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Dear Mrs Holiday

Short inspection of Eresby School

Following my visit to the school on 26 January 2016 with Clare Cossor, Her Majesty's Inspector, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be outstanding in January 2013.

This school continues to be outstanding.

The leadership team has maintained the outstanding quality of education in the school since the last inspection. At the start of the inspection you told me that the school was still outstanding and that the school was now even better. Inspectors agree with your view.

Since the last inspection you have converted to become an academy. You are now part of the David Ross Education Trust. Inspectors were assured that joining this trust has enabled pupils to access more enrichment activities and has led to improved support for the financial management of the school. The trust supports your work and you have the autonomy to make effective decisions for the benefit of all pupils.

At the last inspection you were asked to increase the proportion of outstanding teaching. You have achieved this by sharing the best practice with all colleagues and creating a culture where staff can flourish.

Pupils are at the heart of all decisions made by leaders and staff at the school. Pupils, staff and parents work brilliantly together in order to make the very best of all opportunities. Everyone who inspectors spoke to was incredibly proud to be part of Eresby school. One pupil told inspectors, 'My school is fantastic.' This comment was typical of pupils' responses throughout the inspection.

Safeguarding is effective.

School leaders are taking effective action to ensure that safeguarding and child protection arrangements help to keep pupils safe. Up-to-date policies, which make reference to the Secretary of State's most recent guidance *Keeping children safe in education*, are in place and well understood by staff. All of the adults employed by the school are regularly trained in child protection arrangements and how to share information about any concerns they have regarding pupils' safety and welfare.

Very well-organised written records about the safety of pupils are kept securely, and referrals made to the designated safeguarding lead are dealt with effectively and in a timely manner.

Arrangements to keep pupils safe on the school site are well managed. Procedures related to fire safety, medication and the use of specialist equipment are all in place and ensure pupils are not put at risk.

Inspection findings

- The local governing body is passionate about improving the school for the benefit of all pupils. Governors have managed the conversion to academy status extremely effectively, which has helped to enable the staff team to keep doing their jobs well. The local governing body meets regularly and receives very helpful information from the headteacher about the work of the school. Governors demonstrate a high level of commitment to the school and contribute effectively to the drive for continual improvement.
- The senior leadership team, comprising the headteacher, two senior teachers and the school business manager, demonstrate a strong determination to keep improving the school. They have high aspirations for pupils, themselves and all adults in the school. This means that everyone is constantly challenged to improve their work further. The headteacher is a regular visitor to all classrooms and she has an excellent understanding about pupils' individual needs. This attention to detail results in an outstanding education for the pupils. The plans written to improve the school further would benefit from being more specific about the impact leaders expect development work to have on pupils' achievement. The school website does not accurately reflect the high quality work of the school.
- School leaders have ensured that the school works effectively with other services to meet the needs of pupils. Teachers make sure that, where appropriate, plans provided by speech and language therapists or physiotherapists are implemented into the routines of pupils throughout the school day. This work results in pupils making progress in language or physical development. School leaders also use complementary therapies and individualised programmes of work to support pupils' progress. Examples

include aromatherapy and sessions playing the didgeridoo which promote positive behaviours for learning.

- Leaders' analysis of pupil performance information indicates that pupils make rapid progress in all academic subjects compared to other pupils with similar starting points in the database they use to compare pupil progress. The progress made by all pupils during the last academic year (2014/2015) improved considerably compared to the academic year before (2013/2014).
- Teachers assess the progress of pupils in all areas of their development each week. This means that teachers are able to quickly identify any extra support pupils might need to make better progress. Teachers are highly skilled at identifying and implementing ways to help pupils improve the progress they are making. They cleverly weave key pieces of learning into fun activities, for example, by highlighting key vocabulary. The staff team create an excellent environment for learning. Lessons take place in a calm but purposeful atmosphere where pupils are encouraged to fulfil their potential.
- There is no discernible difference in the achievement of any group of pupils across the school. Pupils eligible for free school meals, looked after by the local authority or who have English as an additional language all make excellent progress in all areas of their learning. The school's information about the progress of all pupils indicates that they make fantastic progress in the area of citizenship.
- Leaders make sure that children receive the greatest possible start to their time at Eresby School and are passionate about providing a high quality early years curriculum. Staff are particularly skilled at giving even the youngest of pupils the confidence to take risks in their learning and to try their best. Consequently, pupils make excellent progress and, in the words of one parent, 'achieve more than we ever thought possible'.
- The range of courses for 16–19-year-olds continues to be outstanding. Teachers use information about the achievement of learners over time to inform their planning for the types of accreditation they will deliver during pupils' time in the sixth form. Learners rise to the challenge of completing units of work which lead to externally accredited awards. The school's work in delivering these accreditations is regularly checked and indicates that they apply the strict guidance to ensure that only learners who achieve the necessary benchmarks gain the awards. However, all learners are given opportunities to be successful in some part of their learning. Since the last inspection, the school is now giving the most-able learners the opportunity to gain a level one qualification in home cooking.
- Learners are exceptionally well prepared for the next stage of their education, training or care. An effective programme of careers education, work experience and individualised support and guidance means that learners and their families are well informed about their choices when they leave school. The school has a strong track record of ensuring that all

learners move onto a purposeful next placement appropriate to their needs and wishes. The school is having an increasingly positive influence on the work of post-school providers of education, training and care for its learners. Older learners told inspectors that they enjoyed going to college and that leaving school does not feel scary.

- Pupils are extremely well behaved in lessons and around school. The staff work exceptionally well together and, therefore, provide excellent role models for pupils in how people should treat each other. Staff have created an environment where pupils feel valued and well cared for which means that pupils tend not to display challenging behaviours. Staff are well trained in the de-escalation of difficult situations and physical interventions. On occasion, some pupils need close support to improve certain behaviours. The staff team are able to deal with difficult situations and pupils improve their behaviour over time because of the support they receive. Inspectors observed pupils managing their own behaviour by applying strategies they had been taught by staff.

Next steps for the school

Leaders and those responsible for governance should ensure that:

- plans for improvement clearly demonstrate what impact the school's development work will have on pupils learning.

I am copying this letter to the Chair of David Ross Education Trust, the Chair of the Local Governing Body, the Regional Schools Commissioner and the Director of Children's Services for Lincolnshire County Council. This letter will be published on the Ofsted website.

Yours sincerely

Phil Harrison
Her Majesty's Inspector

Information about the inspection

Inspectors met with you, the senior teachers, the school business manager, the Chair of the Local Governing Body and representatives from the staff team. We made short visits to lessons in all classes. Inspectors ate lunch with the pupils in the dining hall and spoke with several pupils and staff members throughout the day. The views of parents were considered by inspectors looking at the written responses on Parent View and discussion with three parents during the course of the inspection. Inspectors evaluated recent information on pupils' progress and scrutinised other records about keeping pupils safe, their behaviour and attendance.