



Enstone Primary School

Inspection Report

Unique Reference Number 123001
Local Authority Oxfordshire
Inspection number 292554
Inspection date 7 February 2007
Reporting inspector Keith Williams

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

Type of school	Primary	School address	Oxford Road
School category	Community		Enstone
Age range of pupils	4-11		Chipping Norton OX7 4LP
Gender of pupils	Mixed	Telephone number	01608 677268
Number on roll (school)	108	Fax number	01608 677268
Appropriate authority	The governing body	Chair	Mrs Sharon Robottom
		Headteacher	Mrs D Caswell
Date of previous school inspection	2 July 2002		

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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

The vast majority of pupils at this smaller than average primary school are of White British heritage and none is at an early stage of learning English. Pupils are from socially diverse backgrounds, although most are from advantaged homes and none is eligible for free school meals. A below average proportion of pupils have been identified with learning difficulties or are in receipt of a statement of special educational need.

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. A combination of good leadership, management and teaching means that pupils are well cared for and make good progress in their personal and academic development.

The headteacher, ably supported by the senior teacher, staff and governors, leads the school very well. There is a strong sense of teamwork amongst staff and a shared commitment to pupils' all-round development. A very close check is kept on teaching and learning and the results of tests and other assessments are evaluated very thoroughly. Consequently, the leaders have an excellent understanding of how well the school is doing and how it can improve. Areas for development are tackled very systematically and rigorously. Pupils play their part, too: their behaviour is excellent and they enjoy school immensely. As one pupil aptly put it, 'Everyone gets along, plays nicely together and just fits in'. They are fully included in, and contribute enthusiastically to, all aspects of school life and are well prepared to be citizens of the future. Their good personal development has a significant impact on their progress. Lessons are invariably calm and supportive and nothing gets in the way of pupils' learning. As a result, whatever their background, gender or ability, pupils achieve well to reach above average standards.

Children get off to a good start in the Foundation Stage because they are well taught and eager to learn. A close check is kept on their progress and the work is well matched to their needs. As a result, children achieve well and, by the end of Foundation Stage 1, most reach the goals expected of them. Some exceed those goals. Pupils continue to achieve well in Years 1 to 6. They benefit from a well organised curriculum that provides well for classes of mixed age and ability. The school has rightly identified the need to review and strengthen the links made between subjects to enhance pupils' already high levels of enjoyment and to raise standards further. This is just one example of the school's determination to avoid complacency and ensure that pupils should fulfil their potential. Of particular note is the work being done to raise standards in writing. Although national test results have generally been above the national average in recent years, the leaders identified that pupils' performance in writing was not as strong as that in reading. They have worked resolutely to deal with this and, as a result, standards are rising. The school is rightly focused on closing the gap still further, whilst maintaining pupils' good standards of reading.

Most parents are supportive of the school and have confidence in the way it is led and managed. Given the school leaders' track record of maintaining its strengths and tackling weaknesses, they have good capacity to secure further improvement.

What the school should do to improve further

- Raise standards in writing.
- Complete plans to review and strengthen links between subjects.

Achievement and standards

Grade: 2

Pupils' attainment when they start school covers a range and, because cohorts are small, this can vary from year to year but, overall, it is broadly average. Taking account of their starting points, pupils achieve well to reach above average standards. Good provision in the Foundation Stage ensures that the youngest children settle quickly and make good progress. The small number of pupils in each year group means that analysis of national test results must be treated cautiously. Despite this, taken overall, the results are above average and represent good levels of achievement in both key stages compared with pupils' prior attainment. There is no significant difference in the progress made by pupils of different background or ability. The few pupils with learning difficulties, or special educational needs, achieve well because they are well taught and supported. The school identified that, although writing standards were generally above average, the performance of boys and more able writers, in particular, was not as strong as in reading. This is being tackled successfully, through staff training and by increasing pupils' enjoyment of writing. This, rightly, remains a priority.

Personal development and well-being

Grade: 2

Pupils' personal development, including their spiritual, moral, social and cultural development, is good. Relationships amongst pupils and with the adults in school are very positive, and pupils' behaviour is exemplary. Consequently, they enjoy school very much, make good progress and levels of attendance are good. Pupils report that they feel safe in the school's supportive environment. They enjoy the healthy food offered at lunchtime and understand the benefits of exercise during break-times and sports activities. Pupils contribute well to the smooth running of the school through, for example, the school council and by acting as playground leaders. The influential school council is proud of their achievements, including the 'buddy bench', and pupils show a good level of involvement in the wider community. Their spiritual development has improved since the last inspection and is now good. Whilst they learn about a range of other cultures and religions, pupils' knowledge and understanding are patchy. Pupils' good progress in their basic skills and good opportunities to work in teams, for example when raising money for charities, mean that they are well prepared for their future economic well-being.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good, and this ensures that pupils make good progress. Weaknesses identified in the last inspection, particularly in relation to the challenge for higher attainers and the pace of lessons, have been tackled effectively.

Consequently, pupils of all ages benefit from consistently good teaching. Lessons are well organised, interesting and enjoyable, and the work planned meets pupils' individual needs. This means that those who need extra help or harder work get it. Support staff make a significant contribution to the progress made by pupils, particularly those who find learning difficult, and pupils appreciate the help they get. Teachers keep a close check on pupils' understanding during lessons. Questioning is brisk and challenging and any misconceptions are quickly dealt with. Consequently pupils gain confidence and make good gains in their learning. Pupils are appropriately involved in assessing their own work. Marking is carried out conscientiously and pupils are praised for their efforts. In the best examples, they are given a clear indication of how they need to improve but this is not used consistently across the school.

Curriculum and other activities

Grade: 2

The school provides a good curriculum that successfully promotes pupils' all-round development and meets the challenge of planning for classes of mixed age and ability. A close check is kept on ensuring that the work builds on pupils' previous learning. Arrangements to organise pupils into groups of similar ability are effective. Good account is taken of pupils' capabilities so that, for example, high attaining pupils are able to work with older pupils. Children in the Foundation Stage benefit from good planning that exposes them to all areas of learning. The school has rightly identified the need to strengthen meaningful links between subjects so that, for example, pupils can use their literacy, numeracy and computer skills across a range of subjects. A good range of activities, including visits, visitors and after-school clubs, enriches the pupils' experience and adds to their high levels of enjoyment. Residential visits for Year 5 and 6 pupils are particularly popular.

Care, guidance and support

Grade: 2

The school takes good care of its pupils and they, in turn, say that they feel safe. Most parents are supportive of the school's efforts, one commenting, 'The staff are caring and provide a stimulating, happy and caring place for children to learn and grow, both educationally and socially'. The school makes good use of a wide range of outside agencies to supplement the support they provide. Playground supervision is carried out conscientiously. Child protection and health and safety procedures are clear and well understood by staff. Provision for pupils with learning difficulties is good. Their individual learning plans are clear and contain the small steps that these pupils need. They have good support from teaching assistants so that they make similar progress to their classmates. The school is vigilant about any pupil who is potentially vulnerable. Regular and thorough assessments help to ensure that pupils' academic progress is tracked carefully. Pupils, particularly the oldest, are well involved in setting their own personal targets, although younger pupils are not always clear about their next steps.

Leadership and management

Grade: 2

The very effective headteacher ensures that every effort is taken to enable pupils to learn in a safe, supportive and attractive environment. There is a strong commitment to school improvement amongst staff, who share the responsibility for co-ordinating subjects. They carry out their duties diligently and contribute to pupils' good progress. For example, good leadership from the literacy co-ordinator has contributed to improving writing standards. A very close check is kept on the work in lessons and a thorough appraisal is made of test results and other assessment data. The results of this analysis are very well used to identify and tackle areas for improvement. Governors make a good contribution to the life and development of the school. They contribute strongly to the information gathered to monitor the school's performance and, as a result, the school leaders have an excellent understanding of strengths and what needs to improve. Most parents are supportive of the school. There are appropriate systems for canvassing their opinions, although a few parents feel that insufficient account is taken of their views.

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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
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

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?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
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?	2
How well are learners cared for, guided and supported?	2

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.

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	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
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

Thank you for the friendly way you welcomed me to your school for the recent inspection. A special thank you goes to those of you who met with me to let me know your views. I enjoyed talking to you and watching you in lessons. You have given me lots of helpful information.

Many of you told me that you think you are getting on well and that you go to a good school. I agree. Your headteacher, teachers and the other adults in school do a good job in helping you to learn well. This means that your work is better than I often find in schools. I was particularly pleased to see how hard everyone has worked to improve your writing. It is improving quickly and I agree with your teachers that this is still the most important thing that your school should concentrate on. Your teachers work hard to make lessons interesting. They are going to see if they can make them even more enjoyable by improving the way that different subjects link together. I agree with them that it is important that they do this.

Your teachers keep a very close check on how you are doing. They make sure that those of you who need extra help get it and some of you told me how helpful they are when you are stuck. You told me, and I saw for myself, how much you enjoy your lessons. Your behaviour is excellent, too. Well done, because this means that your teachers can concentrate on making sure that you understand the work and continue to get better. One of the reasons why you learn well is because you are so interested in your work and eager to learn. Keep it up! Your behaviour out of the classroom is just as good and I was pleased to see how well you play together. I enjoyed watching the 'play leaders' teach games to the younger children. Well done to these children and to the school council for making a difference and helping the school to run smoothly.

Even though your school is doing well, your headteacher and the other staff want it to become even better. They know exactly what they have to do and I am sure you will want to help them by carrying on doing your best and behaving so well.

Once again, thank you for your help and good luck for the future.

Yours sincerely

Keith Williams

Lead Inspector