

Inspection of Enmore Church of England Primary School

Enmore, Bridgwater, Somerset TA5 2DX

Inspection dates: 29 and 30 November 2022

| Overall effectiveness | Outstanding |
|------------------------------|--------------------|
| The quality of education | Outstanding |
| Behaviour and attitudes | Outstanding |
| Personal development | Outstanding |
| Leadership and management | Outstanding |
| Early years provision | Outstanding |
| Previous inspection grade | Outstanding |

What is it like to attend this school?

Pupils love learning at Enmore Primary School. The rich curriculum enables them to flourish. The school's vision, 'Those who are taught here must go out and teach others,' informs the development of pupils' characters.

Pupils learn about the importance of empathy and helping others. Older pupils support younger pupils, as seen, for example, through their roles as reading mentors. Pupils gain impressive leadership skills. For instance, pupils in the student council lead fundraising events for charities, such as 'Young Minds'. Pupils value deeply the responsibility of their leadership roles. Sports leaders organise and lead games at lunch and breaktimes, including the paralympic sport of boccia. House captains organise pupils during sports events. Well-being ambassadors greet pupils at the gate every morning, helping to settle pupils into the day.

Pupils are very proud of their school. They are extremely well behaved and attend school regularly. Children in Reception learn the routines of school very well. They are highly motivated to learn. Pupils state that bullying does not happen but that, if it did, they are confident that staff would resolve it immediately. Pupils are trained as peer mediators and support pupils when rare friendship issues occur. Relationships are very strong. Pupils' emotional well-being is a priority. Pupils feel valued, safe and well cared for.

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

Leadership is outstanding. Staff share leaders' relentless focus on ensuring that all pupils, including pupils with special educational needs and/or disabilities (SEND), receive an excellent education. The curriculum is highly ambitious. Pupils learn a rich breadth of subjects in great depth. For example, in English, pupils' study of the novel, 'The Viewer' by Gary Crew, helps them to craft their writing skilfully. In geography, pupils' knowledge of human and physical geography is enhanced through field trips to coastal, river, rural and urban landscapes. In art, pupils learn increasingly complex techniques. This enables them to explore their visual interpretations of the world. In Reception, for example, children talk knowledgeably about colour when painting a still life. Pupils thrive in their learning.

Reading is a priority in all areas of the curriculum. Children in Reception Year and pupils in key stage 1 learn to read very well. Through a meticulously planned programme, pupils learn about the link between sounds and letters. This enables them to become fluent readers who love reading. They particularly love listening to their teachers reading stories to them. Children in Reception are immersed in a range of stories which helps them to develop strong language skills. Pupils' confidence in reading supports their writing development well. Consequently, pupils' writing is of a very high quality.

Pupils with SEND receive outstanding support. Teaching supports pupils to learn successfully and with confidence. For example, staff use talk particularly effectively to support pupils to learn new concepts. In Reception, children with SEND learn to read and write very well. Leaders have ensured that the school is fully inclusive, enabling pupils with SEND to flourish.

Children in Reception are enthused by learning. They are attentive and follow the routines of the school enthusiastically. This prepares them well for learning in key stage 1. Leaders have prioritised children's language development throughout the early years curriculum. Through carefully planned teaching and the support of staff, children have many opportunities to develop their speech. For example, children 'read' and discuss books in the reading corner. Children extend each other's imaginative perceptions of the world through talk. Children develop their physical and emotional well-being especially well. Children are very kind and helpful to each other. They understand the importance of turn-taking and sharing.

Pupils readily take up opportunities which enhance the curriculum. For example, pupils relish reading books in the reading club. Special visitors to the school put on dramatic performances linked to the curriculum. For example, pupils dressed up as ancient Egyptians and met with the historical figure, 'Howard Carter', during the inspection. Pupils visit Glastonbury Abbey, Bristol and the Isle of Wight to enrich their learning of subjects, as well as extend their understanding of the world. The curriculum enables pupils to learn increasingly more complex concepts as they move through the school.

Governance is strong. Governors know the school very well. They gather a raft of information with which they hold the headteacher to account. Staff are very proud to work at the school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders prioritise the safeguarding of pupils. They ensure that they receive timely and appropriate support when at risk of harm. Leaders work well with external agencies to ensure the safety of pupils. They share information well with the designated officer at the local authority (LADO).

Staff receive relevant safeguarding training, alongside regular updates. Governors keep abreast of the latest guidance. Leaders ensure that appropriate background checks are carried out on adults working at the school.

Pupils learn how to keep safe when on the internet. Pupils take a lead on this; raising awareness via the school's website of possible safeguarding risks to pupils when they are online.

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](#)' 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.

School details

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| Unique reference number | 137437 |
| Local authority | Somerset |
| Inspection number | 10256640 |
| Type of school | Primary |
| School category | Academy converter |
| Age range of pupils | 4 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 144 |
| Appropriate authority | The governing body |
| Chair of governing body | Louise Smith |
| Headteacher | Duncan MacRae |
| Website | www.enmoreprimaryschool.org |
| Date of previous inspection | 4 June 2009 |

Information about this school

- The school is a smaller than average primary school.
- The school does not use alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held discussions with the headteacher and members of the leadership team.
- Inspectors held discussions with governors, including the chair of governors.

- Inspectors carried out deep dives in English, early reading, mathematics and history. In each subject, inspectors met with senior and curriculum leaders, talked to pupils, visited lessons, spoke to teachers and looked at pupils' books.
- An inspector listened to pupils from Years 1 to 3 read.
- An inspector met with the special educational needs coordinator to consider the quality of education for pupils with SEND.
- Inspectors reviewed behaviour in lessons and around the school.
- Inspectors met with staff to consider their views.
- Inspectors reviewed safeguarding records, including the single central record of recruitment checks on staff.
- Inspectors considered the views of parents who responded to the confidential questionnaire, Ofsted Parent View. They evaluated the views of staff from the Ofsted online questionnaires.

Inspection team

Susan Aykin, lead inspector

His Majesty's Inspector

Martin Greenwood

Ofsted Inspector

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