

Inspection of a good school: Eton Porny CofE First School

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

Inspection dates: 24 April 2024

Outcome

Eton Porny CofE First School continues to be a good school.

The headteacher of this school is Emma Stanford-Smith. This school is part of the Slough and East Berkshire C of E Multi-Academy Trust (SEBMAT), which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Chris Spencer, and overseen by a board of trustees, chaired by Chris Tomes.

What is it like to attend this school?

Throughout the school, there is a real sense that everyone wants to be here. All are excited to be thinking and learning together. Pupils follow the clear routines with enthusiasm. They are keen to show their learning or talk to adults about what they are going to learn next. They rise to the high expectations established in the school and achieve well.

Part of the ambition for all is seen in the careful way pupils' wider learning is developed. The school is determined that all pupils develop a rich appreciation of the world around them. Pupils enjoy these experiences, from the big school trips to the seaside to smaller events where groups routinely check the river levels as they think about the environment.

Pupils are proud to be part of the school. Parents and carers are overwhelmingly positive about the difference it has made to their children. Pupils are supported exceptionally well to grow in confidence and to know that they are valued for who they are. The school motto 'there is only one you' sums up the focus of this happy school.

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

The school has carefully thought through how pupils will learn successfully from the time that they arrive. Staff get to know all pupils really well. Staff make sure that learning is skilfully adapted as is needed to ensure that all pupils can succeed. This knowledge extends to understanding the specific adaptations that might be needed by pupils with special educational needs and/or disabilities (SEND). Staff systematically follow agreed

actions to make sure that all pupils, including those with SEND, are fully integrated into the life of the school and achieve well.

Alongside knowledge of pupils, staff have expert subject knowledge. They spot if a pupil has not fully understood a concept and they act quickly to avoid misconceptions sticking. They are adept at rephrasing or re-presenting knowledge if this is needed. Pupils are confident in their knowledge and are encouraged to apply it to new learning. This can be seen when they are learning to read. Here, staff know how to give pupils time as needed to work out their sounds and build on their knowledge. Overall, pupils become confident and fluent readers. However, a small minority are not heard read as frequently as intended and do not build the same levels of confidence or fluency.

Across the school, pupils work with determination and enthusiasm. They listen carefully and set to their tasks with calm focus, following the example of the adults in the school. Pupils' behaviour is exemplary. They attend well and are proud to show who they are and what their school has to offer. From early years to the oldest pupils in Year 4, they are thoughtful, courteous and keen to meet the high standards expected of them. However, they are sometimes so keen to move on that they rush their work, and this is not always picked up by staff. When this happens, it does not meet the high standards seen in most of the curriculum. It also means it is harder for pupils to build on their learning when they come to look back at their books. Overall, though, pupils achieve well and are ready for their next steps when they leave school.

Pupils' wider development is a strength of the school. The school has made the most of its location and threaded many experiences into the curriculum. These are meaningful and help pupils to develop their understanding of a range of different cultural influences as well as their own heritage. From early years onwards, pupils learn how to reflect on experiences and to express their views and consider the views of others with respect.

Staff are also happy to be part of the team at Eton Porny. They recognise how leaders work with them and support them to do their best. This leadership support comes from all levels. Staff find the support of other schools and colleagues in SEBMAT invaluable. This has ensured that staff have opportunities to find out about different approaches and to share work, which helps to reduce workload. Leaders are knowledgeable. They carry out their responsibilities carefully, ensuring that all are aware of the purpose and activities and that learning comes from all they do.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some areas, pupils' work does not demonstrate the same high standards that are seen in most of the curriculum. Where this happens, it is harder for pupils to use

previous work to build on and learn from. The school should ensure that its high standards are maintained 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 October 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	142576
Local authority	Windsor and Maidenhead
Inspection number	10322009
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	148
Appropriate authority	Board of trustees
Chair of trust	Chris Tomes
Headteacher	Emma Stanford-Smith
Website	www.etonporny.org.uk
Dates of previous inspection	3 and 4 October 2018, under section 5 of the Education Act 2005

Information about this school

- The school is part of the Slough and East Berkshire C of E Multi-Academy Trust (SEBMAT). It is a Church of England school in the Diocese of Oxford. Its last section 48 inspection was in April 2019.
- There have been some changes to staffing since the last inspection, including the appointment of the headteacher.
- The school does not currently use any alternative provision.

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 received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors spoke to a wide range of staff including the headteacher, assistant headteachers and teachers. The lead inspector spoke with the directors for primary

schools and governance from SEBMAT. She also spoke with a group of governors and representatives from the diocese and from the local authority.

- Inspectors carried out deep dives in these subjects: reading, mathematics and history. 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. They also discussed the curriculum and considered pupils' work in geography and art.
- To evaluate the effectiveness of safeguarding, the 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 also considered a wide range of documentation including the school's self-evaluation, trust and external audits and records from governor and trustee meetings.
- Inspectors considered the views of pupils through the pupil survey and speaking with them during the inspection. They spoke to parents at the school gate and took account of responses to Ofsted's online survey. Staff also completed a confidential online survey and spoke with inspectors throughout the day.

Inspection team

Lucy English, lead inspector

His Majesty's Inspector

Lynn Powell

Ofsted Inspector

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