

Inspection of a good school: Eardisley Church of England Primary School

Eardisley, Hereford, Herefordshire HR3 6NS

Inspection date: 1 February 2024

Outcome

Eardisley Church of England Primary School continues to be a good school.

What is it like to attend this school?

This successful, well-led village school does much to support and celebrate everyone. Whether it be for academic achievement, contribution to the community or being a good friend, the school is quick to notice, praise and encourage. Consequently, pupils feel valued. They enjoy school, feel safe and have many opportunities to do lots of different things. From performing in the local village hall to sharing their ideas with government, pupils get involved in both local and national matters.

Expectations for achievement are high, and pupils work hard to meet these. They learn much and are well prepared for secondary school. Pupils who find it difficult to learn get kind, patient and effective support when they need it.

In addition, pupils are kind to one another. Older pupils look out for younger ones, and all learn the value of kind words and actions. Indeed, attention to pupils' social and moral development is a distinctive strength, which has marked impact. Typically, pupils' behaviour is excellent. However, if any upsets do happen, then the school responds promptly and fairly. Pupils and their parents and carers have confidence that leaders and staff will always listen to them and help them when needs be.

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

This school does many things well. Academic standards are typically strong, and pupils study a broad and rich curriculum in many different subjects. Values-driven leadership steers the school with thoughtful care and proven impact.

From the start in Reception, reading is given a high priority. Beginning with rhymes and simple stories, children learn how to listen carefully. Staff teach them to find joy in words and to explore patterns in language. They also model and teach effective learning habits. For example, children learn to sit with good posture at a table, how to hold a pencil and to form letters correctly. This approach, together with formal phonics teaching, continues throughout key stage 1 and beyond if any pupils need it. However, by the time they move

into key stage 2, most pupils are reading and writing fluently. If anyone starts to fall behind, then they get extra help to catch up. The reading curriculum beyond phonics is ambitious. Leaders communicate this well to pupils, explaining, 'Literature is not just a nice occupation; it takes you places and is elevating.'

Like reading, mathematics is also taught and assessed effectively. There are strengths in other subjects too. Curriculum plans are detailed, and the school has invested in resources that support pupils' learning. Curriculum design in some foundation subjects, such as religious education, is very well thought out. Pupils learn about some big ideas that connect faiths and guide people's beliefs. Nevertheless, a few foundation subjects are not as strong. Leaders know this and plan further developments to support curriculum design and staff's subject confidence.

Across the curriculum, pupils get a lot of work done. They take pride in their achievements and enjoy their lessons. In addition, the school provides opportunities beyond classroom learning. It also teaches worthy values that guide pupils' thoughts and actions. The impact of this most distinctive aspect is plain to see. Pupils treat others kindly, are well mannered and look for ways to help out. Older pupils buddy up with younger ones and are quick to show initiative when anyone needs help.

At this inclusive school, pupils with special educational needs and/or disabilities are supported to succeed. Indeed, the school has a proven track record in building pupils' confidence and self-belief so they can overcome challenges and make the most of school.

The school's work to support pupils' wider development is another area of strength. This is evident in the many extra activities that broaden pupils' interests and teach them about the world beyond rural Herefordshire. Pupils visit urban centres and have a voice in local, regional and national matters. This includes sharing their ideas with government in order to help shape national policies. Sport, music, theatre and performance also support pupils' cultural awareness.

Staff say that they enjoy working here and that school leaders are mindful of their workload and welfare. They feel supported in their jobs.

Governors are well informed about their role and are very active in their support for the school. Together with school leaders, they are ambitious for every pupil and have created a supportive and open culture.

Parents and pupils speak highly of the leadership, education and care provided at Eardisley School. They describe it as a very welcoming place with highly caring and visible leadership. Inspection evidence supports these views.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Curriculum design and staff confidence in some foundation subjects are not as strong as in other subjects. The school should continue to strengthen curriculum design and further develop staff subject knowledge in these subjects. This should be done so that pupils make even better progress across the whole curriculum.

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 first ungraded inspection since we judged the school to be good in June 2018.

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	116804
Local authority	Herefordshire
Inspection number	10294522
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	114
Appropriate authority	The governing body
Chair of governing body	Philip Whittall
Headteacher	Bridget Knight
Website	www.eardisleyschool.co.uk
Dates of previous inspection	26 and 27 June 2018, under section 5 of the Education Act 2005

Information about this school

- Eardisley Primary School is a Church of England voluntary controlled school. Its most recent diocesan section 48 inspection took place in March 2019. Section 48 inspections were suspended due to the COVID-19 pandemic. They restarted in September 2021. The next section 48 inspection will be within eight years of the previous section 48 inspection.
- There is a privately run on-site pre-school. This is subject to a different inspection at a different time.
- The school provides after-school childcare on the school site. Before-school childcare is provided by the privately run on-site pre-school.
- The school does not use any alternative providers.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school had 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 and attendance, the curriculum, extra-curricular activities, governance, school improvement planning and documents published on the school's website.
- During the inspection, the inspectors had formal meetings with the headteacher, other leaders, school staff, pupils and governors. The lead inspector spoke on the telephone with the school's improvement partner.
- The inspectors carried out deep dives in reading, mathematics, and art and design. 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 other subjects to check how these were organised and taught.
- 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 and staff to gather general information about school life. They took account of the responses to Ofsted's surveys for staff and for pupils and the responses to Ofsted Parent View.
- Inspectors observed pupils in class, at lunchtime, on the playground and at the start and end of the school day. An inspector observed some pupils reading to an adult.

Inspection team

Martin Pye, lead inspector

Ofsted Inspector

John Parr

Ofsted Inspector

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