



Eardisley CofE Primary School

Inspection Report

Unique Reference Number 116804
LEA Herefordshire
Inspection number 279905
Inspection dates 21 February 2006 to 21 February 2006
Reporting inspector Mark Sims HMI

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Eardisley
School category	Voluntary controlled		Hereford
Age range of pupils	4 to 11		Herefordshire HR3 6NS
Gender of pupils	Mixed	Telephone number	01544 327262
Number on roll	95	Fax number	01544 328464
Appropriate authority	The governing body	Chair of governors	Mr M Mason
Date of previous inspection	4 April 2000	Headteacher	Mrs M Chapman

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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and one Additional Inspector.

Description of the school

Eardisley is smaller than the average primary school. It serves a predominantly rural area in Herefordshire, close to the border with Wales, drawing its pupils from the local village and further away. There is a broad social mix of pupils but the percentage of pupils known to be eligible for free school meals is well below the national average. The number of pupils from minority ethnic groups and whose first language is not English is very small. The percentage of pupils with learning difficulties and disabilities is broadly average, but no pupils have statements. Attainment on entry to school is average.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

The school provides a satisfactory standard of education overall. The inspectors and the headteacher agree that the school has a number of strengths and no aspect of its work is inadequate. Standards in the Foundation Stage and throughout the school are broadly average and children make satisfactory progress in all key stages in response to satisfactory teaching. Pupils with learning difficulties and disabilities make good progress as a result of the additional support they receive. Inclusion is promoted well. Teachers plan a good variety of activities for the different age groups and abilities, but the activities they plan and the targets they set are not always challenging enough for more able pupils.

Personal development is good with some outstanding features, such as pupils' behaviour, their contribution to the community and their adoption of healthy lifestyles and safe practices. The curriculum and, in particular, the extensive range of sporting activities and clubs is another strength of the school. There are not enough opportunities for pupils to gain an understanding of the cultural diversity of Britain.

Leadership and management are satisfactory overall. The headteacher has a clear idea of what still needs addressing and where she wants the school to be. She is backed up by supportive governors but they do not always challenge the school sufficiently over pupils' achievement. There is inconsistency in how different subjects are monitored and pupils' work is checked to see how well they are doing, especially older pupils. The school has improved since the last inspection and has the capacity to make the further improvements necessary. It gives satisfactory value for money.

What the school should do to improve further

- Develop greater rigour and focus in the monitoring of pupil progress, particularly at Key Stage 2.
- Set and review more challenging targets to ensure teaching expectations are high enough and pupils know what they need to do to improve.
- Provide more opportunities for pupils to learn about cultural diversity throughout the school.

Achievement and standards

Grade: 3

Achievement is satisfactory overall although the progress made by children with learning difficulties and disabilities is good. Pupils start Key Stage 1 at broadly the expected level. They make satisfactory progress and their standards are in line with the national average by the end of Year 2. Key Stage 1 results fell in 2005 compared to the previous year and fewer pupils reached the highest level in mathematics.

Progress continues to be satisfactory in Key Stage 2 so that by the time pupils reach the end of Year 6 their standards are in line with national expectations. Few pupils reached the highest level, particularly in English, as a consequence of results in writing.

In lessons seen, pupils made better progress in Key Stage 1 and the Foundation Stage, where the learning environment is good, than they did in Key Stage 2.

Personal development and well-being

Grade: 2

The personal development of the pupils is good with some outstanding features. Pupils enjoy coming to school and this is reflected in their enthusiasm for all aspects of school life, and in their high attendance and good punctuality. The pupils show that they are mature and responsible and have a positive attitude to their learning. They are able to judge successes in their own work and actively seek support when necessary, which are useful skills for the future. They are good ambassadors for the school due to their exceptional behaviour both in and out of school. There is a great deal of mutual respect shown in the relationships between all adults and pupils, and pupils are very keen to take on responsibilities both in and out of school wherever possible. This is shown in the impressive range of community projects the pupils are involved in.

The pupils feel happy, safe and well looked after and are keenly aware of how to live healthy lives, which is demonstrated in their kitchen garden project and their participation in extra-curricular sports clubs. Spiritual, moral and social development is good. The school's Values Education Programme develops pupils' social and moral responses to each other and gives them a high level of confidence and self-esteem. There are times for pupils to develop their cultural awareness and they show some understanding of the beliefs and values of others. However these are limited and pupils do not have a broad enough understanding of cultural diversity in Britain.

Quality of provision

Teaching and learning

Grade: 3

The overall quality of teaching is satisfactory but there are variations across the school. In some classes, teaching is good and pupils progress well but there are inconsistencies. In some instances there is not enough challenge and although there is a range of activities, these do not stretch the more able pupils. The best features of teaching are outstanding relationships leading to very good behaviour, and an interesting range of activities that excite and engage the pupils and leave them wanting more. Work is well planned and focused for pupils with learning difficulties and disabilities who make good progress. Learning support assistants and volunteers play a full part in lessons, prompting and questioning, to move pupils on in their learning. Pupils are aware of their successes and their difficulties and seek help when it is needed. Although teachers encourage pupils to ask for help, they do not always make clear what pupils' next steps in learning are.

The recent focus on developing pupils' speaking and listening skills has improved their involvement in lessons, particularly in the Foundation Stage. Pupils are beginning to discuss their learning, though a greater emphasis by the adults in every classroom on

the purpose of what they are doing would help them to understand and reach their goals more easily. The activity based approach to teaching in the Foundation Stage gives many opportunities for learning and meets children's needs well. Parents are encouraged to support their children through the sharing of targets although this is insufficiently developed.

Curriculum and other activities

Grade: 2

The curriculum is good and meets the needs of all learners. There is a broad range of creative and practical opportunities that motivate pupils. It is backed up by a number of visits and visitors including local writers, poets and artists, and enriched by features such as the organic garden and pond. Personal, social and health education is provided effectively through circle time and the school's Values Education Programme. The appointment of a specialist teacher has enhanced the opportunities for pupils in music. Provision for information and communication technology (ICT) has improved and teachers use whiteboards well. However, the use of ICT across the curriculum needs to be further developed. The well attended and extensive range of extra curricular sports clubs ensures pupils take part in a good level of physical activity. Effective links with other local schools have led to some rewarding projects, for example the 'Alternative Little Pigs' CD'. Provision for cultural development is limited and is not sufficiently built into all areas of the curriculum. At present pupils do not have enough opportunities to understand cultural diversity. The curriculum for reception children covers all areas of learning effectively through an appropriately stimulating play based approach.

Care, guidance and support

Grade: 3

The school provides satisfactory care, guidance and support for individual pupils' personal and academic development. Pupils ask for help confidently and feel well cared for. School Council members are clear that they can voice an opinion and it will be listened to. Parents have confidence that their children are in safe hands and commend the school on its focus on the all round development of their children. High expectations of the pupils' behaviour establish a safe learning environment in which people look after each other and treat everyone with respect. Academic targets are shared with pupils although these are not always challenging enough or reviewed regularly.

Health and safety, and child protection procedures are regularly reviewed. Pupils with learning difficulties and disabilities are supported well. Links with outside agencies are well developed and the school acts promptly to secure whatever help individual pupils need. There are good arrangements for settling new pupils into the school and effective links with the secondary school.

Leadership and management

Grade: 3

Leadership and management are satisfactory overall. The leadership team and governing body have successfully established and maintained an inclusive ethos of the school. The headteacher has a clear sense of what still needs to be achieved. The school improvement plan identifies appropriate actions, for example in writing and mathematics. Subject coordination is at various stages and development. Some monitoring and analysis has taken place but this is not consistent across all subject areas. There is not enough rigour and focus in monitoring pupil progress especially at Key Stage 2, and ensuring teachers' expectations are high enough in the targets they set.

The governing body has supported the headteacher by reducing her teaching hours to give her more time to carry out her leadership role. They have acted strategically in their proposed restructuring of the senior management team but they recognise they have more to do in challenging the school to raise standards. It has met its statutory responsibilities, but an action plan to implement the race equality policy has not been developed. Parents are overwhelmingly positive about and supportive of the work of the school, which reflects the confidence they have in the leadership of the headteacher. The school has secured improvement since the last inspection and can go on to improve further.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	3	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Dear Children

We are writing to thank you for the chance to meet you this week when we visited your school. We would like to tell you what we thought.

There are many things the school does well

- Your behaviour in and around school is outstanding. You should be very proud of yourselves for the very good example you set in helping others.
- You get on very well with each other and with the adults who help you.
- Those of you who need extra help do very well in your lessons.
- You feel safe and secure at school and enjoy your lessons.
- You especially enjoy the extra activities the school provides for you, which help to keep you healthy and fit.
- You have a lovely school building, which gives you a good place where you can learn.

There are a few things we have suggested to the headteacher that could help the school improve further

- Your teachers could check more often how well you are doing and let you know what you need to do to improve your work.
- The people in charge of the school could check your lessons more regularly so as to help the teaching get even better.
- The school could give you more opportunities to learn about other people in different parts of Britain.

We very much enjoyed our visit and meeting you and would like to wish you every success for your future

Yours sincerely Mark Sims HMI