

Inspection of Eldersfield Lawn CofE Primary School

Corse Lawn, Gloucester, Gloucestershire GL19 4LZ

Inspection dates: 30 April to 1 May 2024

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

What is it like to attend this school?

The school is rapidly improving since the current headteacher was appointed after it declined following the last inspection. Pupils enjoy coming to school and speak about it with pride and enthusiasm. The school wants all pupils to succeed, whatever challenges individuals may face, and they do. Pupils achieve well in reading, writing and mathematics. The focus on early reading ensures all pupils do well in phonics.

In addition to revising the school curriculum, the school has made sure that the range of wider enrichment opportunities continues to be very extensive. These include rugby coaching with international players and designing a large unicorn head with a local artist for the re-enactment of the battle of Tewkesbury. All pupils are included in school performances throughout the year. Older pupils are currently rehearsing for a production of 'Shakespeare Rocks'.

Pupils live up to the school motto of LIFE 'living and inspiring futures for everybody'. Their behaviour in school is exemplary and their attendance is improving strongly. Pupil governors lead by example, helping to choose and design the new playground equipment. Pupils feel safe and know how to keep themselves safe. There is always an adult to talk to.

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

When the current headteacher was appointed, there was a lot to do around curriculum design and subject leadership. The school fully engaged in support from the local authority and diocese to secure rapid improvements, accurately identifying the key actions required. The school has now put an ambitious and well-sequenced curriculum in place, with a wide range of subjects backed up by significant enrichment experiences. Some aspects have been implemented more recently and will need time to be further embedded. Parents are overwhelmingly positive about the improvements secured.

A reorganisation of staff roles has been timely in ensuring that leaders are well matched to the areas they are responsible for. Much has been done to enhance leaders' skills. However, in some subjects, leadership is new and still developing. Leaders check how well pupils are doing, but there is more to do in some subjects and in early years for leaders to analyse any gaps in pupils' learning or further changes needed to the curriculum.

The redesigned reading curriculum is now well embedded. The school has ensured that there is a suitable phonics programme in place which is taught consistently well by teachers and teaching assistants. Consequently, all pupils, including those who find reading difficult or are at an early stage of learning to read, are developing the skills and confidence they need to be fluent readers.

The implementation of the mathematics curriculum is well established. For example, pupils in Reception are able to divide eggs equally across two nests and use accurate mathematical terms to describe their work, using terms such as 'odd', 'even' and 'left over'. The art curriculum enables pupils to build progressively on previous learning. Children in Reception were able to paint in the style of Van Gogh, while older pupils could confidently discuss Seurat's pointillism style and evaluate different perspective techniques employed by Constable. Throughout their learning, there is a strong focus on pupils using more challenging vocabulary.

There is a small but growing number of pupils with special educational needs and/or disabilities. These pupils are fully included and engaged in lessons, where teachers make suitable adaptations to help them access the work of the class.

Pupils take on a very wide range of responsibilities in school. They submit application letters for roles as helpers, for example in sports and music, on the playground and in assemblies. There are numerous experiences to bring learning to life. The incubator in early years enables children to see chicks hatching. Pupils encounter a greater diversity than exists in school. This includes a trip to London and a visit to a Hindu temple in Birmingham as part of their studies in religious education. Pupils demonstrate respect for those with different backgrounds and beliefs.

In a small school, all staff have to take on multiple roles. Most staff spoken to said leaders help them to manage their workload well, with sufficient time given for their areas of responsibility. Governors provide effective support and challenge to leaders. This helps them to have an accurate view of the school's strengths and areas for improvement.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some subject changes to the curriculum have been recent. This means that the impact on pupils' learning is not as well established as it is in other subjects. Leaders should ensure that the curriculum enables pupils to achieve consistently well across all subjects.
- Some subject leadership is new. As a result, checks on gaps in learning or where changes to the curriculum are needed are not fully developed. Leaders should ensure that subject leaders are consistent in carrying out their roles to identify and address any curriculum improvements that are needed.

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	116807
Local authority	Worcestershire
Inspection number	10294523
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	104
Appropriate authority	The governing body
Chair of governing body	Paul Chichester
Headteacher	Sarah Hindle
Website	www.eldersfieldlawn.worcs.sch.uk
Date of previous inspection	30 and 31 May 2012

Information about this school

- Since the school was last inspected, a headteacher was appointed and has since departed. The current headteacher was appointed in February 2023.
- There are three mixed-age classes in key stages 1 and 2 and a single Reception cohort.
- The school does not make use of alternative provision.
- The school has a Christian ethos. The school's last section 48 inspection was in July 2017. The next scheduled inspection is due in 2024.

Information about this inspection

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.

- Inspectors held meetings with the headteacher, assistant headteacher and other leaders and staff.
- An inspector spoke by telephone to a representative from the local authority.
- An inspector spoke by telephone to a representative from the diocese.
- Inspectors spoke to two groups of pupils.
- Inspectors met three members of the governing body, including the chair.
- Inspectors took account of responses to the Ofsted Parent View free-text service, the online survey. There were no responses to the pupil and staff surveys.
- Inspectors considered information on pupils' behaviour, attendance and personal development.
- Inspectors carried out deep dives in these subjects: early reading, English and art. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also listened to pupils read and discussed the curriculum in some other subjects, including in the early years foundation stage.
- 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.

Inspection team

Mark Sims, lead inspector

Ofsted Inspector

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