

Inspection of Eastcombe Primary School

Dr Crouch's Road, Eastcombe, Stroud, Gloucestershire GL6 7EA

Inspection dates: 11 and 12 October 2023

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

What is it like to attend this school?

This is a friendly, nurturing and welcoming school. The school has fostered a 'family feel'. It has high aspirations for all pupils, as reflected in its vision that pupils, including children in the early years, should 'aim high, believe and achieve'.

The school provides a wealth of memorable experiences to bring pupils' learning to life. For example, pupils' knowledge of Ancient Egypt is enhanced greatly by museum visits. Pupils have a wide range of opportunities that develop their talents and interests. For example, they enjoy basketball, cookery and performing arts.

The school prioritises pupils' well-being and safety. Staff form trusting, caring relationships with pupils. As a result, pupils feel happy, safe and valued.

Pupils are a credit to the school. They are kind, courteous and respectful. Pupils enjoy school and behave well. Pupils are resilient when learning gets tricky. As a result, they have extremely positive attitudes to learning.

Bullying is rare. Pupils say that there is always someone to talk to if they have any worries. Pupils are confident that adults will quickly sort out any problems that might arise.

The school forges supportive relationships with parents. Parents typically praise the school for the sense of belonging their children have and the approachable, caring staff.

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

Pupils learn a rich, broad and well-sequenced curriculum. The school has identified the knowledge, skills and vocabulary pupils must learn. Pupils routinely revisit previous learning, to consolidate their understanding of the 'Fab 5' facts. For example, in history, younger pupils successfully recall all they have learned about the Great Fire of London.

In most subjects, pupils learn well. The school has recently improved the curriculum to help pupils to build deeper knowledge. However, in some subjects, teaching of the improved curriculum is at an early stage. In these subjects, assessment is not used effectively. Consequently, pupils' knowledge and understanding are not yet secure.

Reading is at the heart of the curriculum. Pupils begin to learn to read as soon as they start school. The phonics programme helps pupils to become confident, fluent readers. Pupils regularly practise reading. They listen attentively, and with interest, when adults read to them. The school provides a wide range of exciting reading materials for pupils to read for pleasure. Pupils who find reading difficult get the help they need to improve their accuracy.

Pupils are curious, and keen to learn. They listen carefully and settle to work well. If any pupils find it hard to recognise, and manage, their emotions, they are provided with bespoke help. This has a positive impact. Low-level disruption is rare.

The school works closely with pupils, parents and external agencies to ensure that pupils get additional support when needed. Staff adapt teaching and provide additional pastoral support. This ensures that pupils with special educational needs and/or disabilities learn the same curriculum as others.

The school's support for pupils' personal development is exceptional. The broad curriculum sparks pupils' curiosity about the wider world. Pupils learn to recognise and appreciate diversity. For example, pupils take a virtual trip to a synagogue. They celebrate Passover and the Chinese New Year when they learn about different faiths and cultures.

Pupils learn to be active citizens and are proud to take on positions of responsibility, such as being buddies, charity ambassadors and sports captains. They learn to consider different opinions, and to share their own views. For example, pupils take part in a mock trial when they learn about the rule of law.

Pupils contribute to the wider community. They raise money for charity, donate items to the food bank and perform for local residents at the 'Friday club'. In addition, the school offers sports clubs, playground games and mindfulness activities to help pupils to maintain their physical and mental health.

The school supports staff to develop their expertise and to manage their workload and well-being. As a result, staff enjoy working at the school. They thrive, and support children to do likewise.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, the improved curriculum is in its infancy. In these subjects, assessment is not yet sufficiently well developed. Therefore, teaching does not check that pupils routinely build on previous learning. The school should embed the curriculum and refine assessment so that pupils are well supported to know and remember more.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	115504
Local authority	Gloucestershire
Inspection number	10288145
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	49
Appropriate authority	Local authority
Chair of governing body	Giles Webber
Headteacher	Claire Jones
Website	www.eastcombeprimaryschool.co.uk
Date of previous inspection	16 January 2018, under section 8 of the Education Act 2005

Information about this school

- The school does not use any alternative provision.

Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors held several meetings with the headteacher. They also met with the special educational needs coordinator and other leaders.
- The lead inspector held a meeting with a group of governors, including the chair. They also had a phone conversation with a representative from the local authority.

- Inspectors carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, they 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 inspector also discussed the school's newly designed curriculum in art and reviewed a small sample of pupils' sketchbooks.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the school's single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors observed pupils' behaviour at various times of the day, including during breaktime and lunchtime.
- Inspectors spoke to pupils, staff and parents to gather their views. They reviewed 13 responses to the online survey, Ofsted Parent View, along with free-text comments. They also took account of the responses to the staff and pupil surveys.

Inspection team

Catherine Beeks, lead inspector

Ofsted Inspector

Chris Hansen

Ofsted Inspector

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