaders focus relentlessly on improving teaching and learning through high levels of monitoring and considerable training opportunities, which have resulted in teaching that is of high quality. Teamwork is strong and sophisticated and rigorous monitoring and evaluation procedures, overseen by knowledgeable subject coordinators, have successfully driven improvements in English and mathematics. Staff take advantage of professional opportunities regularly to enhance their work.

Equal opportunities are at the heart of the school's ethos and all staff show a very strong commitment to equality and diversity, celebrating the individual qualities of each child and their family exceptionally well. Discrimination of any kind is not tolerated. The governing body has a clear understanding of the school's strengths and weaknesses. It is very supportive of the school and is highly effective in holding it to account. The curriculum provides a rich and creative mix of activities which meets pupils' needs and promotes their spiritual, moral, social, and cultural development exceptionally well. A good range of visits and visitors provide children with memorable experiences and a thirst for learning. Very strong links with parents and carers ensure the personal needs of the children are addressed well. Safeguarding procedures meet requirements, policies are comprehensive and procedures ensure children are protected and supported very effectively. There are strong links with a wide range of external agencies, which contribute well to pupils' progress. The school runs very smoothly on a day-to-day basis and its track record in maintaining high standards since its last inspection demonstrates its exceptional capacity to improve.

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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards:	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



1 June 2012

Dear Pupils

Inspection of Eldersfield Lawn CofE Primary School, Gloucester, GL19 4LZ

I would like to thank you for your help during the recent inspection of your school. I enjoyed my visit very much. I enjoyed watching lessons and talking to as many of you as I could. You attend an outstanding, very happy and friendly school. It is led exceptionally well by the headteacher and the staff. They care for you extremely well and give you excellent support to enable you to learn and enjoy your lessons. They make sure that you understand how to look after yourselves and keep safe and you do this very well. You told me that you like your school and there are lots of things to do and enjoy. Excellent teaching is an outstanding feature of your school and this, combined with exciting curriculum activities and your hard work, results in you making outstanding progress and achieving very high standards. You make an excellent contribution to the life of your school through all the responsibilities you take on and through your school council. Your behaviour is outstanding and this means that you focus exceptionally well on your work in lessons and try to succeed in all that you do. Well done!

Although your achievement in reading and mathematics is exceptionally good, achievement in writing is not quite as high, so I have asked the school to give you more opportunities to use your writing skills in all subjects. I wish you well in your future education.

Yours sincerely

Clive Lewis
Lead inspector

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