

# Eppleby Forcett Church of England Primary School

Eppleby, Richmond, North Yorkshire, DL11 7AY

**Inspection dates** 23 January 2014

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Eppleby Forcett is a very small, friendly school in the heart of the local community and knows every child's individual needs very well. As a result, pupils achieve well, particularly in reading and mathematics. Most children begin school with skills appropriate to their age, but leave at the end of Year 6 with standards above the national average.
- The quality of teaching is good and this enables pupils to make good progress. Teachers understand the wide variety of needs of their children. The high number of adults in each class ensures that all pupils have lots of time and attention spent on them by their teachers to improve their learning.
- The school's work to keep pupils safe and secure is outstanding. Parents say their children are looked after extremely well and pupils say they feel very safe. Staff are exceptionally diligent when dealing with pupils' safety.
- The behaviour of pupils is good. Pupils enjoy coming to school and take part in activities well.
- The recent appointment of the executive headteacher has already had a significantly positive impact on this school. Safeguarding is significantly better, checking on pupils' progress using school data is stringent and there have been significant improvements in the quality of teaching.
- Governors care deeply about the school, initiate ideas well and are moving forward with even closer collaborations with the partner school.

### It is not yet an outstanding school because

- Pupils do not always get on with their own work as well as they could, especially when they are not being directly guided by an adult.
- Teaching is not outstanding, because pupils do not achieve the very highest standards, especially in their writing.

## Information about this inspection

- Inspectors observed six lessons or parts of lessons, two of which were observed jointly with the headteacher.
- Inspectors listened to pupils read and looked at the work in their books.
- Meetings were held with the headteacher and different groups of people involved with the school. These included pupils, parents, members of the governing body, members of the teaching staff and a representative from the local authority.
- Inspectors took into account the results of the school's recent parental surveys and responses on the on-line questionnaire (Parent View), and staff questionnaires.
- Inspectors looked at a range of documents, including plans for improvement, records of the school's checks on pupils' and teachers' performance, safeguarding and attendance documents, minutes of meetings of the governing body and school policies.

## Inspection team

Faheem Chishti, Lead inspector

Additional Inspector

Allyson Ingall

Additional Inspector

## Full report

### Information about this school

- Eppleby Forcett Church of England Primary School is a much smaller than average-sized primary school.
- The vast majority of pupils are of White British heritage. The proportion of pupils who speak English as an additional language is below average.
- The proportion of disabled pupils and those with special educational needs supported through school action is below average. The proportion of pupils supported at school action plus or with a statement of special educational needs is average.
- The proportion of pupils supported by the pupil premium is below average. The pupil premium is additional government funding for those pupils who are known to be eligible for free school meals, children from service families and those children who are looked after by the local authority.
- There is a small number of pupils in the school and they are all taught in mixed-age classes.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- The headteacher was appointed in September 2013 and shares her time equally across this and the partner school as an executive headteacher.

### What does the school need to do to improve further?

- Improve the quality of teaching to outstanding and raise pupils' attainment, by:
  - making sure the tasks teachers give pupils always stretch their learning
  - strengthening the teaching of writing by allowing pupils more opportunities to practise their writing skills.
- Ensure that pupils are keen to learn at all times, especially when they are not being directly guided in their work by an adult.

## Inspection judgements

### The achievement of pupils is good

- Most children start in the Reception class with the skills and knowledge that are expected for their age. They make good progress during the Early Years Foundation Stage and Key Stage 1, although the very small numbers in each year group mean that standards at the end of Year 2, can vary greatly from one year to the next. However, over time, pupils' attainment when they leave class one at the end of Year 2 is at least in line with the national average and often just above.
- Good progress continues in Key Stage 2, resulting in largely above average attainment at the end of Year 6. Progress for some pupils, however, is uneven. In some years and some subjects, pupils may make exceptional progress, for example, double the rate at which would be normally expected. But at other times, less than expected progress may occur for short periods.
- Reading skills are taught well using phonics (learning letters and the sounds they make) and pupils use these acquired skills successfully to improve their basic reading and writing skills. As a result, pupils performed well in the national phonics check in Year 1, with an above-average proportion reaching the required standard. Older children read fluently and chose from a wide range of books. Teachers regularly listen to pupils read in small groups as well as individually.
- Standards in writing are not as high as those reached in reading and in mathematics. Pupils do not have enough opportunities to write extensively and for different purposes.
- Disabled pupils and those who have special educational needs receive effective support so that they make good progress. Those entitled to extra support to meet individual education targets make rapid progress and grow as confident learners.
- The achievement of the most able pupils and those who benefit from the pupil premium funding make similar progress to other pupils in the school because money is spent wisely on meeting their needs.

### The quality of teaching is good

- Teaching was good in all lessons observed by the inspectors. This matches the school's own evaluation of teaching, as well as the local authority's view of teaching.
- Pupils often have two or more adults in the classroom to assist them with their learning. This helps teachers give greater support to pupils and improve pupils' learning.
- When learning is best, the teacher's sharp questioning makes pupils think and explain their answers fully. Reception-age children, often working alongside pupils from Years 1 and 2, are provided for well and enjoy working with older pupils.
- When learning was good or better, teachers ensured the tasks stretched the wide range of ages and abilities that are found in most classes. For example, in a Key Stage 2 mathematics lesson, the teacher was able to set up several different tasks that extended the most able while at the same time, challenging pupils of all ages.
- Occasionally, tasks are too easy and do not allow pupils to wrestle with the sort of challenging problems that would advance their learning further. Pupils say that work is sometimes 'quite easy'. Teachers do not always encourage pupils to think their own way through problems. For example, pupils in the Key Stage 2 class concentrated well on their learning when supervised by an adult, but worked much less effectively when working on their own. This resulted in them sometimes producing limited amounts of work and completing work to a lower standard than they could achieve.
- The teaching for disabled pupils and those who have special educational needs is good because all adults, and particularly skilled teaching assistants, ensure that pupils receive support that improves their learning.
- The vast majority of parents who responded to questionnaires or met with inspectors are very

happy with the quality of teaching experienced by their children and feel that all children are treated as individuals. Pupils also say that they enjoy lessons and that teachers try their best to make lessons fun and enjoyable.

### **The behaviour and safety of pupils** are good

- Both pupils and adults at Eppleby Forcett have an excellent understanding of safety. There are now rigorous routines in place and safety measures are robust. The school's work to keep pupils safe and secure is, therefore, outstanding.
- Pupils say the use of a 'Worry Box' helps them discuss feelings about safety well and they feel that they can talk to an adult about anything regarding school. There is a welcoming and friendly atmosphere in school as was commented on by a pupil who said 'everyone's friendly in this school because we all know each other'.
- Pupils' behaviour is good. Pupils have a good understanding of different types of bullying, including those posed by using the internet.
- The school makes good use of community facilities in the village, such as the village hall and a dining hall and kitchen. These are used well on a daily basis for lunchtimes, physical education and sporting activities. Supervision to these outside facilities is excellent. This is helped in no small way by the good behaviour of pupils who listen to teachers' instructions well and care for each other when they walk between the school and these outside facilities.
- Although the total number of children in the school is small, older pupils take great pride in the role of 'peer buddies'. These senior pupils take responsibilities during breaks and help and direct younger children with their lunches.
- Because a large majority of pupils in school are boys, the school tries its best to meet their needs by adapting the curriculum: however, the girls feel that boys can sometimes overshadow lessons with their presence.
- The behaviour of some pupils also deteriorates when not supervised by adults. For example, pupils can be prone to doodle or fidget which distracts them from achieving their best. Although not commonplace, occasionally equipment such as pencils and rulers can be found lying around or on the floor with pupils lacking the self-discipline to pick them up.

### **The leadership and management** are good

- The headteacher has had a positive impact on the school's work to maintain pupils' good progress, identifying those pupils not making good progress, and establishing high standards with regards safeguarding procedures. As a result, the school is in safe hands with a clear direction for the future.
- Teachers' performance is monitored by the headteacher with personal targets linked to pupils' progress. Currently, all four teachers are employed on a part-time basis and all have leadership roles. This has enabled a collaborative culture in the school where every member of staff is willing to share good practice and learn from one another.
- New leaders also have the support of a wider leadership team from the partner school. This collaboration means that subject leaders have an opportunity to lead their subject in both schools and so gain valuable leadership experience.
- The local authority provides a light touch approach to this school. It has made effective use of the current executive headteacher's skills in improving the school's performance.
- The rich curriculum includes a range of links between different subjects, which makes learning meaningful and exciting for pupils. It places a strong emphasis on promoting pupils' spiritual, moral, social and cultural development and nurturing their leadership skills.

**■ The governance of the school:**

- The governing body is actively involved with school improvement and knows the strengths of the school well. It is thinking strategically and is already planning well in advance with limited financial resources. Governors are keen to develop pupils as high-achieving, rounded individuals who are ready for the next stage of education. The local authority say members of the governing body are not shy to ask questions and challenge leaders when appropriate. They secure robust financial and legal management including all safeguarding arrangements. Governors make appropriate use of information to plan the use of funding, such as the pupil premium. They make sure that such funding is having a positive effect on the learning of pupils for whom it is allocated by comparing their progress with that of other pupils. Governors use the new primary school sport funding to employ specialist sports teachers to work alongside class teachers. This has had a positive impact on the professional development of school staff and is beginning to bring healthier lifestyle benefits for pupils. Governors ensure that the school's performance management systems are used to reward good teachers and to tackle weaker teaching.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	121490
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	430909

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	25
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Judith Anderson
<b>Headteacher</b>	Beverley Maxine Price
<b>Date of previous school inspection</b>	29 May 2012
<b>Telephone number</b>	01325 718298
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