

Eton Porny CofE First School

14 High Street, Eton, Windsor, Berkshire SL4 6AS

Inspection dates

3–4 October 2018

Overall effectiveness	Good
Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Not previously inspected

Summary of key findings for parents and pupils

This is a good school

- The headteacher, ably supported by her senior team, has revitalised the quality of education provided by the school. The parents, carers, pupils and staff are united behind her vision. This is a school that has improved rapidly.
- The curriculum provides pupils with ample opportunity to learn interesting topics. It is richly embellished with a range of trips, visits and experiences to excite, inspire and inform pupils.
- Changes to the mathematics curriculum are well judged and effective. Pupils develop secure skills and use these to solve a range of increasingly complex problems.
- Governors and directors know the school well and visit often to check that leaders' actions are having the desired impact. The support of the diocese, local authority and multi-academy trust is welcomed by leaders and used to excellent effect.
- Teachers are skilled and ambitious. They use their strong subject knowledge to plan interesting and meaningful lessons which help pupils to develop their skills and understanding. In a small proportion of lessons, work is too easy for the most able pupils.
- Pupils write widely and often. They possess a strong understanding of grammar, punctuation and spelling and apply this to produce lively and interesting texts. Nevertheless, too few pupils write at the high standard of which they are capable.
- The early years is a warm and vibrant space where children settle quickly and make a strong start to their education. The new early years leader has made meaningful changes which have improved the provision.
- Pupils are exceptionally well behaved and show great pride in their school. They value their friendships and put the welfare of others at the heart of their interactions.

Full report

What does the school need to do to improve further?

- Increase the proportion of pupils who attain a high standard in writing.
- Ensure that teachers sufficiently challenge the most able pupils in all lessons.

Inspection judgements

Effectiveness of leadership and management

Outstanding

- Since joining the school in 2017, the headteacher has transformed the quality of education that it provides for pupils. She has recruited a capable and ambitious team of leaders and teachers who have raised expectations of what pupils can achieve. The school continues to go from strength to strength. Parents are delighted with the changes that have been made. One summarised the thoughts of many, noting, 'Sending my son to Eton Porny was the best decision I have ever made.'
- Leaders at all levels have quickly identified the right priorities for the school, working as a unified team to tackle the few remaining weaknesses. For example, leaders understand and consider how their area of subject responsibility will help to improve pupils' writing, a key priority in the school development plan. Leaders are well placed to secure further improvement.
- Last year, the assistant headteacher refined the mathematics curriculum to ensure that pupils were able to deepen their understanding of number, calculation and the process of solving problems. The results have been dramatic. Parents, staff and pupils now share an aligned understanding of how mathematics is taught at Eton Porny. Pupils' progress in this subject is rapid and sustained and, as a result, high proportions of pupils now attain at a high standard in mathematics.
- In 2017, leaders reviewed and redesigned the curriculum to provide more opportunities for pupils to study a broad range of subjects in depth. The curriculum is enriched with a range of trips and visits. For example, pupils in Year 4 visited the natural history museum at Eton College to better understand the theory of evolution. Recently, leaders adapted the RE curriculum to ensure that pupils at this Church of England school gained a greater understanding of Sikhism, Judaism, Hinduism and Buddhism. The curriculum inspires and interests pupils, helping them to think deeply and do their best in lessons.
- Additional money to support disadvantaged pupils is used extremely effectively. Leaders consider the needs of pupils at an individual level and offer the right balance of pastoral and academic support to help pupils to keep up with their peers. As a result, the progress and attainment of disadvantaged pupils match those of other pupils in school.
- The special educational needs coordinator identifies and understands pupils' needs well. She works with staff, parents and external agencies to diminish barriers to pupils' learning, developing bespoke plans that utilise the school's resources well. Pupils who have special educational needs (SEN) and/or disabilities make strong progress from their relative starting points.
- In the past, some assessment information was inaccurate and, therefore, leaders have developed new systems to ensure that their tracking of pupils' progress and attainment is precise. Assessment systems are now used effectively in a range of ways to identify and support groups of pupils who fall behind and to evaluate the effectiveness of teaching.

- Leaders work with local authority, diocesan and multi-academy trust officers to gain an accurate view of the school's performance. This helps them to validate their own judgements, quickly identify underperformance and review any areas of their work which require a change of direction. Leaders' reflective and inquisitive approach to school improvement has ensured that their actions are reviewed regularly and sharply focused upon improving outcomes for pupils.

Governance of the school

- Governors are well informed and use their extensive range of trips and visits to check the work of leaders and hold them to account for their actions. As a result, they maintain an accurate view of the school's performance and offer the right level of challenge and support to leaders.
- Governors are ambitious for all pupils regardless of their background, faith or heritage. They check the school's records and performance information to satisfy themselves that all pupils are equally able to succeed and challenge leaders to do even better for any pupil groups who fall behind.
- The work of the academy trust has been highly effective. The directors recognise the strength of leadership in the school and have supported leaders to secure substantial funding to improve the site and resources available to pupils. Leaders have valued both the support and autonomy afforded by the trust to secure improvements.

Safeguarding

- The arrangements for safeguarding are effective.
- Safeguarding procedures are well established and fit for purpose. Checks on staff are completed in good time and relevant training is provided before new staff commence employment. When concerns are raised, leaders act quickly and decisively, working with an appropriate range of agencies to get pupils the help they need.
- Parents receive useful information which helps them to understand and reduce potential risks to their child's safety. The regular newsletters cover topical issues such as sun and road safety. Parents attend helpful workshops to consider the risks presented by unsupervised social networking and online streaming.
- Pupils receive age-appropriate guidance to help them make good decisions and to keep themselves and their peers safe. Pupils in the early years learn to manage risks and to wear appropriate safety equipment in the construction area. Older pupils learn how to cross roads and to ensure that they wear bright clothing as the nights draw in.

Quality of teaching, learning and assessment

Good

- Pupils and staff enjoy warm and productive relationships. Staff offer clear instructions which encourage pupils to think deeply about their learning and achieve their goals in lessons.
- Staff possess strong subject knowledge and typically plan sharply focused lessons that are well matched to pupils' needs. For example, in Year 3, pupils considered different ways to add three-digit numbers and presented these in a range of ways which clearly

showed their thinking. However, in a minority of lessons, pupils, particularly the most able, are not sufficiently challenged because tasks are too easy for them.

- Recent changes in mathematics teaching have ensured that pupils are taught to calculate and problem solve using a consistent range of methods. This approach is used well in class and encourages pupils to reason and explain their thinking. As a result, pupils make strong progress in mathematics and many attain at a high standard.
- Recently, teachers have worked hard to encourage pupils to apply their writing well in subjects such as science. This has improved pupils' ability to explain their thinking. For example, in Year 4, pupils wrote to local businesses setting out clear and compelling arguments, persuading them to reduce their reliance on plastics. Leaders recognise that pupils need further opportunities to improve their writing so that more pupils are working at greater depth by the end of key stage 2.
- Pupils receive useful feedback which helps them to improve specific elements of their work. Pupils independently make improvements and correct their mistakes. Consequently, errors are rarely repeated.
- The teaching of early reading and phonics supports pupils to build strong skills. Positive links with parents ensure that pupils get plenty of opportunity to practise reading aloud, both at home and in school. Consequently, pupils read well and can enjoy the range of books in their well-stocked library.
- Staff are quick to identify pupils who fall behind and work with the skilled team of support assistants to help pupils to catch up. This support has been particularly effective for disadvantaged pupils, who make progress equally as strong as their peers.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils enjoy the house system and the friendly competition that this encourages. This was typified during their spirited rendition of the harvest song, where pupils sang with gusto. Pupils are delighted when they are rewarded but readily celebrate the successes of others, including competitors.
- Pupils develop exceptionally strong morals and understand their impact on their environment and those around them. The 'eco-squad' carefully tend to the grounds and grow produce which is then used in the kitchen. The school council set up cake and book sales to raise money for the charity Crisis during the recent royal wedding. This is a school where pupils understand and welcome their responsibilities to be positive global citizens.
- All pupils feel safe and welcome at Eton Porny. All are valued and encouraged to thrive regardless of gender, religion or heritage. One pupil noted, 'We put the needs of others before our own.' This is a happy school where all pupils are able to play and learn in harmony.
- Pupils are taught to take care of their own and others' mental health. Wellbeing mentors work with other pupils to help them express their feelings and talk about any

worries or anxieties they may have. Pupils are well prepared for the challenges they may face in the future.

Behaviour

- The behaviour of pupils is outstanding.
- In class, pupils enjoy positive relationships with staff and trust them to help them with their work. Pupils are resilient and always try to overcome challenges on their own. As a result, classrooms are typically happy and purposeful environments.
- On the playground, pupils play in the vibrant and varied environment. Incidents of poor behaviour are extremely rare and pupils report that, when they do happen, leaders help them to overcome their differences.
- The behaviour policy rewards pupils for showing positive attitudes towards their learning, others' well-being and the school community. Achieving 'sparkly green' is the highest accolade and results in a congratulatory letter being sent home. Leaders closely monitor behaviour logs and quickly challenge any patterns of poor behaviour that emerge. As a result, any incidents of poor behaviour are quickly tackled and, therefore, repeat incidents are very rare.
- Leaders have high expectations of pupils' attendance and have successfully challenged the previously high levels of absence. Parents receive regular letters informing them of their child's attendance rate and are supported well by the school if their child's attendance dips. Rates of absence for pupils, including those who are disadvantaged, have reduced significantly.
- Parents are delighted with the caring and positive ethos of the school. They know the school takes great care of their children and appreciate the clear and open lines of communication. Concerns from parents are dealt with quickly and efficiently; a key component of the healthy trust that has developed in this school community.

Outcomes for pupils

Good

- Pupils possess strong calculation skills. They use these to solve problems and reason mathematically. Most pupils make strong progress in mathematics to attain the expected standard. Last year, higher-than-average proportions of pupils in Year 2 attained at greater depth in mathematics.
- Pupils enjoy their writing and produce interesting texts for a range of purposes. They are able to apply their strong understanding of punctuation and grammar to write sentences in a range of styles, which helps to interest their reader. High proportions of pupils write at the expected standard. Nevertheless, pupils do not always write at the high standard of which they are capable.
- Pupils read well across the school, using their secure understanding to decode and access texts. In most lessons, pupils are taught and encouraged to apply a range of subject-specific words. For example, in Year 1, pupils spoke confidently about palaeontologists, stegosaurus and diplodocus when discussing their dinosaur project.

- Pupils achieve well in phonics because staff give them plenty of opportunities to practise saying their sounds out loud. In recent years, the proportion of pupils who passed the Year 1 phonics check has been just above the national average.
- Pupils make strong progress in science and the foundation subjects. They enjoy the opportunity to think deeply about their learning. For example, in science, pupils studied the effect of different drinks on tooth enamel, concluding that fizzy drinks and sugar increased the decay and erosion of teeth. On occasion, teachers do not set work that sufficiently challenges the most able pupils, which prevents them from achieving their best in lessons.

Early years provision

Good

- The newly appointed early years leader has already made her mark on the provision. She has worked with the senior team to promote writing in the indoor and outdoor spaces, ensuring that children have plenty of opportunity to practise their writing and encourages those who are reluctant to do so. The early years provides children with a good start to their education.
- Children in the early years are quickly settled into the routines of the main school. They get on well and form appropriate relationships with staff and peers. As a result, children feel safe and are well prepared for the challenges of Year 1.
- Staff in the early years work closely with parents to ensure that positive relationships are formed. The home visits, shared lunches and stay-and-play events encourage parents to get involved in the work of the school and help teachers to understand children's likes and dislikes. As a result, levels of parental trust and engagement are high.
- Children in the early years enter the school with understanding and skills broadly typical for their age. By the time children leave Reception, a higher-than-average proportion attain a good level of development. This represents strong progress from children's starting points. Children leave Reception with the understanding and skills they need for the next stage of their education.
- Teachers understand the needs and interests of children in Reception and typically plan work that matches their needs. They place core skills such as reading, writing and counting at the heart of the curriculum. When children make errors or mispronounce words, staff remodel this language, helping children to correct their mistakes and improve their vocabulary. The trusting and purposeful relationships between staff and children constitute a key strength of the early years provision.

School details

Unique reference number	142576
Local authority	Windsor and Maidenhead
Inspection number	10053519

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

Type of school	First
School category	Academy sponsor-led
Age range of pupils	5 to 9
Gender of pupils	Mixed
Number of pupils on the school roll	112
Appropriate authority	The local governing body
Chair	Maggie Waller
Headteacher	Katherine Russell
Telephone number	01753 861995
Website	www.etonporny.org.uk
Email address	office@etonporny.com
Date of previous inspection	Not previously inspected

Information about this school

- The school opened in February 2016 as part of Slough and East Berkshire CofE Multi Academy Trust. The directors delegate responsibility for most strategic matters to the local governing body.
- This is a smaller-than-average sized first school.
- The proportion of pupils who are supported by the pupil premium is lower than the national average.
- The proportion of pupils who have SEN and/or disabilities is slightly higher than the national average.

Information about this inspection

- The inspector observed learning in 11 parts of lessons, all with senior leaders.
- In addition to discussions with parents, 51 responses to the online questionnaire, Parent View, were taken into account.
- A range of the school's documentation was scrutinised to gather information on: leaders' evaluation of the school's performance; systems for managing the performance of teachers; behaviour and safety of pupils; safeguarding; the progress and attainment of pupils; and curriculum leadership.
- The inspector scrutinised the school's website to evaluate the quality of information for parents and whether the school meets statutory publishing requirements.
- The inspector spoke to pupils to gather their views about the school, and heard pupils read.
- The inspector met with school leaders, governors, including the chair of the governing body, and officers from the multi-academy trust, local authority and diocese.

Inspection team

Daniel Lambert, lead inspector

Her Majesty's Inspector

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