

# Enborne Church of England Primary School

## Inspection report

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<b>Unique reference number</b>	109963
<b>Local authority</b>	West Berkshire
<b>Inspection number</b>	378022
<b>Inspection dates</b>	20–21 June 2012
<b>Lead inspector</b>	Liz Kounnou

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	58
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	David Hale
<b>Headteacher</b>	Jessica Wilson
<b>Date of previous school inspection</b>	17 January 2008
<b>School address</b>	Enborne Newbury RG20 0JU
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<b>Fax number</b>	01635 34864
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<b>Age group</b>	4–11
<b>Inspection date(s)</b>	20–21 June 2012
<b>Inspection number</b>	378022



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## Introduction

Inspection team

Liz Kounnou

Additional inspector

This inspection was carried out with two days' notice. The inspector observed teaching and learning in nine lessons, taught by three teachers. The inspector listened to pupils read, and looked at samples of their work and samples of planning documentation. Meetings were held with groups of pupils, members of the governing body and with staff, including the headteacher. The inspector took account of the responses to the on-line Parent View survey in planning the inspection. The school's work was observed and a number of school documents were looked at, including the raising attainment plan, safeguarding records, attendance data, tracking of pupils' progress and local authority and other external evaluations of the school's provision. The inspector scrutinised questionnaires completed by 33 parents and carers, 10 staff and 41 pupils.

## Information about the school

Enborne Primary School is much smaller than the average sized primary school. Pupils are taught in three mixed-age classes. The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress. The proportion of pupils known to be eligible for free school meals is lower than average. The proportion of pupils supported by school action plus or with a statement of special educational needs is well below average. Almost all pupils are of White British heritage, very few are from a minority ethnic group, and none speaks English as an additional language.

**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

<b>Overall effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>1</b>
<b>Leadership and management</b>	<b>2</b>

## Key findings

- Enborne Church of England Primary is a good school. It is not yet outstanding because teaching is not consistently effective in developing pupils’ writing skills and there are weaknesses in analysing and using data collated on pupils’ achievements.
- The small school family ethos plays a very strong part in pupils’ excellent behaviour. Pupils say they are all friendly because ‘in a small school you have to get along with each other’. They thoroughly enjoy most lessons because they are encouraged to develop their own ideas, and try very hard to succeed.
- Pupils achieve well, reaching above average standards in most subjects by the time they leave the school. Pupils’ progress in developing handwriting and spelling is uneven because teachers’ expectations are not always consistently high enough for each ability group. As a result, pupils’ achievement in writing is not as good as that in reading and mathematics.
- Teaching and the leadership of teaching are good. Improvements to teaching since the last inspection include teachers interacting with pupils very well and providing plenty of opportunities for pupils to make suggestions and discuss work together. Assessment is very thorough, but the information gained is not always used to best effect in planning lessons. This results in a few occasions when work does not match the needs of different ability groups.
- The management of staff performance is bringing about good improvements. For example, the setting of performance targets linked to specific improvement projects, such as in improving science assessment, has proved successful. Strategies to improve pupils’ writing have been less successful. Staff know pupils well but systems to analyse how well they achieve lack the detail needed to show that pupils achieve equally well in different subjects. Parents and carers have positive views of the school, but many are concerned about shortcomings in home–school communication. Inspection evidence confirms these concerns are valid.

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## What does the school need to do to improve further?

- Improve the teaching of writing by:
  - ensuring that pupils of all abilities are challenged to produce their best in lessons
  - raising teachers' expectations of the quality of presentation in pupils' books so that pupils consistently use a neat and fluent handwriting style
  - ensuring that pupils understand how to use a range of suitable strategies to master spelling skills appropriate for their age and ability.
- Make more effective use of assessment information about pupils' achievement to:
  - consistently plan lessons that are accurately matched to the abilities of all pupils
  - evaluate the attainment and progress for different groups of pupils in each subject more systematically and regularly and to identify any trends over time or emerging issues
  - investigate reasons for any differences in achievement in each subject or for different groups.
- From September 2012, establish good communication systems between home and school that meet the needs of all parents and carers.

## Main report

### Achievement of pupils

Most parents and carers report that their children make good progress at Enborne and inspection evidence supports this view. When pupils start school, their attainment varies, but is typically around that expected for their age. Pupils achieve well and by the time they leave the school their attainment in English and mathematics is above average. Some weaknesses in the analysis of achievement data mean that the school is not fully confident that all groups of pupils always make the same good progress in all subjects. Pupils develop enthusiasm for reading. They talk with pleasure about books read to them at school. Most pupils say their parents and carers provide a lot of help at home, encouraging them to read every day. By the end of Key Stage 1 and Key Stage 2 their attainment in reading is above average.

Children in the Early Years Foundation Stage make good progress because work is set at the right level for them and they have plenty of opportunities to learn through play. Right from the start, and throughout their time at school, pupils are encouraged to talk about their work and explain their reasoning to others. As a result, their communication skills are particularly good. In Key Stages 1 and 2 the content of pupils' writing is often thoughtful and well constructed. Pupils are keen to write because they are mostly interested in the topics chosen. Younger pupils typically make good use of their understanding of the way sounds and letters are linked (phonic skills) to spell words plausibly, but too often older pupils make simple

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errors in their spelling of common words. Handwriting is variable, some pupils write well, but too many do not form their letters accurately all the time or write with a fluent joined hand. Consequently, presentation of their work is not always as good as it could be.

In mathematics, pupils make good progress in deciding which mathematical skills to use in different situations. Their good knowledge of number bonds helped Year 4 pupils considerably as they confidently tackled column subtraction, learning how to break down hundreds or tens to complete their calculations. Year 5 and Year 6 pupils worked out ways to represent information about different time zones on a chart of their own design with varying success. The high level of discussion about the possibilities within the task increased their understanding well, and highlighted pupils' confident open approach to solving unfamiliar mathematical problems. Pupils who lacked confidence received good quality support on a one-to-one basis, with gentle probing questioning that allowed them to tackle the task successfully. One-to-one support for disabled pupils and those with special educational needs is similarly effective and this ensures that they make good progress.

### **Quality of teaching**

Parents and carers consider teaching to be good and inspection evidence confirms this. Teachers know each individual pupil well. Relationships across the school are excellent and founded on mutual trust and respect. Teachers promote pupils' spiritual, moral, social and cultural development well. For example, in the Years 4, 5 and 6 classroom a wall chart, designed by pupils, displayed clearly the seven Olympic values of respect, excellence, friendship, courage, determination, inspiration and equality. These values were then used well to underpin many lessons. As a result, pupils are full of confidence and respond very well to the many opportunities they have to share their ideas. It is this ethos that develops high levels of thinking that lead to pupils' success in many of the subjects of the curriculum.

Teachers often show they have high expectations for the quality of pupils' work. For example, in a lesson where pupils in Years 4, 5 and 6 were writing about a visit, the teacher only accepted the comments which were pertinent to the style of writing required. Pupils' books show a wide range of well-planned writing activities, but the teaching of writing is not fully effective because it does not successfully encourage pupils to care about their handwriting. Teachers' comments rarely refer to the quality of pupils' handwriting, even when it varies considerably. Some good progress has been made in the teaching of spelling following the introduction of small group teaching of phonics. However, it is still not fully effective in preventing pupils, particularly in Key Stage 2, from making many simple errors when writing common words independently.

Reading is taught well. Appropriate teaching of phonic skills in small groups enhances pupils' early reading skills so that the pupils are able to sound out the words they are not sure of. Guided reading sessions, where pupils work with an adult for a short period in a small group, help pupils make use of a range of other

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strategies to work out words they do not know. Plenty of discussion about the books they read in small independent groups helps older pupils develop their understanding of some challenging texts.

Teachers' thorough assessment of pupils' progress means that the teachers know precisely how well all the pupils are doing. However, this information does not always feed directly into lesson planning. As a result, some lessons are not planned precisely enough to meet the very wide-ranging abilities of pupils in the mixed age classes.

The teaching of disabled pupils and those with special educational needs is good overall and includes individual activities designed specifically to help them develop their skills.

### **Behaviour and safety of pupils**

Parents, carers and pupils consider both behaviour and safety to be good. However, inspection evidence shows that over time both the behaviour and safety of pupils are exceptional. Pupils' very high expectations of their own and others' behaviour mean that the pupils consider very minor incidents a matter of concern. They struggle to provide examples of more serious incidents. Pupils demonstrate exemplary behaviour when they are active in lessons. Typically, there is a real buzz of purposeful talk and movement around the classrooms. Pupils do not need to be told what is expected. For example, when starting to watch a powerpoint presentation, pupils in Years 4, 5 and 6 dimmed the lights and moved their chairs, so that they could see the board, without being asked and with no fuss. Behaviour such as this is not leading to outstanding learning because, on occasions, the work pupils complete is not sufficiently challenging.

Pupils respond very well to the responsibilities they are given. Year 6 pupils play an active part in keeping the school safe by carrying out a formal risk assessment of the playground every morning. Pupils say the headteacher's diligence keeps them completely safe at school. 'She wouldn't let anyone hurt us.' They very much appreciate the headteacher's efforts to involve them in making the school a safer place by asking for their ideas and opinions and setting up a Friendship Committee.

Parents, carers and pupils report that bullying is extremely rare, and that they receive a prompt response to any concerns raised. Pupils are well informed about how to protect themselves from different forms of bullying. For example, the police have recently talked to them about cyber-bullying. They confidently explain that the school website has a 'red report button' for raising any concerns. They show great disapproval of any homophobic bullying, 'You can't call people gay, everyone has a right to be different.' Pupils believe it is being in a small school that helps everyone take account of the feelings of others. They say the headteacher's assemblies help them to learn about other people's feelings. 'She listens to our feelings and respects what we say.'

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## Leadership and management

Leaders are strongly focused on improving the quality of teaching. There is a clear drive to ensure the school keeps pace with national initiatives in the development of teaching. Good professional development opportunities with other local schools ensure that staff have opportunities to develop their own skills well. The capacity for the school to sustain its development is good as shown by the substantial improvements since the last inspection. These include improved teaching, better systems for tracking the progress of children in the Early Years Foundation Stage and the governing body having a greater understanding of school data so that its understanding of how well the school is doing is increasing.

Systems for monitoring and evaluation are based on a wide range of evidence. All staff have a good knowledge of individuals so that no pupil is overlooked and achievement is good overall. Leaders and staff ensure that there is equality of opportunity for all pupils to achieve. However, the system for recording assessments of pupils' achievement is not yet rigorous enough in comparing how the different groups of pupils are achieving in the different subjects. As a result, actions taken to improve writing have not been fully effective. By contrast, school leaders have secured a good level of improvement in pupils' mathematical achievement.

The curriculum is well balanced and has proved effective in engaging pupils enthusiastically in a range of activities. Pupils are particularly appreciative of the headteacher's successful efforts to make the curriculum even more exciting. 'She has brought a lot of fun to the school.' The school is equally effective in the provision made for pupils' spiritual, moral, social and cultural development. Pupils share school leaders' determination to ensure discrimination of any kind is not tolerated. The headteacher and governing body have developed well-organised systems, which are underpinned by the family ethos within the school, to ensure that pupils are safe at all times and that all safeguarding requirements are fully met.

More than a quarter of parents and carers responding to the questionnaire raised a concern about communication between home and school. They are concerned about lost letters and short notice for some events. Inspection evidence confirms that they are right to raise these concerns.



## 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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**



22 June 2012

Dear Pupils

**Inspection of Enborne Church of England Primary School, Newbury  
RG20 0JU**

Thank you for making me so very welcome when I inspected your school. I really enjoyed visiting your lessons, talking to you and the staff, and looking at the work that you have been doing. I agree with you and your parents and carers that yours is a good school, and your behaviour is really excellent.

These are some of the things that your school does well.

- The friendly atmosphere means that almost all of you feel safe at school.
- Your teachers give you plenty of opportunities to use your own ideas in lessons and to talk to one another about your learning.
- You cover a lot of interesting topics in your lessons, and take part in a lot of exciting activities.
- You have to think hard to complete most of your work.
- The gardening club helps to make the school grounds look really attractive.

Although the school is doing well, there are still things that it can improve even more. I have asked the headteacher, teachers and the governors to focus on these things.

- Make sure that your handwriting and spelling improve.
- Use the information available about how well you are all doing in a more constructive way, to make sure you all make even better progress.
- Improve the way the school communicates with your parents and carers.

You can all help by trying hard to write neatly all the time, thinking hard about your spelling and remembering to give school letters to your parents and carers.

Yours sincerely

Liz Kounnou  
Lead inspector

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