

Inspection of Eastry Church of England Primary School

Cooks Lea, Eastry, Sandwich, Kent CT13 0LR

Inspection dates: 13 and 14 June 2023

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

What is it like to attend this school?

Pupils are happy at school. They enjoy talking about their lessons and are keen to show and discuss their work. Pupils particularly enjoy the various 'Inspire' days that occur throughout the year. Teachers use these to explore issues around diversity and also to support their pupils' aspirations. Leaders are ambitious for pupils, including those with special educational needs and/or disabilities (SEND) and those coming from more disadvantaged backgrounds. There are a wide range of enrichment opportunities on offer to pupils. Staff make sure these opportunities are available and accessible to all pupils. Leaders make adaptations and put in place support to ensure this is the case.

The behaviour of almost all pupils is very good. Until relatively recently, this was not the case. Leaders have put in place measures to support pupils to behave well. In most cases, these have been very effective. Pupils talk positively about the way the school has changed. Expectations have also been raised in terms of pupil achievement, and most pupils are achieving well. This is especially true in the Reception class. Children here benefit from a calm, happy and productive space where they play, learn and make excellent progress.

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

Leaders have planned out what they want pupils to learn. Teachers know how pupils will build on their knowledge over time. In some subjects, these plans are leading to very effective lessons where pupils are learning very well. For example, there is a common approach to teaching mathematics and reading across the school. However, in a minority of subjects, lessons are less effective. Where this is the case there has not been enough thought about how pupils will remember the things that their teachers want them to learn. While published 2022 national curriculum test results in some areas were disappointing, current pupils are learning well. Activities in the Reception class are exceptionally well planned. Adults use their knowledge of each child to tailor what is being done to the child's needs. The learning environment has been carefully designed to make the activities on offer enticing to the children.

Leaders have prioritised reading. This is especially true for younger pupils. The teaching of reading is very effective. If pupils fall behind, they are quickly identified and support is put in place. This support is well targeted to the needs of the pupil and they soon catch up with their peers. Leaders are also adept at identifying the needs of pupils with SEND. Staff work with parents and pupils to put together plans that give specific adaptations to support these pupils. Where needed, pupils with SEND are given more intensive support outside of the classroom but with the goal of returning them to their class as soon as possible.

As well as focusing on the academic achievement of pupils, leaders have also developed the wider curriculum. Pupils benefit from a range of trips and visitors. These are carefully planned to support what is being learned in class. The curriculum for personal, social, health and economic education is adapted to meet

the emerging needs of pupils. Pupils are taught about different cultures and they are respectful of differences and tolerant of other viewpoints. Leaders have ensured that there are opportunities for pupils to develop their interests through the clubs on offer. Staff also support the character development of pupils. There are different pupil leadership roles in the school.

Pupils demonstrate positive attitudes towards their learning. These are rewarded by teachers in various ways, all of which are appreciated by the pupils. The attendance of most pupils in the school is good. Leaders are aware of where attendance needs to be better and they are supporting those pupils to come to school more regularly. Most pupils behave very well in the classroom and around the school. Learning is rarely disrupted. If this does happen, it is usually managed well. However, there are still occasions when the behaviour policy is not followed consistently by staff. In Reception, routines for behaviour and learning are very well established and help to create a wonderful atmosphere.

The school is well led. Governors have provided stability to the school during periods of change in leadership. They understand their role well and provide suitable challenge to school leaders that has helped to drive improvements. Staff are well supported by leaders. Consideration of well-being and workload by leaders has allowed teachers to concentrate their energies on making improvements that will benefit their pupils. Leaders across the school are highly ambitious for all pupils. This has resulted in an inclusive environment where pupils thrive.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding. Staff are very well trained in identifying the signs of abuse. Robust systems are in place for concerns to be recorded and leaders follow them up swiftly. When leaders identify that a pupil needs help, it is quickly and effectively put in place. This includes working with different agencies as appropriate.

Pupils are taught how to manage risks and keep themselves safe. They are confident in discussing online safety. Pupils know how to seek help if they need it, and they know that there are people in the school they can go to.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, pupils do not learn as much as they could. This is because learning activities are not always well designed to ensure the retention of key knowledge and skills. Leaders should support teachers to identify the features of effective lessons in these subjects.

- The behaviour of pupils is not always managed consistently. As a result, the behaviour of some pupils occasionally disrupts the learning of others. Leaders should continue the work they have begun to ensure that there are clear behaviour policies and procedures in place that all staff follow.

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	118685
Local authority	Kent
Inspection number	10268366
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	179
Appropriate authority	The governing body
Chair of governing body	Stephen Booth
Headteacher	Sarah Moss Neil Garvey (Interim headteacher)
Website	www.eastry.kent.sch.uk
Date of previous inspection	16 and 17 October 2019, under section 5 of the Education Act 2005

Information about this school

- The school has seen a change of leadership since the previous Ofsted inspection.
- The school currently uses one registered alternative provision.
- The school is a Church of England school. Its most recent section 48 inspection was in October 2021.

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 met with leaders, including the interim headteacher, the substantive headteacher and the special educational needs coordinator. The lead inspector also met with local governors, and representatives of the diocese and the local authority.

- Inspectors carried out deep dives in these subjects: early reading, mathematics, history and music. 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 single central record was checked, and the inspector spoke to the designated safeguarding lead and members of the safeguarding team about their approaches to safeguarding. They also sampled case studies and documentation, and spoke with a range of staff and pupils about their knowledge of safeguarding.
- Inspectors met with a range of staff and considered their views through the confidential online staff survey.
- Inspectors met with pupils formally and informally around the school, in lessons and at playtime. Inspectors met with some parents and carers at the start of the school day and took account of responses to the Ofsted Parent View survey.

Inspection team

Mark Enser, lead inspector

His Majesty's Inspector

Numerana Anwar

His Majesty's Inspector

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