

Enborne Church of England Primary School

Inspection report

Unique Reference Number	109963
Local Authority	West Berkshire
Inspection number	288549
Inspection date	17 January 2008
Reporting inspector	Rob Crompton

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4-11
Gender of pupils	Mixed
Number on roll	
School	57
Appropriate authority	The governing body
Chair	Mr J Tyzack
Headteacher	Mrs L J Fowler
Date of previous school inspection	3 February 2003
School address	Enborne Newbury RG20 0JU
Telephone number	01635 40569
Fax number	01635 34864

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Introduction

The inspection was carried out by an Additional Inspector. The school was visited for one day. The inspector investigated the following issues in detail: achievement and standards, pupils' personal development, care guidance and support, the curriculum, and leadership and management. Evidence was gathered from the school's self-evaluation, national published assessment data and the school's own assessment records, curriculum and planning documents, observation of the school at work, interviews with staff and pupils, and the parents' questionnaires. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments were not justified, and these have been included where appropriate in this report.

Description of the school

This small school serves a rural community near Newbury. The area is fairly affluent. Almost all pupils are from White British backgrounds. There are two main classes. One includes Reception, Year 1 and Year 2 pupils; the other, Years 3 to 6. The school works in partnership with the West Berkshire Confederation of Small Schools.

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 with outstanding features. Parents hold the school in high regard and are particularly pleased with the family atmosphere and the outstanding care their children receive. One parent's comment that, 'Each child is treated as an individual', reflected the views expressed by all parents who responded to the questionnaire. Pupils expressed similar sentiments.

Good quality teaching, coupled with pupils' very positive attitudes means that they achieve well and reach above average standards. The understanding and skills children have as they enter the school vary considerably but are generally typical of the age group. The very small numbers in each year group mean that the school's performance against national averages varies considerably from year to year. However, the school's detailed assessment information shows that pupils achieve well through the school, whatever their starting points. However, the school's rigorous tracking of achievement revealed that some pupils are not making the same progress in mathematics as they are in English and this is rightly a development priority. Sensitive feedback by staff encourages pupils to strive for the challenging targets they are set. Lessons are well planned, take into account what pupils have previously found easy or difficult, and move at a brisk pace. Teachers routinely share the learning objectives for each lesson, so pupils have a clear idea of the purpose of the work and can review their own progress against specific criteria. Experienced teaching assistants provide strong support, working with individuals and small groups on intervention programmes, such as catch-up sessions in mathematics.

Pupils' personal development and well-being, including their spiritual, moral, social and cultural development, are outstanding. Pupils behave extremely well and thoroughly enjoy learning. Because pupils know that they are all valued equally, they grow in self-confidence, increasingly become independent, and try hard to succeed. Pupils feel safe in school; as one said, 'It feels like a big family'. Pupils are keen to point out that, on the very rare occasions that bullying occurs, it is dealt with promptly and fairly. They are proud of the Healthy Schools award and have a clear understanding of the importance of healthy nutrition and exercise. Pupils have strong empathy and concern for those in less fortunate circumstances.

The outstanding curriculum offers many opportunities for pupils to excel. Carefully planned work enables pupils to build successfully on their prior attainment within the mixed age classes. Stimulating topics, often involving visits to places of interest and outside speakers, capture pupils' imagination. Inspired by the work of Pierre Mignard pupils created vivid collages. One described seeing the artist's original work in the National Gallery as a 'magic moment'. An excellent range of extra activities broadens their experience. Pupils make a good contribution to school life; for example, through the activities of the school council. Links with businesses and other activities help pupils to develop very good skills that are relevant to their future economic well-being.

Parents much appreciate the outstanding care, guidance and support their children receive; as one commented, 'I have been very impressed by how quickly (my children) settled into school, due to the care of the staff, and how quickly their needs were met'. This is a school where seldom a cross word is heard, with the focus rather on full and very positive encouragement of all individuals.

The headteacher provides excellent leadership and enjoys the confidence of staff, governors and parents. All are committed to sustaining a creative learning environment that stimulates and engages the pupils. Governors support the school well and often take a leading role in

coordinating innovations, such as the recent drive towards achieving the Healthy Schools award. They monitor and evaluate the school's work carefully. Overall, self-evaluation is accurate and realistic, and reveals strengths and areas for improvement. However, targets in the improvement plan are not always precise enough about their intended impact on pupils' academic progress or personal development. Governors are actively involved in strategic planning and manage funds well. Their prudent oversight of the budget means that sufficient funds are available for the school's contribution to the new hall due to be completed later in the year. The school's good capacity to improve is evident from the progress made since the last inspection and the common determination to move further forward.

Effectiveness of the Foundation Stage

Grade: 2

Good provision in the Foundation Stage enables children to progress well. Most reach the expected standards by the end of Reception. Staff cope well with the mixed age class. Older pupils usually provide good role models for the Reception children, although the immaturity of some current Year 1 pupils somewhat limits this. Detailed planning achieves an effective balance between adult directed activities and those initiated by the children. The teaching is lively and underpinned by warm relationships and a good knowledge of how young children learn. Through careful observation and a comprehensive cumulative record, staff build up a clear picture of children's strengths and specific needs, in order to refine their planning. Computer records provide a record of children's attainment, but the lack of a baseline profile for each cohort means it is difficult for staff to identify trends and for the school to fully evaluate the provision.

What the school should do to improve further

- Sustain the current emphasis on mathematics to bring achievement in this subject more in line with that in English.
- Establish a baseline for children's attainment as they enter Reception to provide a means of spotting trends and evaluating the provision.
- Refine whole school development planning so that the intended impact of initiatives is clear.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

Achievement and standards

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

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

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

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

29 January 2008

Dear Children

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

After spending a day in your school, I want to thank you all so much for making the experience a very enjoyable one. I came to see how well your school is performing and you have a very important role in this, just as your teachers have. Your excellent behaviour and warm relationships are a credit to you all. One of your parents wrote, 'My son is very happy and thriving in the caring environment', and I saw this for myself.

Well, what did I think after my visit? Enborne Primary is a good school. You have a committed headteacher and staff who put you at the centre of all that happens. Teachers make lessons interesting and help you to work hard. As a result, you are making good progress. The staff make learning enjoyable and exciting with the many visits you go on and lots of visitors into school. I enjoyed seeing your super art work, such as the collages and puppet theatres you made during the 'Take One Picture' project. It was good to see all the clubs you have. You take regular exercise and sport is important to you.

Although standards are good, some children are not doing as well in mathematics as they are in English. I have suggested that the school finds ways to improve your progress in mathematics. I have also asked the school to keep a closer eye on the progress children make in Reception. The governors do a good job in supporting the school. For example, they have managed to raise a lot of money towards the new hall. I have suggested a way in which their planning could be improved.

I would like to thank you again and wish you and your teachers every success for the future.

Yours sincerely,

Rob Crompton

Lead Inspector