

Inspection of Staunton-on-Wye Endowed Primary School

Staunton-on-Wye, Hereford, Herefordshire HR4 7LT

Inspection dates: 11 and 12 October 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Outstanding

This school was last inspected 13 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last inspection.

What is it like to attend this school?

Pupils are rightly proud of the way they work together to look after each other and the environment. A parent, echoing the views of many, said, 'Staunton staff take the time to help the children grow as individuals, and to also consider how they fit into, not just the community, but the planet.'

Leaders keep the curriculum under review. This makes sure that any changes needed are made. All pupils, including those with special educational needs and/or disabilities (SEND), achieve well.

Pupils behave well. They know how to keep themselves safe. Bullying is not tolerated. Pupils know they have the right to say no. They know they have a responsibility to speak out if something is wrong. They trust adults to help them if needed but also have the words to resolve difficulties and differences for themselves.

Pupils contribute widely to school and community life. They buzz with enthusiasm as they describe the school band and the Staunton Star. Pupils share the sense of duty they feel in order to make wise choices when spending money that they have raised. Older pupils also speak of their responsibility in being role models to younger pupils.

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

The governors' oversight and the togetherness of the whole staff team have made sure that recent changes in leadership and staffing have not disrupted learning. There is a real sense of everyone keeping the pupils at the heart of every decision made and action taken.

Governors show deep knowledge of school life. They make sure that the decisions they take allow staff to have the resources, training and capacity to support pupils' learning. Staff appreciate this. All who responded to the staff survey said leaders look after them and they are proud to work at the school.

Leaders know what is working well across the school and what needs to improve. Their current focus on incorporating new staff into the way of life and learning in school is successful.

Staff follow what leaders have set out that pupils should learn across the curriculum. This is helping pupils to be successful in their learning. In subjects where leaders have spent time thinking deeply about what pupils, right from the early years, should know, pupils achieve well. For other subjects, leaders are currently redefining the important key knowledge they intend to cover. This is a work in progress.

Leaders provide a range of training to all staff. This, alongside the careful choice of resources, is helping staff to have the knowledge and confidence to teach each

subject. For subjects where this has been in place for a while, such as English, mathematics and computing, pupils build on their learning and succeed.

Leaders have rightly prioritised new staff getting to know their classes, the curriculum and the way subjects are taught. However, they have not yet made sure that there is consistent practice across all subjects across the school or that pupils' errors are addressed quickly enough.

Listening to pupils read is a pleasure. Staff teach phonics well. Leaders' effort on getting all pupils, from their first day of school, to read fluently, as quickly as possible, bears fruit. Pupils enjoy reading. They recall attending events such as the Hay Literary Festival with fondness. They like that they get to see and hear different authors and learn about different genres of texts and cultures. They also like the way teachers read to them, saying, 'We are excited for the end of the day. Teachers leave us on a cliff-hanger. We cannot wait for the next chapter to find out what happens.'

Pupils get off to a great start to life in school. Staff sow the seeds here for the behaviour and learning traits that thread through school life. Staff nurture and challenge in equal measure. As a result, pupils become independent and inquisitive learners.

The 'RAINBOW' powers the school promotes help pupils live, work and develop together. They understand fundamental British values. They relate these to the daily actions they take.

Leaders provide a large range of clubs for a small school. Pupils benefit from these. They particularly enjoy the sporting competitions they take part in.

All staff understand pupils' needs, including pupils with SEND, exceptionally well. They support them effectively in and out of class. Leaders' attention to detail in making sure that individual needs are successfully met is evident in every class in every lesson. Seeing every pupil in Years 5 and 6 having a role to play and reading music as part of the school band is a special moment to stop and savour.

Safeguarding

The arrangements for safeguarding are effective.

Leaders promote a culture of safeguarding and safe recruitment. Leaders provide a range of regular training to staff that ensures they identify and report concerns. The new leadership is refining record-keeping to further strengthen current practice. Leaders act on concerns raised and work closely with external agencies.

Leaders do not let being a small rural school hide the dangers that pupils may face as they grow up. Leaders make sure that pupils know how to be safe online, in their friendships as well as in the outdoor environment. Pupils know why age and screen time restrictions are important, as well as passwords.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- There is inconsistent practice, for example in how pupils' errors are identified and addressed, in a few subjects across the school. Pupils' progress is affected in some subjects as a result. Leaders should continue to ensure that they support teachers to deliver the planned curriculum consistently, including how they address errors, so that pupils make good progress in every subject.

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](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	116913
Local authority	Herefordshire
Inspection number	10242363
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	90
Appropriate authority	The governing body
Chair of governing body	Nigel Sellar
Headteacher	Joanna Davies
Website	www.stauntonprimary.uk
Date of previous inspection	12 May 2009, under section 5 of the Education Act 2005

Information about this school

- The school does not use any alternative provision.
- A new headteacher took up their post in September 2022.
- Two of the five teachers at the school started in September 2022.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the headteacher and a senior leader.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, computing and history. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The lead

inspectors also spoke to leaders and looked at samples of pupils' work in some other subjects.

- The lead inspector spoke with representatives of the local authority and the school improvement partner.
- The lead inspector met members of the governing body.
- The lead inspector listened to a sample of pupils read.
- Inspectors observed pupils' behaviour in lessons and at lunchtime. They spoke formally with groups of pupils as well as talking to pupils in lessons and around school.
- Inspectors reviewed responses to Ofsted's online parent, pupil and staff surveys.
- Inspectors met with leaders about the school's safeguarding procedures. Inspectors reviewed policies and records relating to safeguarding, bullying, behaviour and attendance. Inspectors spoke to pupils and staff about pupils' safety.
- Inspectors reviewed a wide range of documentation, including the school's evaluation and improvement plans, minutes of governing body meetings and information on the school's website.

Inspection team

Kirsty Foulkes, lead inspector

His Majesty's Inspector

Anne Potter

Ofsted Inspector

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