

Eastnor Parochial Primary School

Eastnor, Ledbury, HR8 1RA

Inspection dates 15–16 November 2012

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Children get off to a good start in the Early Years Foundation Stage, and pupils from all backgrounds make increasingly rapid progress in English and mathematics as they move through the school.
- Pupils develop a love of learning because teachers make lessons lively and demanding and they help pupils to achieve as well as possible. They enjoy many exciting activities, both within the classroom and beyond through visits and after-school clubs.
- Pupils' behaviour is impeccable. They are considerate, and use their initiative. They are able to question, discuss and reflect on matters with great maturity.
- Pupils feel very safe, and know how to keep themselves safe. They look out for others and they say there is no bullying.
- The headteacher's passionate aim to improve teaching and learning is shared with all staff. She supports staff very effectively while not being afraid to give difficult messages.
- The governors are well aware of the school's strengths, and are very supportive. They also know all about the trends in pupils' progress, and the reasons for any variations.
- Parents work very well in strong partnership with the teachers to support pupils' learning.
- The school has excellent capacity to continue to improve because of outstanding leadership and a strong commitment among all staff to developing the best within each child.

Information about this inspection

- The inspector observed 10 lessons led by four teachers. All of these were joint observations with the headteacher.
- The inspector heard some pupils reading. With the headteacher, she looked at the work of a range of pupils to assess their progress.
- Meetings were held with the headteacher, staff, pupils, the current and previous Chairs of the Governing Body and representatives of the local authority.
- The inspector took account of 21 responses to the online questionnaire (Parent View) in planning the inspection.
- The inspector observed the school's work and looked at a numerous documents, including records and documents relating to monitoring and evaluation, the appraisal of teachers, behaviour, safety and safeguarding. She also took into account eight staff questionnaires.

Inspection team

Kathy Hooper, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is much smaller than the average-sized primary school, although there are more pupils than at the time of the last inspection.
- The proportion of pupils who are known to be eligible for free school meals or looked after by the local authority, for whom the school receives additional income (the pupil premium) is well below average.
- The proportion of disabled pupils, those with a statement of special educational needs or those who need extra support at school action or school action plus is well below that of other schools nationally. They mostly have specific learning difficulties.
- The majority of pupils are White British and the proportions from minority ethnic families and/or who speak English as an additional language are very low.
- The headteacher has supported a local school as an executive headteacher and is a lead inspector for Ofsted. The school is part of the Activate network, which seeks to improve education through research.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress, although there are usually not enough pupils in Year 6 to make such comparisons statistically meaningful.

What does the school need to do to improve further?

- Improve the achievement of children in The Early Years Foundation Stage to make it outstanding, as in the rest of the school by:
 - giving children more opportunities to choose activities for themselves
 - ensuring that lesson activities always build on children's previous learning.

Inspection judgements

The achievement of pupils is outstanding

- All pupils make rapid progress during their time in the school. By the time they leave at the end of Year 6, their attainment is much higher than average in English and mathematics. Despite a dip in mathematics in 2010, results over the last five years show a strong upward trend in attainment.
- The achievement of all groups of pupils is outstanding because of excellent teaching that is tailored to each pupil's needs and ability levels. Pupils with disabilities and those with special educational needs do much better than is the case nationally. Pupils who come from minority ethnic families or who speak English as an additional language make similar outstanding progress.
- The achievement of the very small number of pupils supported by pupil premium funding has been boosted, particularly in mathematics, because the school has employed additional staff to give eligible pupils extra help and guidance in lessons.
- Pupils read widely and very fluently. They are articulate and discuss big questions, such as whether everyone is equal. They become thoughtful, questioning and confident learners because teachers provide stimulating experiences and give them time to consider philosophical issues.
- Pupils develop a full range of skills and many go into higher sets in the high school. During the inspection more-able Year 6 pupils worked out the area of irregular shapes. Their books contained lengthy pieces of writing that were vivid and convincing, in neat and legible handwriting.
- Children in Early Years Foundation Stage do better than others in the county and the rest of the country, but they have not made as much progress as older pupils because their lessons are not planned quite as well as in the rest of the school.

The quality of teaching is outstanding

- Teachers design imaginative tasks that are engaging and fun for pupils who are at different levels of learning. Interesting lessons, after-school clubs, visits and trips combine to promote pupils' curiosity very powerfully. Pupils particularly enjoy the seasonal walks to study the countryside.
- Teachers ask probing questions to check and extend pupils' understanding, and to discover and address any misconceptions. They provide excellent opportunities for pupils to reflect on their learning. As a result, pupils learn from each other as well as their teachers.
- In a guided reading lesson, older Key Stage 2 pupils organised themselves to read in turn, noting words and phrases that they wanted to use in their own writing. Each group was efficiently organised by the 'group leader' and one pupil used the dictionary to check the meaning of any unfamiliar words.
- Pupils know how to work independently and how to improve their work because teachers have excellent awareness of their individual needs and abilities. Pupils very much appreciate how teachers 'look out for them' and the sensitive way they help them to learn.

- Teachers' subject knowledge is excellent because they keep up to date with developments. They skilfully encourage pupils to develop their independence. Pupils identify and agree the topics they would like to discuss in philosophy lessons.
- Children in the Reception class make good progress across the areas of learning. However, they do not always have enough opportunities to extend their learning by choosing their own activities while playing, and the way their progress is recorded is too general to enable staff to precisely identify and plan the next steps in their learning.

The behaviour and safety of pupils are outstanding

- Pupils behave extremely well. They very much appreciate their teachers and the activities that are planned for them, describing the school as a big family. As a result the school environment is vibrant and inspiring.
- Pupils have excellent attitudes to learning. In all lessons, they persevere extremely well, and waste little time because they enjoy their work so much.
- Staff set an excellent example through their respectful and supportive relationships, and older pupils follow their lead in the way they take care of younger pupils. Representatives from the community play a valuable role in teaching strong values through weekly assemblies in the church.
- Pupils are confident about the teachers' ability to address any occasional thoughtless behaviour. The inspector saw no hint of bullying and pupils, parents and school records indicate that it does not happen in the school.
- Pupils feel very safe in school and explain clearly the different ways in which they should keep themselves safe, including when using the internet. There is a very high awareness of good safeguarding practice throughout the school.
- Pupils display great initiative and take considerable responsibility throughout the school. For example, they plan and organise games in the playground for other children and check the behaviour of others on the corridors.
- Attendance is above average. Staff and parents are all highly positive about the high standards of behaviour and safety.

The leadership and management are outstanding

- The headteacher has been resolute in her drive for improvement. Her vigilant oversight of the quality of learning in classrooms has ensured that teachers continue to improve their practice. The school's motto – 'Inspire and Achieve' – is reflected at all levels.
- The headteacher regularly watches lessons. Afterwards, she gives teachers clear advice on how to improve pupils' learning. The ambitious targets set for teachers' performance relate closely to pupils' progress and improvement priorities for the whole school. Teachers are energised by the support they receive to improve their practice and promote each pupil's learning.
- Teachers are totally committed to pupils' success. A combination of feedback from lessons and

well-focused training has built a positive climate of continuous improvement. The new mathematics leader has helped to make sure that the previously slightly lower standards in mathematics are now in line with English.

- The rights of the child are central to all aspects of the school, and there is a strong emphasis on making sure that all pupils have an equal opportunity to succeed, while developing tolerance and individuality. The progress of each pupil is carefully checked at frequent intervals to make sure that no-one falls behind.
- The way subjects are taught is rich and stimulating, and extended by regular lessons in philosophy. The school's close proximity to the Eastnor Estate has provided excellent opportunities for learning outdoors through the 'Forest School' and work on the school allotment.
- A wide range of visits help pupils to understand the world beyond school and make their learning memorable. These include exhibitions about different kinds of employment opportunities, week-long residential visits and enterprise events, often with the parent-teacher association.
- The school's excellent links with the church are particularly important in promoting pupils' outstanding spiritual, moral, social and cultural development. A wide variety of links with the local community include involvement in the Ledbury poetry festival and Herefordshire music and drama festival. A strong focus on the arts has led to the school sharing its good practice with others.
- Further afield, valuable international links such as supporting charitable work in Africa helps pupils to understand differences in cultures. Pupils use media to develop a critical understanding of world events and have used video conferencing to discuss current affairs with pupils in other schools.
- The local authority has provided helpful support in terms of validating the school's own judgements on teaching and learning, and encouraging it to share what it does well with other schools.
- Parents are extremely supportive. All those who responded to Parent View said the school is led and managed well, they receive valuable information about their children's progress, and they would recommend the school to others.
- The staff are also highly positive about the school. They refer to shared values and aspirations, and recognise the high quality of support they receive from the headteacher to develop their teaching. They are all proud to be part of the school.
- **The governance of the school:**
 - The governing body is very effective. It uses the school's data on achievement to check that pupils are doing well against similar schools nationally and ask searching questions, and understands the school's strengths and priorities for improvement. It makes appropriate decisions regarding the budget and additional income, including the pupil premium, to make sure money is spent wisely. For example, the decision to provide additional adult support for eligible pupils was made carefully on the basis of their individual needs and because of the tiny number involved. The governing body is well informed about pupils' achievement and the quality of teaching. It has been very supportive in difficult situations. The governing body has revised its approach to the formal arrangements for judging the quality of teaching in relation to salary increases, and is aware of the implications. It gathers good first-hand information about the school through visits, and has benefited from extensive and well-focused training on how to hold the school to account.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	116805
Local authority	Herefordshire
Inspection number	403300

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

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	89
Appropriate authority	The governing body
Chair	Arabella Risbey
Headteacher	Susan Lowry
Date of previous school inspection	22 April 2008
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