



Enmore Church of England Primary School

Inspection Report

Unique Reference Number 123787
LEA Somerset
Inspection number 281561
Inspection dates 12 July 2006 to 12 July 2006
Reporting inspector Martin Kerly AI

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

Type of school	Primary	School address	Enmore
School category	Foundation		Bridgwater
Age range of pupils	4 to 11		Somerset TA5 2DX
Gender of pupils	Mixed	Telephone number	01278 671370
Number on roll	140	Fax number	01278 671852
Appropriate authority	The governing body	Chair of governors	
Date of previous inspection	28 March 2000	Headteacher	Mr Duncan MacRae

Age group	Inspection dates	Inspection number
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

The school is smaller than average. All five classes have pupils from more than one age group. The school serves a small village but many of the pupils come from the edge of Bridgwater. Whilst they come from a range of socio-economic circumstances, many pupils are from relatively advantaged backgrounds. Almost all are White British. The proportions of pupils with learning difficulties and physical disabilities and with statements of special educational need are lower than the national average.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school. It has an accurate view of its overall effectiveness and has made satisfactory progress since the last inspection. It is well placed to improve further.

Pupils of all abilities, including those with learning difficulties and physical disabilities, achieve well and have very positive attitudes towards their learning. Children's attainment on entry to the school is exceptionally varied. Collectively, it is marginally above that usually found. The quality of provision and standards in Reception are good, although opportunities for learning outdoors are limited.

Pupils make good progress over their time in school, accelerating in the older age groups, where progress is particularly good. By the end of Year 6, standards are significantly above the national average. Progress in writing, whilst satisfactory, has generally been slower than in other subjects. This has recently improved in Years 3 to 6. Pupils' personal development is good. Their moral and social development is excellent, as is their behaviour. Teaching is good throughout the school because teachers and teaching assistants carefully match work to the needs of specific groups in the mixed-age classes. However, teachers do not consistently give pupils enough information about how to improve their work or establish clear short-term targets for learning. The whole staff team provides particularly good levels of care and support for all pupils but academic guidance is only satisfactory, with a lack of precise targets for pupils to work towards. There is a good curriculum, with an extensive range of additional activities to stimulate pupils and widen their experiences. The headteacher provides good leadership and management, although responsibility for the monitoring and evaluation of the school's performance needs to be shared more by subject leaders and governors. The school provides good value for money.

What the school should do to improve further

- Improve progress in writing, particularly by the end of Year 2.
- Ensure all pupils are aware of how to improve their learning by identifying and focusing on their short-term curricular targets.
- Clarify the schedule and process for monitoring and evaluating the work of the school to include increased responsibilities for subject leaders and governors.

Achievement and standards

Grade: 2

The good achievement of pupils is strengthened by their positive attitudes to learning. The attainment of children on entry embraces an exceptionally broad range of abilities. It is marginally above that usually found, being higher than usual in personal development and counting skills, and lower in writing. Children make good progress during the Reception year. Most reach the nationally expected learning goals by the end of the year and some exceed them. Nevertheless, a small proportion remains below expectations, particularly in writing.

Achievement in Years 1 to 6 is good. After a satisfactory start, pupils' progress accelerates as they move through the school and in Years 3 to 6 it is particularly good. Their progress in writing has been relatively weak throughout the school but it is now good in Years 3 to 6. By the end of Year 2, standards in writing are broadly average although lower than they are in reading and mathematics. Pupils with learning difficulties and disabilities and those who are most able achieve well because work is carefully matched to their specific needs. By the end of Year 6, almost all pupils reach and a few exceed their challenging targets. Results from the very recent national tests for Year 6 are significantly above the national average in English and mathematics, and particularly high in reading and science.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. Pupils behave exceptionally well. Their attendance is good and their attitudes to their education are very positive. Pupils show outstanding levels of moral and social development, caring exceptionally well for one another informally and in their roles as school captains or councillors. These attitudes strengthen their commitment to supporting each other within school, and influence decisions they make about such things as how to donate money collected at Christmas or becoming involved in national appeals. One parent wrote to inspectors, 'The way the older children are encouraged to help the little ones is excellent.' Pupils' spiritual and cultural development is good. In assemblies they are reflective and at other times they participate enthusiastically, for example, when preparing and performing in concerts and plays. They have a satisfactory awareness of Britain's diverse cultures. They enjoy the extensive range of activities in and out of their classrooms, for example, designing and building willow structures and participating in sporting activities. They have a good understanding of the importance of safety and healthy lifestyles through such activities as conducting risk assessments of the playground and analysing the contents of their lunch boxes. Pupils acquire a good range of skills and attitudes needed for the next stage of their education, including confident use of information and communication technology (ICT).

Quality of provision

Teaching and learning

Grade: 2

Improved planning, related to pupils' different abilities, is a major factor in the good teaching and learning across the school. The pupils' very positive attitudes to their work also contribute to the consistently good working atmosphere in all lessons. For example, when they work in pairs on a computer or lead a game of rounders on the field, they co-operate responsibly. Children in Reception learn well. They respond well to the carefully planned activities that are frequently linked to the work of older pupils in the class. Pupils with complex learning difficulties and disabilities are taught well alongside their peers, with thoughtfully adapted activities and comprehensive

levels of support, including joint work with teaching assistants and external staff. Teachers make good use of ICT linking pupils' learning across several subjects, such as when investigating in history and writing in an English lesson about the sinking of the Titanic.

Teachers are developing their assessment techniques and have a good knowledge of the progress being made by their pupils. However, they are not using this enough to set and share with pupils precise short-term targets. Although marking of pupils' work is improving, its usefulness remains inconsistent, with relatively little guidance on what pupils need to do next.

Curriculum and other activities

Grade: 2

The curriculum is good, with an extensive range of stimulating activities beyond the classroom. Provision in Reception, whilst good indoors, is restricted outside by the lack of shelter. Governors have plans to overcome this. In Years 1 to 6, National Curriculum requirements are met and a two-year rolling programme meets the needs of the mixed-age classes. Changes introduced this year have improved the provision for writing. The curriculum is adapted well to meet the needs of pupils with learning difficulties and disabilities, and more-able pupils are provided with good additional opportunities. The personal, social and emotional curriculum is good throughout the school. ICT is used increasingly well across the curriculum. The afternoon break interrupts learning for the older pupils, leaving an unhelpfully short final session. The imaginative range of club activities includes chess and Latin. Good use is made of the new hall and the extensive school grounds for activities such as musical productions and growing vegetables in the class gardens.

Care, guidance and support

Grade: 2

Care, guidance and support are good overall, with care and support being particularly strong and academic guidance satisfactory. The staff team successfully promotes high quality care and support for all pupils and this is acknowledged by all parents. The school works effectively with external agencies to ensure there is carefully co-ordinated and comprehensive support for those pupils with physical disabilities. There are secure arrangements for child protection and ensuring the pupils' safety, and pupils report that the rare incidents of bullying are dealt with swiftly and effectively. Academic guidance is best in Years 5 and 6 but, elsewhere, teachers do not set or share clear short-term targets for pupils. Given the considerable interest and commitment to their learning shown by pupils and their parents, this is a wasted opportunity.

Leadership and management

Grade: 2

Leadership and management are good and they promote good academic achievement and personal development. Parents endorse this view and value the ways their views

are sought and considered. The headteacher leads well by example in the classroom and has a clear picture of how the school should develop. He has successfully built on the school's previous strengths by establishing a longer-term strategic approach and is encouraging senior staff and governors to take on increased responsibilities. Procedures for monitoring and evaluating the school's performance are satisfactory. The headteacher has high expectations of pupils and an exceptionally good knowledge of pupils' achievement throughout the school, based on an effective system for tracking their progress and his regular programme for monitoring teaching. Information gained from monitoring has been put to good use, for example, by changing the deployment of staff to provide additional support for specific groups of pupils and by revising priorities for improvement in the strategic plan. Such features demonstrate the strong contribution made by leadership and management to the school's capacity to improve further. Other aspects of monitoring the performance of the school, whilst satisfactory, are not always followed up by clear findings. The headteacher's effective contribution ensures that the leadership of individual subjects is satisfactory but, in certain cases, the role of specific subject leaders remains weak, with an absence of individual action plans or little direct involvement by them in monitoring their subjects. The provision for pupils with learning difficulties and disabilities is co-ordinated very well. Governors fulfil their statutory responsibilities well and continue to work on the long-term building programme. They rely heavily on the headteacher for information on the performance of the school and, whilst being fully supportive, are reluctant to offer the challenge needed from time to time.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Dear Children,

A team of two inspectors visited your school recently to find out how well the school is doing. Thank you for making us so very welcome. We thoroughly enjoyed talking to you and seeing some of your work.

I am pleased to say that, for lots of reasons, we found that Enmore C of E Primary School is a good school. Here are some of the most important things that we found to be good:

- you work hard and make good progress in your lessons
- your behaviour is excellent
- you are exceptionally thoughtful about what you can do to help one another and the school
- your teachers provide you with interesting work which is neither too hard nor too easy
- the whole staff team works very well together to make sure those of you who have problems are helped throughout the day
- your headteacher works very hard and leads the school well.

To improve the school still further we have asked the headteacher, staff and governors to work together on three things:

- help you to improve your writing
- make sure you all know what things you need to practise and work at in order to help you learn more
- decide how teachers and governors can be involved more in a better system for checking how well the school is doing.

Thank you for all your help and interest in the inspection.

Yours sincerely,

Mr M Kerly Lead Inspector