

# Inspection of a good school: Great Easton Church of England Voluntary Aided Primary School

Great Easton, Snow Hill, Dunmow, Essex CM6 2DR

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Inspection dates:

15 and 16 November 2022

## **Outcome**

Great Easton Church of England Voluntary Aided Primary School continues to be a good school. There is enough evidence of improved performance to suggest that the school could be judged outstanding if we were to carry out a graded (section 5) inspection now. The school's next inspection will be a graded inspection.

## **What is it like to attend this school?**

Pupils enjoy the active approach to learning at Great Easton. Pupils are enthusiastic learners who always want to learn and remember more. Teachers ensure that all pupils are challenged to do their best. Pupils rise to this challenge admirably. They learn well across the curriculum.

Everyone follows the main school rule to be kind. Pupils behave consistently well and are ready for learning. Pupils enjoy playtime and lunchtime. They relish physical activity. Pupils take part in activities such as tree-climbing and den building enthusiastically. They enjoy making meaningful friendships with pupils from all year groups.

Pupils do not tolerate bullying, and show respect towards each other. They celebrate diversity among their peers and are encouraged to be themselves. Pupils show respect for other cultures. They have a deep understanding of British values. Pupils are confident to speak out about injustice. They learn how to make a difference to their community through school parliament and school improvement ambassadors.

Staff are highly caring and provide strong pastoral care. Pupils use resources to keep themselves calm, and adults support pupils to talk about their emotions. Pupils know how to keep safe online and in their daily lives.

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

Leaders have created an ambitious curriculum that meets the needs of all pupils. Leaders aim for all pupils to be the best that they can be in all respects. They make intentional changes to further enhance pupils' learning experiences. Learning is broken down into

small steps. This begins in the early years. Staff have good subject knowledge to teach the full curriculum very effectively. They use highly effective questioning to check pupils' understanding and move pupils learning on. Staff use a range of assessment strategies well. They identify gaps in pupils' knowledge and provide opportunities for learning to be revisited. The 'super sevens' challenge allows pupils to recall seven things that they have already learned. This helps pupils to achieve the aims of the curriculum. Staff in early years carefully plan activities so pupils can practise key skills and be ready for Year 1.

Pupils with special educational needs and/or disabilities (SEND) are included in all aspects of learning. Staff make skilful adaptations to the curriculum that help all pupils to succeed. Leaders identify pupils with SEND early and work with parents to ensure success. Leaders ensure that the right support is in place for all pupils. Work for all pupils is closely matched to the curriculum and pupils' capabilities. All pupils are very confident in approaching learning tasks. Pupils achieve highly.

Reading is a priority. Staff have revised the way they teach reading so that all pupils can better access the wider curriculum. Children in the early years have a solid foundation in phonics, which is built on in key stage 1. Pupils who are struggling to keep up in phonics are quickly identified and given support to catch up. Pupils who find reading hard are well supported to become fluent readers. Reluctant readers enjoy attending a reading club. They learn about other ways to develop reading skills and why reading is important.

Pupils move around the school calmly and sensibly. They demonstrate a very high level of respect for themselves and others. Routines are well established. Pupils have a committed, positive attitude towards their learning, and thoughtfully select resources to help them learn.

Pupils support the well-being of other pupils. They are thoughtful, caring and kind. Older pupils support Reception children through a buddy system. Pupils learn how to stay safe while being active and learn about relationships and diversity. They understand that they are unique and are proud that this is celebrated in their school. Staff encourage pupils to develop independence and high levels of confidence. Pupils are exceptionally well cared for. Staff know pupils well and help them to flourish.

Many pupils participate in the wide range of extra-curricular clubs and leadership roles available. Leaders provide a rich set of visits from professionals that help pupils think about their future careers. All pupils take part in inter-school and inter-house competitions, and pupils are proud to represent their school.

Governors are well informed and knowledgeable about school priorities. Governors hold leaders to account and work in partnership to achieve priorities. They ensure that leaders' decisions are mindful of teachers' workload.

## Safeguarding

The arrangements for safeguarding are effective.

Staff know pupils well and are quick to identify when pupils show a change in behaviour. Staff use the school systems to report concerns. Staff training ensures that they keep up to date with local and national safeguarding issues. Leaders are quick to respond to concerns. They use external services when needed to get the right support for pupils and their families. The school has strong pastoral services to support families. Pupils have secure relationships with staff and know whom to speak to if they need help. Pupils have many opportunities to learn how to identify risks and keep safe.

## Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in September 2013.

## 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

<b>Unique reference number</b>	115177
<b>Local authority</b>	Essex
<b>Inspection number</b>	10241663
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	141
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Alison Skinner
<b>Headteacher</b>	Claire Jackman
<b>Website</b>	<a href="http://www.greateastonprimary.co.uk">www.greateastonprimary.co.uk</a>
<b>Date of previous inspection</b>	18 May 2017, under section 8 of the Education Act 2005

## Information about this school

- This is a Church of England primary school. The school's most recent section 48 Statutory Inspection of Anglican and Methodist Schools took place in November 2015.
- The school has before- and after-school provision, run by the school.
- The school has had significant changes in the governing board, with new appointments this academic year.
- The school does not currently use any alternative provision.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector met with the headteacher, the assistant headteacher, subject leaders and the special educational needs coordinators. The inspector met with seven governors, including the co-chairs of the governing body.
- The inspector spoke to staff to discuss workload, well-being and safeguarding.

- The inspector carried out deep dives in reading, mathematics, physical education and science. For each deep dive, the inspector discussed the curriculum with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector also looked at humanities and met with the staff. The inspector looked at leaders' curriculum planning and pupils' work in other subjects.
- The inspector spoke with pupils about their learning, safety and behaviour.
- There were no pupil responses to the survey. The inspector met with the school parliament to gather members' views.
- Documentation relating to safeguarding and behaviour was scrutinised by the inspector.
- The inspector took account of the 77 responses to Ofsted Parent View, including the free-text comments.
- There were no staff responses to the survey. The inspector met with staff to gather views.

### **Inspection team**

Nerrissa Bear, lead inspector

His Majesty's Inspector

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