

National Society Statutory Inspection of Anglican Schools Report

Eastnor Church of England Voluntary Controlled Primary School

Eastnor,
Ledbury,
Herefordshire
HR8 1RA

Diocese: Hereford

LA: Herefordshire

Dates of inspection: 27 March 2006

Date of last inspection: October 1998

School's Unique reference number: 116805

Headteacher: Miss J. Morris

Inspector's name and number: Mr. T.R. Sharples

School context

Eastnor is a small (86 on roll) primary school nestling between Ledbury and Malvern on a very large estate in rural Herefordshire. Few children live in the village itself, most of the learners come from the nearby town of Ledbury.

Summary Judgement

Eastnor is a good school which offers the children under its care many excellent opportunities in learning and spiritual development. The children are well behaved and demonstrate a genuine care for each other; a reflection of the powerful Christian ethos to be found in the school. The school's self evaluation is developing well.

Established strengths

- A lively and able team of teachers led by a visionary headteacher whose combined abilities provide a rich learning experience for the children.
- A pattern of Christian awareness which is demonstrated across school life as a whole.
- High standards of work across the curriculum and throughout the age range.

Focus for development

- A drawing together of the views and ideas of staff and foundation governors about the Christian (Church) foundation of the school in order to lay a firm ground for the future
- An appraisal of ways in which the school might project its Christian character more clearly, including the prospectus.
- The further exploration of possibilities in worship to include greater use of the environment and quiet reflection.

How well does the school, through its distinctive Christian character, meet the needs of all learners?

The Christian character of Eastnor school enables it to meet the needs of all learners in an outstanding way.

The relationships between staff and pupils are warm, respectful and productive; this was clearly seen during a very well conducted circle time in the Reception class where pupils' individual needs were appreciated while stimulating questions were skilfully used to draw out the children's skills and knowledge. The atmosphere in the school is conducive to productive discussion and awareness of others' needs – this has the effect of making classroom plenary times very fruitful for the learners.

Children's work is carefully displayed around the school in an active demonstration of learners' achievements along with 'star' charts to further celebrate progress and achievement. This positive approach has also enabled the school to compensate for the lack of a hall by providing a very wide range of physical activities, all of which the children speak of with genuine gratitude and enthusiasm.

The school's response to disciplinary issues also demonstrates a sensitivity which was commented on by both children and parents.

What is the impact of collective worship on the school community?

The impact of collective worship within the school community is good.

Worship has a prominent place at Eastnor, there are weekly assemblies in the local church and daily acts of worship in school involving prayer, singing, reflection and

celebration of children's work. The children look forward to and enjoy being involved in the worship. The children are familiar with the Lord's Prayer and the major festivals. Aspects of Christian worship, such as Lent, are explored further in R.E. lessons which make a significant contribution to pupils' understanding and experience. Time for spiritual reflection is also provided during R.E. lessons. Worship has only very recently been a focus of constructive review and it is of great credit to the co-ordinator that so much has been achieved in a short time. The impact of recent developments such as the reflective display where children are able to compose their own written prayers (which are then used in collective worship) has had a significant impact on the learners.

A careful effort is made to include all pupils in the worship life of the school, no matter what their own background, and to encourage thoughtful and respectful debate on spiritual/religious/moral issues. The learners' response to this openness is demonstrated in a willingness to discuss without judgement linked to a broad knowledge base. Multi-faith/cultural issues are incorporated carefully into worship allowing children to appreciate other world faiths in a worship context as well as through study in R.E. lessons.

How effective are the leadership and management of the school as a church school?

The leadership and management of Eastnor as a church school is good.

The headteacher has a clear vision for the school; this is well communicated to the other staff and to the governors. The foundation governors play a very active role in the management of the school through regular visits and discussions of curriculum and other matters. They are able to provide strong and active support to the staff.

The

Christian character of the headteacher's vision is well understood but not coherently expressed by governors in documents such as the school's prospectus. The children also understand that they are in a school with a Christian context - this can be felt in the school's activities, lessons, playtimes and lunchtime – older pupils are able to explain the reference to 'parochial' in the school badge. The recent work of the staff with regard to the development of worship and ethos provides a good opportunity for Governors and others to evolve a coherent expression of the school's vision.

Parents' and pupils' views of the work of the school are sought through questionnaires and discussions. These views are usually positive, parents and children freely express their appreciation of the work of the school.

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