

Enborne C.E. Primary School

Enborne, Newbury, Berkshire RG20 0JU

Inspection dates

20–21 September 2016

Overall effectiveness

Requires improvement

Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a school that requires improvement

- Over time leaders have not maintained a sharp understanding of the school's performance or tackled areas for attention consistently well.
- The development of curriculum and assessment to meet 2014 national requirements has not been rigorous enough to secure good achievement across subjects.
- Leaders and governors have not paid enough attention to the most able and disadvantaged pupils' achievement or that of pupils with special educational needs and/or disabilities.
- Very few pupils have reached high standards at the end of key stage 1 in English and mathematics or made strong progress by the end of key stage 2 in recent years.
- Pupils currently in the school do not achieve consistently well across subjects.
- Teaching does not cater well enough for pupils of different abilities and year groups taught in the same class.
- Teaching in mathematics does not provide sufficient opportunities for pupils to deepen their mathematical understanding through problem-solving and reasoning.
- The curriculum does not include routine opportunities for pupils to learn about the nature of prejudice and discrimination and the importance of tackling it.

The school has the following strengths

- The executive head teacher and the acting deputy headteacher have brought clear direction and a tight focus on improvement. They have achieved much in a short time.
- Leaders have set high expectations for teaching. Training and support is helping teachers and teaching assistants meet these expectations.
- Newly introduced assessment approaches are helping leaders and teachers understand pupils starting points and tackle gaps in learning.
- The school has a real sense of community, all are valued equally. Pupils enjoy attending and rarely miss a day.
- Pupils behave well in lessons and around the school site, socialising happily together at break and lunchtime. They feel safe and well cared for and show respect for one another.
- Children in Reception benefit from a rich stimulating environment and increasingly effective teaching and support.

Full report

What does the school need to do to improve further?

- Improve teaching so that it consistently enables pupils to make good progress from their starting points in each subject by:
 - ensuring that teachers have a sharp understanding of what pupils already know and can do and what they need to learn to make good progress
 - developing teachers' subject knowledge so that they can confidently and effectively teach subjects across the curriculum
 - developing teaching in mathematics so that pupils have sufficient opportunity to develop mathematical thinking by applying their knowledge to different problems and in different contexts
 - making sure that teachers have a high focus on meeting the needs of the most able, disadvantaged pupils and those who have special educational needs and/or disabilities
 - supporting teachers to develop effective strategies for teaching pupils of different ages in the same class so that pupils are not held back or having to repeat work unnecessarily.
- Secure and build on recent improvements in leadership and management by:
 - developing an accurate self-evaluation of the school's performance, using this as the starting point for actions for improvement
 - ensuring that effective plans are in place for how each curriculum subject will be taught and assessed and that these promote effective learning and strong progress
 - using the new assessment and tracking system to maintain a sharp view of the progress of individuals and groups of pupils and intervening as needed to tackle any underachievement
 - developing a clear strategy for determining how pupil premium funding is spent and the impact of spending evaluated, based on a precise understanding of the needs and starting points of the school's disadvantaged pupils
 - ensuring that governors hold leaders tightly to account for the progress of all pupils and the most able, disadvantaged and those who have special education needs and/or disabilities in particular
 - making sure that the curriculum provides routine opportunities for pupils to learn about the nature of prejudice and discrimination, and the rights of people protected under the 2010 Equalities Act.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Leadership has lacked capacity and rigour. Weaker aspects of the school's performance have not been identify and tackled well enough. Difficulties in recruiting and retaining staff have compounded the issue. The arrival of the executive headteacher and acting deputy has brought increased capacity, clear direction and swift improvement. However, it is too soon to see the impact of this on teaching and pupils' achievement.
- The implementation of the 2014 national curriculum and related new assessment requirements has not been thorough. Leaders responded to the new requirements by purchasing a commercial scheme of plans for teaching and assessment. However, leaders did not do enough to check that teachers used these materials effectively or that pupils were learning well as a result. Staff say that they did not get the training and support needed to adapt to these new requirements. The new leaders are tackling these issues, putting a suitable, well-planned curriculum in place. However, it is too soon to evaluate the impact of this on pupils' achievement.
- Leaders have not maintained a sharp understanding of the impact of pupil premium spending on disadvantaged pupils' achievement. Money has been spent on a seemingly suitable range of support such as individual tuition and support for pupils to catch up in reading. However, the impact on disadvantaged pupils' progress has been variable.
- Leaders have not placed enough emphasis on stretching the most able and ensuring that they are routinely tackling work at a suitable level of challenge.
- Leaders have not kept a close enough eye on the impact of provision for the very small number of pupils identified by the school as having special educational needs and/or disabilities. Although support was provided, the effectiveness of this is not known.
- Leaders have established a community where pupils develop into caring, responsible citizens. Pupils learn about other faiths and to be respectful and tolerant of difference. Pupils develop their understanding of democracy and fairness through school council elections and assemblies. However, leaders have not considered well enough the need to explicitly teach pupils about the nature of prejudice and discrimination, such as racism and homophobia, or how they might challenge any they come across.
- The physical education and sport premium is spent effectively. Specialist physical education teachers and sports coaches have been brought in and class teachers have worked alongside them to develop their skills in teaching sport. Pupils' participation in competitive sport has increased through inter-school sports competitions in archery, swimming, tag rugby and dodgeball. Funding has also been used to run sports clubs such as the football club, which a considerable number of pupils attend. In addition to sporting activities, pupils benefit from a range of other activities beyond class, including visits to museums and local areas of interest, gardening and cooking clubs.
- The local authority and the diocesan education board provide helpful support and advice. Both have carried out reviews of teaching which have helped governors understand key weaknesses and recognise that areas for attention were not being tackled well enough. The local authority's recent move to bring in fresh leadership and governance expertise was much needed. As a result, the school is improving quickly.
- The executive headteacher and acting deputy headteacher have not wasted a second

since taking up leadership of the school, taking swift action to tackle weaker aspects of the school's performance, systems and structures.

- A clear plan is in place for tackling areas for attention. A range of suitable actions have been identified and are underway to improve the curriculum, teaching and assessment. However, leaders have not been in place long enough to establish a clear starting point against which the impact of the plan can be measured. They and governors recognise the plan is to a certain degree still a, 'work in progress'. Nevertheless, it is a helpful starting point for driving improvement.
- Leaders have made sure a full staff team is in place. Specialist subject teachers with a proven track record have been brought in to quickly improve teaching in foundation subjects.
- A new assessment approach is now in place for English and mathematics. Information collected from each assessment is enabling leaders and teachers to have a clear understanding of pupils' achievement in these subjects, identify gaps in learning and arrange support for pupils who need it to catch up.
- The new leader of provision for pupils who have special educational needs and/or disabilities (SENDCo) brings a wealth of experience and expertise. She has taken prompt action to start improving this provision. This includes liaising with teachers and support staff to review which pupils may have special educational needs and/or disabilities and starting work with them and parents to identify the correct support and implement it.
- Parents are positive about the changes. One summed up this view, writing, 'The days seem to be much more structured, and we are actually aware what our children are learning...and I believe the new management...are doing a fantastic job.'

Governance of the school

- Governors recognise that they have not been effective enough in holding leaders to account. In the last year, supported by the local authority, they have increasingly challenged leaders about the school's performance, albeit with limited success.
- Over time governors have received regular reports from the headteacher on key areas of school performance. However, these reports have not been sharp. As a result, governors have not had a precise understanding of the impact of the new curriculum on promoting effective learning across subjects and preparing pupils for life in modern Britain.
- The new chair and vice-chair bring the experience and expertise necessary to ensure that the governing body fulfils its role well going forward.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders have made sure that all safeguarding arrangements are fit for purpose. Checks on the identity and suitability of staff are robust, well managed and recorded. Staff and governors are fully aware of their safeguarding duties and are appropriately trained. They know what do to if they have any concern. Suitable records have been kept of any concern raised, and pupils who may be at risk are referred on to social services. New leaders have tightened this record-keeping further to help them keep an even closer eye on the well-being of any pupils previously of concern and ensure that they are well supported. The governors are suitably trained and aware of their duties. The health and safety governor carries out regular helpful health and safety checks and makes sure that any area for attention is quickly dealt with.

Quality of teaching, learning and assessment

Requires improvement

- Teachers do not routinely consider the varying starting points of pupils and the different expectations they should have of pupils from different years in the same class. Often, all the class must listen to the same explanations or tackle almost identical tasks, regardless of their age or ability. This holds pupils back from meeting or exceeding the expected standard for their age, and the most able pupils in particular have insufficient opportunities to hone their skills and deepen their knowledge.
- Teachers are not consistently skilful in identifying exactly what they want pupils to learn. At times, tasks set do not focus precisely enough on the specific skills and knowledge that pupils should be learning. In such instances, pupils' efforts are not centred on the most important next steps and they make less progress than they should.
- Teachers check pupils' progress in lessons and give them helpful advice. However, on occasion teachers ignore fundamental errors during lessons and when they are marking work. This leads pupils to believe that they have understood something correctly when they have not. Additionally, teachers do not routinely encourage pupils to spot and correct their own mistakes.
- The new assessment approach is providing teachers with useful information about gaps in pupils' mathematical knowledge. Teachers are planning lessons specifically aimed at filling these gaps. This is much-needed. However, pupils do not have enough opportunities to strengthen their grasp of mathematical concepts by applying them to different problems and contexts.
- Teachers typically manage their classes well. Class routines are already well established for this year. Pupils listen attentively and make an effort. However, on occasion, some pupils become disengaged when moving from one activity to another or when they are not quite clear what is expected of them. Teachers do not pick this up consistently quickly enough.
- The teaching of phonics (letters and the sounds that they represent) has improved in the last year. Pupils learn to make good use of the phonics skills they developed in Reception as they develop their writing in Year 1. Pupils enjoying reading and happily read to adults and each other. Those who find it difficult show perseverance. Teachers equip pupils with strategies for choosing books that are suitably difficult.
- Pupils are enjoying the new learning experiences provided by the specialist teachers. One parent commented of her son's first drama lesson, 'My son came home one day last week and said it was the best day he had ever had.'

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils feel safe and well cared for and enjoy coming to school. They are confident they can turn to a member of staff if they have any worries.
- Pupils have a good understanding of how to keep safe when using the internet and in the real world. They say that there is no name-calling and that bullying is very rare.

- Pupils are kind and caring. Typically they have well-developed social skills. This was exemplified in the way that pupils who met with the inspector showed great interest as they listened to each other read and readily praised each other's efforts.
- The school has a strong sense of community. One parent remarked, 'The school is like family.' This was illustrated beautifully in the 'sharing' assembly where pupils, watched by a sizeable group of parents, confidently presented what they had been learning in class and then all sang beautifully together, even the youngest and newest members of the school joining in enthusiastically.
- Pupils learn about different faiths in religious education lessons and during occasional visits to different places of worship. Pupils are clear that all should be treated equally, whatever their differences. However, pupils' understanding of the specific nature of prejudice and discrimination is less well developed. Although teachers discuss these issues with pupils as they arise in conversation, opportunities for such learning are not routinely planned for.

Behaviour

- The behaviour of pupils is good
- Pupils behave well in lessons. They are attentive when the teacher is talking to them and during class discussions. Most settle to work immediately it is set. Low-level disruption to learning is rare.
- Pupils' conduct around the school site is exemplary. Pupils socialise and play happily together in the outside area and queue in an orderly manner for lunch in the civilised atmosphere of the dining hall. At the end of playtime, pupils pay immediate attention to the whistle, lining up on instruction and moving swiftly to their next lesson.
- Pupils' attendance is higher than the national average. No pupil had low attendance in 2015.
- Records show that incidents of poor behaviour and bullying are rare.

Outcomes for pupils

Requires improvement

- Pupils do not consistently receive the teaching and support necessary to make strong progress. The most able are not routinely stretched and those who fall behind do not catch up consistently well.
- Due to the size of the school, published data for pupils' achievement in English and mathematics at the end of each key stage cannot easily be compared with national averages. For example, in 2016 only three pupils reached the end of Year 6 and only six did in the previous year. Additionally, a notable proportion of pupils join and leave the school during each key stage. Nevertheless, published data indicates that over several years pupils have not made strong progress from their starting points. Very few pupils have reached high standards of achievement at the end of key stage 1 or made more than expected progress in writing or mathematics by the end of key stage 2.
- The achievement of the small number of disadvantaged pupils in the school is variable. Pupil premium funding spent on supporting these pupils has not been used consistently effectively. Some work looked at during the inspection showed a sharp contrast between that produced by disadvantaged pupils and others completing the same task, indicating that teachers do not have consistently high enough expectations for disadvantaged pupils.

- Until this term, only seven pupils were identified as having special educational needs and/or disabilities, so it is not possible to report on the achievement of this small group without identifying individuals. Following observations and discussions with staff, the new SENDCo has identified 14 pupils who at present need additional support. However, it is too soon to comment on the impact of new approaches being put in place to support them.
- Newly introduced rigorous assessment in mathematics has revealed considerable gaps in pupils' mathematical understanding, particularly at key stage 2. This was evident in an upper school mathematics lesson about percentages. Pupils, including the most able, did not have the secure grasp of fractions and percentages expected for their age.
- Pupils' achievement in science and foundation subjects is difficult to judge as no records have been kept. However, at best, achievement appears inconsistent. A local authority review in the autumn of 2015 records seeing empty science books and some lack of evidence of achievement in topic books. A small amount of topic work looked at during the inspection included some scrappy and unfinished work.
- Pupils' achievement in phonics has improved over the last year. In 2016, almost all pupils reached the expected standard in the national phonics check in Year 1, whereas in 2015 only five out of 11 pupils reached it, just above half the national figure. Additionally, most pupils retaking the test in year 2 reached the expected standard. Pupils currently in Year 1 are making good use of phonics to support their writing. This was evident during inspection, when pupils read what they had written about the 'Little red hen' with confidence.
- Pupils enjoy reading and read regularly and enthusiastically. They can select from a range of books in the library and the class reading corner. One pupil commented that she had not enjoyed reading at first but she does now as the school has really helped her.
- New specialist teachers brought in to teach dance, drama and French have made a bright start but it is too soon to judge the impact of these lessons over time.

Early years provision

Good

- Provision for children in Reception Year has improved notably in the last two years. Children benefit from increasingly effective teaching and a rich and stimulating environment indoors and outside and are prepared well for Year 1.
- In 2014, only two out of 10 children reached the level of development expected for their age, whereas in 2016 nine out of 11 did. Improved teaching of writing in particular has led to this. These improvements are evident in the confident way pupils now in Year 1 successfully tackle reading and writing tasks, making good use of their phonics skills.
- Children's starting points are suitably assessed, using information from the children's previous settings alongside the teacher's own observations. As a result, staff have a good understanding of the progress they expect from each child, which children need to be stretched to exceed expected standards for their age and which may need extra support. Activities are carefully planned to this end.
- Leaders have made sure that the new Reception class teacher is suitably supported on

a day-to-day basis by the acting deputy headteacher, an experienced early years practitioner. A local authority early years adviser provides further support, extra teaching capacity and expertise for one day a week.

- Leaders have identified the need to stretch those who come in with high starting points even further than was the case last year. They are making sure that this happens right from the start. For example, during a session about number, pupils confidently counted up to 26. They were then stretched to apply their knowledge of numbers by comparing and matching numbers as they considered the varying quantities of plastic animals laid out in different hoops on the ground.
- Staff make effective use of questioning to extend the children's thinking and develop understanding, asking questions such as 'Do you think that is right?' and 'What happens next?'
- Staff manage the children's behaviour with skill, resulting in excellent behaviour. Children readily listen and follow instructions, and are helpful and considerate. Staff praise for children who are immediately quiet and attentive when asked ensures that others follow suit. Year 1 act as role models, for example when coming outside with their teacher to look at and discuss the 'road' that the Reception children had built to tell the story of the 'Little red hen'. This in turn helped Year 1 with their own work.
- Leaders make sure that children are kept safe. The outdoors area is secure. Regular checks and maintenance of equipment ensure that it is not dangerous to use.
- Staff maintain effective communication with parents, discussing any concerns with them at the beginning or end of the day and making contact by email and telephone as needed. Two sessions for parents and their children in the summer term enabled a smooth transition from nursery school.
- There are no disadvantaged children in Reception and numbers have been too small in previous years to report on the impact of the school's work to support these pupils.

School details

Unique reference number	109963
Local authority	West Berkshire
Inspection number	10001005

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Maintained
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	65
Appropriate authority	The governing body
Chair	Catie Colston
Headteacher	Jessica Wilson
Telephone number	01635 40569
Website	www.enborne.w-berks.sch.uk
Email address	Headteacher@enborne.w-berks.sch.uk
Date of previous inspection	20–21 June 2012

Information about this school

- The school does not meet requirements on the publication of information about special education needs, pupil premium, school contact details or the curriculum on its website.
- The school is a much smaller than the average-sized primary school.
- The proportion of disadvantaged pupils is below the national average.
- Almost all pupils are white British. A very small number of pupils come from other ethnic backgrounds.
- The proportion of pupils identified as having special educational needs and/or disabilities is a little higher than the national figure. No pupil has an education, health and care plan or a statement of special educational needs.
- The proportion of pupils who join the school other than at the beginning of Reception or Year 1 or leave before the end of Year 6 is high.
- Due to the very small number of pupils at the end of key stage 2 in 2015, the government floor standards measure does not apply.

- At the time of the inspection, the headteacher was on long-term sick leave. The acting deputy headteacher left in the summer of 2016. Catherine Morley, a national leader of education (NLE) and headteacher of Theale Church of England Primary School, an outstanding school, became executive headteacher for Enborne in June 2016. She works at the school for one day a week. An acting deputy headteacher joined at the start of the autumn term, seconded to the school for four days a week, also from Theale Church of England Primary School.
- The leader of provision for pupils with special educational needs (SENDCo) at Theale, a specialist leader of education (SLE), has been seconded for one day a fortnight to be SENDCo at Enborne.
- A new chair of governors, a local leader of governance, took up post in July 2016. A new vice-chair was appointed at the same time.
- The school is divided into three classes, as follows: Reception and Year 1, Years 2 and 3 and Years 4 to 6.

Information about this inspection

- The inspector observed learning in 11 lessons, all jointly with senior staff. In addition, the inspector looked at samples of pupils' English, mathematics, and topic work and listened to pupils read.
- The inspector held discussions with senior leaders, members of the governing body, teachers, pupils and parents, a representative from the local authority and a representative from the Oxford diocesan board of education.
- The inspector reviewed documents including safeguarding policies, behaviour and attendance records, self-evaluation and planning documents and the school's records on performance management and teaching and learning.
- Account was taken of eight staff survey responses, and 11 responses by parents to Ofsted's online questionnaire, Parent View. In addition, inspectors considered 11 parent responses by free text and one by letter. There were no responses to the pupil survey.

Inspection team

Diana Choulerton, lead inspector

Her Majesty's Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/government/organisations/ofsted.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2016