

Inspection of Eastnor Parochial Primary School

Eastnor, Clencher's Mill Lane, Ledbury, Herefordshire HR8 1RA

Inspection dates: 8 and 9 May 2024

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Outstanding

Previous inspection grade

Not previously inspected under section 5 of the Education Act 2005

The co-headteachers of this school are Nicola Driscoll and Sarah Tart. This school is part of the Diocese of Hereford Multi Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Andrew Teale, and overseen by a board of trustees, chaired by William Finn.

Ofsted has not previously inspected Eastnor Parochial Primary School under section 5 of the Education Act 2005. However, Ofsted previously judged Eastnor Parochial Primary School to be outstanding, before it opened as Eastnor Parochial Primary School as a result of conversion to academy status.

What is it like to attend this school?

This is a joyous and caring school where pupils learn much. The attention to every individual shines out. Whether pupils excel or need extra help, this school meets their needs. Teachers organise lessons well and academic standards are high. These high expectations are also reflected in pupils' excellent behaviour. Typically, pupils are kind to one another and look for ways to be helpful. Bullying is not a problem. Nevertheless, school staff are quick to act if any issues between pupils occur.

Opportunities beyond the classroom are extensive. The school makes the most of its access to Eastnor estate to support outdoor learning. On top of this, the range of clubs and extra activities is truly exceptional. From poetry to public speaking and orienteering to Latin, there is always something fascinating and worthwhile to get stuck into.

Right from the start, communication with home is top-notch. The school makes its expectations very clear, and provides parents and carers with plenty of information. Parents appreciate this and are highly supportive. This effective partnership supports pupils to make the most of school.

Pupils' attendance is high. They enjoy school, feel safe and are motivated to do their very best. It is a great little school.

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

This very well-led school provides pupils with an exceptional education and school experience. Yet there is a reflective modesty that serves the staff, pupils and community well. Academic standards are high and there is always lots going on. The building and grounds may be small, but the opportunities provided are vast. In sports, music, performance, outdoor education and more, the school goes above and beyond to provide inclusive variety and excellence. The clubs on offer include Latin, art, dance, drama, allotment keeping, sports and much more. Take-up is high. Even so, the school keeps a careful watch on this and aims to offer something for all ages and interests. Indeed, the school actively promotes getting involved beyond the school day. Whether this be tournaments or participation in local festivals and performances, the school prompts pupils to join in and do their best. This leads to many team successes and personal achievements that make everyone feel proud. This is a notable feature.

In class, the school's commitment to reading and the value of books can be seen in lots of ways. A structured and well-resourced scheme starts straight away in Reception. This ensures that all children learn phonics, with quick catch-up in place for anyone who needs it. Once pupils are reading fluently, the use of high-quality literature, including poems and plays, expands pupils' knowledge and enjoyment of words. Consequently, pupils develop into articulate, imaginative young people who

can make connections and are keen to learn more. The rich and full curriculum fuels and feeds this eagerness to excellent effect.

The curriculum is well designed with clear guidance for staff to follow. This means that from Reception to Year 6, the right things are taught. Furthermore, because the school is clear about what pupils need to know in different subjects, assessment hits the mark. Nevertheless, the school is always looking for ways to do even better. To this end, its outward-looking approach steers staff to learn from best practice elsewhere. Membership of subject-specific organisations and attention to educational research helps staff keep up with current ideas. Leaders and staff know what is working well and what needs further adjustment. And this reflective, evaluative attitude and drive for ongoing improvement typifies leadership. It is another aspect that makes this school stand out.

Staff identify any pupils with special educational needs and/or disabilities early. The school's inclusive approach and access to trust expertise supports all to achieve well. Furthermore, pupils' exemplary behaviour and positive relationships mean classrooms are orderly, purposeful and enjoyable places for learning.

Trust leaders and local governors provide a healthy level of support and guidance. Trust leaders steer the school towards examples of strong practice. They are equally mindful of the school's local context and its distinctive identity.

Parents are extremely supportive of the school. In their comments to Ofsted, they praised the school for what it does for their children. They feel involved in school life and say the school listens to them. Staff are also positive about the workplace culture and the support that leaders give them. They work hard, but enjoy what they do and feel valued.

The school's high expectations and worthy values nurture all pupils and enable them to flourish. Pupils who pass through Eastnor Primary School are exceptionally well prepared for life and learning at secondary school.

Safeguarding

The arrangements for safeguarding are effective.

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	143974
Local authority	Herefordshire
Inspection number	10294630
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	100
Appropriate authority	Board of trustees
Chair of trust	William Finn
Headteacher	Nicola Driscoll and Sarah Tart (co-headteachers)
Website	www.eastnorschool.co.uk
Date of previous inspection	Not previously inspected under section 5 of the Education Act 2005

Information about this school

- Eastnor Parochial Primary School became an academy with the Diocese of Hereford Multi Academy Trust in November 2018. The most recent diocesan section 48 inspection of the predecessor school took place in March 2018. Section 48 inspections were suspended due to the COVID-19 pandemic. They restarted in September 2021. The next inspection will be within eight years of the previous section 48 inspection.
- A nearby private nursery provides before- and after-school childcare. This is subject to a separate inspection at a different time.
- The school does not use any alternative provision for pupils.

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. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors considered published performance data about the school. Inspectors also looked at a range of school documents. These included information about pupils' behaviour, attendance, the curriculum, extra-curricular activities, school improvement planning, governance and documents published on the school's website.
- During the inspection, the inspectors had formal meetings with the headteachers, other leaders, school staff, pupils, local governors and trustees. Inspectors also talked with the trust's chief executive officer and the director of education. The lead inspector spoke on the telephone with the diocesan director of education.
- The inspectors carried out deep dives in the following subjects: reading, mathematics, history and science. In these subjects, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and considered pupils' work. They also considered the curriculum in a wide range of other subjects to check how they were organised, taught and assessed. An inspector observed some pupils reading to staff.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the 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 talked informally with pupils, parents and staff to gather general information about school life. They took account of the responses to Ofsted's surveys of staff, pupils' and parents' views.
- Inspectors observed pupils' behaviour in classrooms, at lunchtime, on the playground, at clubs and at other times during the day.
- The lead inspector visited the Eastnor estate to consider how these facilities contributed to pupils' learning and school experiences.

Inspection team

Martin Pye, lead inspector

Ofsted Inspector

Kate Wilcock

Ofsted Inspector

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