

Englefield Church of England Primary School

Inspection report

Unique Reference Number	110011
Local Authority	West Berkshire
Inspection number	356669
Inspection dates	10–11 November 2010
Reporting inspector	Graham Lee

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	94
Appropriate authority	The governing body
Chair	Andrew Meighen
Headteacher	Joanna Leach
Date of previous school inspection	15 November 2008
School address	The Street Reading RG7 5ER
Telephone number	0118 9302337
Fax number	0118 9302337
Email address	office.englefield@westberks.org

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 1234 234

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Introduction

This inspection was carried out by two additional inspectors. The inspectors observed nine lessons taught by five teachers. They met with school leaders and other members of staff, three governors and a group of pupils. They observed the school's work, and looked at school documentation including the school improvement plan, records of pupils' progress and policies related to the safeguarding of children. Inspectors analysed the 44 questionnaires received from parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- The impact of the school's provision in helping all pupils to make good progress.
- The effectiveness of strategies to accelerate progress and the impact of changes in leadership.
- The effectiveness of the school's strategy for community cohesion.
- The impact of provision and leadership on children's progress in the Early Years Foundation Stage.

Information about the school

This is a small, rural school. Most pupils come from relatively advantaged backgrounds and very few are known to be entitled to free school meals. The vast majority of pupils are of White British heritage and none is at an early stage of learning to speak English. The proportion of pupils with special educational needs and/or disabilities is below average. Most of these pupils have moderate learning difficulties, and a few have physical disabilities. A new headteacher was appointed in September 2010 following the retirement of her long-serving predecessor. The school has received a number of awards including Healthy Schools and Artsmark Gold.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

1

Main findings

Englefield is a good school which is at the heart of its village community. It is held in high regard by pupils and parents and carers, with whom it engages extremely well. One parent, typifying the views of others, commented, 'We are very happy with Englefield and honestly believe our children are getting the very best education.' Pupils say the school is 'like a family' and that they feel extremely safe and secure because they are looked after extremely well. Their enjoyment of their education is evident in their high attendance and enthusiastic approach to learning. Pupils' behaviour is exemplary. They are unfailingly polite and are very considerate of one another. Their academic achievement remains good and the new headteacher has quickly identified what needs to be done to improve it even further. Strategies to bring this about, however, are at an early stage of development. Nevertheless, the school has consolidated and built on the many strengths identified in the last inspection. Together with the clear leadership of the headteacher and governing body and the enthusiasm and commitment of staff, this indicates that it has good capacity to improve even further.

Children make a good start to their education in the Early Years Foundation Stage and quickly become confident and enthusiastic learners. Good teaching enables pupils to continue to make good progress as they move through the school and to attain above average levels by the time they leave. Teachers have excellent relationships with their pupils and provide a range of interesting activities to engage and motivate them. Pupils are clear that teachers 'make learning fun' and often provide an 'interesting twist' in lessons, as one put it. Teachers work in close partnership with a high-quality support team to meet the needs of all pupils, particularly those few identified as having special educational needs and/or disabilities. In a few lessons, the pace and challenge of learning are not sufficient to enable all pupils to do as well as they might, particularly the more able. The quality of teachers' marking remains variable. There are good examples of marking which points pupils to improvement but this is not always the case.

There is some unevenness in pupils' progress from year to year. While the school collects data to track progress and to set challenging targets for every pupil, this has not always been used effectively to identify potential underachievement at an early enough stage. New assessment systems are now in place designed to give more effective feedback to pupils and to ensure that they all sustain consistently good or better progress from term to term as they move through the school. There has not yet been enough time, however, for the impact of this initiative to be evident in achieving consistently good progress.

The school is rightly renowned for the quality of its music. The Band sessions, during which every pupil in the school plays an instrument, are truly uplifting. The school works in partnership with other local schools and groups to provide an excellent range of sporting opportunities. These activities are greatly enjoyed by pupils and help them to

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adopt healthy lifestyles extremely well. The school also helps pupils to become aware of environmental issues. They really enjoy their school garden, for example, and take their responsibilities as 'eco warriors' very seriously. All of these activities contribute to pupils' outstanding social, moral, spiritual and cultural development. This was also evident in their considered reflection in an assembly about Armistice Day and impeccable observation of the minute's silence.

What does the school need to do to improve further?

- Ensure that the quality of teaching is uniformly **good**, with an increasing proportion of outstanding lessons by July 2011 through:
 - checking that teachers' marking consistently helps pupils to improve their work.
 - providing consistently high levels of pace and challenge for all pupils, particularly the more able
 - checking that teachers' marking consistently helps pupils to improve their work.
- Embed new assessment and tracking systems to ensure that pupils make consistently good progress from year to year.

Outcomes for individuals and groups of pupils

1

Pupils' engagement in their learning is evident from the youngest pupils enjoying locating 'out-of-position' objects in the classroom using the language of direction and position to the oldest ones exploring the thoughts and feelings of characters in a story and writing from their point of view. Pupils thoughtfully and willingly contribute their ideas and are keen to answer their teachers' questions. They respond well to challenges and cooperate very effectively in pairs or groups when asked to do so. For example, pupils in Year 6 enjoyed the challenge of making a 'Podcast' about the school, using interviews, music and pictures to present their work. They demonstrated very good team-working skills as well as developing sophisticated information and communication technology (ICT) skills. Occasionally, pupils' enthusiasm wanes a little when they are not sufficiently stimulated or challenged by the work they are asked to do.

These positive features of learning allied to good teaching contribute to pupils' good progress and above average levels of attainment in English, mathematics and science by the end of Year 6. The attainment of those leaving the school in 2010 was particularly high. Since the last inspection, the school has been successful in raising attainment in writing, especially for boys, and the gap between reading and writing has closed significantly. Pupils with moderate learning difficulties and physical disabilities are very positive about their learning and make as much progress as their peers. Pupils' good basic skills, high attendance and positive attitudes to learning mean that they are well prepared for the next phase of their education.

In their responses to the questionnaires every pupil said that they feel safe in school and they have great confidence in the adults around them. Most pupils adopt very active lifestyles and have a very good understanding of the importance of a balanced diet in keeping healthy. Pupils take their many responsibilities around the school as sports ambassadors, music monitors and school councillors, for example, very seriously. They feel that their ideas are taken seriously and they have a 'voice' in the running of the

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school. The pupils also make a significant contribution to the local community through its sports and music events, for example, as well as close links with the village, the church and the Englefield Estate. Their contribution at the national and global levels is less well established.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	1

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Everybody at the school knows the pupils and their families very well and the care and nurture of every child is at the forefront of its work. The few that are vulnerable from time to time receive well-considered and sensitive support that is valued by parents and carers. As one parent put it: 'Children who have problems are nurtured in every way. It is wonderful.' Pupils with a range of special educational needs and/or disabilities are supported very well, which enables them to make the most of school life and to achieve as well as their peers. Pupils are also very well supported at times of transition.

While most of the teaching is good there is some practice that is outstanding and some that is satisfactory. In most lessons, teachers use a variety of strategies, including the use of interactive technology, to enthuse and motivate learners. For example, in a science lesson in Key Stage 1, pupils were using a range of batteries to explore the generation of electricity and in an English lesson in Key Stage 2, pupils enjoyed performing poetry in dialect and providing perceptive feedback to one another. Teachers generally use their assessment of pupils' progress well to meet their different needs effectively. Occasionally,

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the pace of learning is too slow and tasks are not sufficiently demanding of all pupils, particularly the most able. Sometimes the roles of support staff are not clearly identified in planning and they are not deployed as effectively as they might be particularly at the beginning of lessons. Teachers mark pupils' work regularly and supportively. The extent to which it helps pupils to improve, however, is variable.

The school uses its resources effectively to enable music and ICT to be taught by specialist teachers which produces high-quality outcomes in these areas. Children's experience is considerably enriched by a wide range of visits and visitors and through an extensive range of additional activities in sport, music and other aspects of the arts. The high quality of this work is recognised in the school's national awards. The school also makes the most of its beautiful location on the Englefield Estate to promote an understanding of the issues of sustainability. There are close links with the garden centre, for example, and pupils grow their own produce in the school garden. ♦♦♦♦♦

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The new headteacher has quickly gained the confidence of the school community. She works in close partnership with her senior teacher to provide a strong sense of purpose and ambition which is reflected in challenging targets for improvement. Staff morale is high and all are committed to the school's success. The headteacher's initial monitoring has quickly established an accurate view of what needs to be done to build on the school's existing strengths. This is reflected in the school's coherent plans for improvement although there has not yet been sufficient time for the impact of these plans to be fully apparent.

Governors are well established and have a very good understanding of the school and the community it serves. They take a strategic view of the school's development and are well aware of potential challenges. They hold the school to account well and ensure that statutory duties are met. For example, arrangements for the safeguarding of children are robust and any potential risks assessed carefully.

The school has a very productive relationship with parents and carers who contribute their time and energies in many different ways. The school also has a range of constructive partnerships with other local schools and agencies, often taking a leading role, to provide rich experiences for the children. It also works well with a range of agencies to support the welfare needs of vulnerable children. This is illustrative of the way equal opportunities are at the heart of the school's work. The school is an extremely harmonious community

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and there is no evidence of discrimination. In consequence, outcomes for pupils are outstanding and all groups of pupils achieve well. Although more-able pupils are not challenged sufficiently in a few lessons they achieve as well as other groups over time. The school is very cohesive and promotes community cohesion well at the local levels. It is developing links at the national and international levels but its impact in these areas is less evident.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

When children enter the school their skills and understanding are variable but often above those expected for their age. At the time of the inspection there were only four children in the Early Years Foundation Stage working in a class with Year 1 pupils. They quickly settle in to the warm and welcoming classroom environment and the teacher plans effectively to meet their needs alongside those of their Year 1 friends. For example, during the inspection, children enjoyed learning about the language of position with the whole class before having opportunities to choose a range of activities for themselves designed to develop all aspects of their learning. The teacher gives a high priority to these children and notes their progress very carefully to plan for the next stages in their learning. The school's commitment to these children is evident in the relatively new and well-resourced outside area which is used very well to support children's learning. The teacher works effectively with support staff to meet the academic and welfare needs of the children. She has a good understanding of the Early Years Foundation Stage requirements and works effectively in partnership with the headteacher to maintain and improve the quality of provision. Children make good progress during their time in the Reception Year. Their attainment was broadly average in 2010 but this reflected lower starting points. The current group is attaining at higher levels.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Nearly half of the parents and carers responded to the questionnaire which represents a good return. They were overwhelmingly positive about the school. All reported that their children are happy at school and that they are pleased with their children's overall experience at Englefield. The majority of responses indicated that parents and carers strongly agreed with these aspects. Where they added comments they tended to commend the staff and the level of care and more generally reported their overall level of happiness with the school. There was no pattern to the very few concerns raised and none was mentioned in more than one response. A few parents and carers do not think that the school helps their child to adopt a healthy lifestyle. Inspectors found that pupils adopt very active lifestyles at school and have a very good understanding of the components of a healthy diet. The school has agreed to review its packed lunch policy in the light of these concerns.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Englefield Church of England Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 44 completed questionnaires by the end of the on-site inspection. In total, there are 94 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	34	77	10	23	0	0	0	0
The school keeps my child safe	28	64	14	32	1	2	0	0
My school informs me about my child's progress	14	32	28	64	0	0	1	2
My child is making enough progress at this school	13	30	30	68	0	0	1	2
The teaching is good at this school	18	41	25	57	1	2	0	0
The school helps me to support my child's learning	17	39	26	59	0	0	1	2
The school helps my child to have a healthy lifestyle	29	66	12	27	3	7	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	21	48	18	41	1	2	0	0
The school meets my child's particular needs	18	41	22	50	1	2	1	2
The school deals effectively with unacceptable behaviour	18	41	23	52	2	5	0	0
The school takes account of my suggestions and concerns	11	25	29	66	0	0	1	2
The school is led and managed effectively	16	36	24	55	0	0	0	0
Overall, I am happy with my child's experience at this school	28	64	16	36	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



12 November 2010

Dear Pupils

Inspection of Englefield Church of England Primary School, Reading, RG7 5ER

You may remember that I visited your school recently with another inspector. I am writing to thank you all for being so friendly and welcoming. We really enjoyed our time at Englefield. I thought you would like to know what we found out.

You and your parents are rightly proud of the school because it gives you a good education. There are many outstanding aspects to Englefield. You are excellent ambassadors for your school. We found you to be extremely polite and well behaved. You are enthusiastic about your learning and told us how much you enjoy the many different things the school has to offer.

Good teaching helps you to make good progress in your learning and you are doing better in English, mathematics and science than pupils in most schools by the time you leave. You also do well in your other activities. To see you all playing musical instruments in the Band was amazing! You also told us how much you enjoy all the sporting activities on offer which help you to stay fit and healthy.

The staff look after you extremely well and you told us how safe and secure you feel when you are at school. They work hard to provide all the interesting things you have to do. The new headteacher wants to build on the many good things in the school to make it even better for you. She gets lots of help from all the staff and governors. We have asked them to do a couple of things that will help.

- We want the teachers to make sure that the work they give you to do is always hard enough, especially for some of you who find learning a bit easier. We also want them to make sure that their marking always helps you to improve your work.
- The school is bringing in new systems to check how well you are doing and to plan for the next stages in your learning. We have asked them to use these assessments to make sure you all do as well as you should every year.

Yours sincerely

Graham Lee Lead inspector

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