

Englefield Church of England Primary School

Inspection report

Unique Reference Number	110011
Local Authority	West Berkshire
Inspection number	310174
Inspection date	15 November 2007
Reporting inspector	Pritiben Patel

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	101
Appropriate authority	The governing body
Chair	Mrs V Fishburn
Headteacher	Mrs L Hankin
Date of previous school inspection	2 October 2001
School address	The Street Englefield Reading RG7 5ER
Telephone number	01189 302337
Fax number	01189 302337

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Introduction

The inspection was carried out by an Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following areas:

- pupils' achievement and personal development
- the quality of teaching
- how well the school keeps track of pupils' progress
- leadership and management.

Evidence was gathered from observing lessons and morning break; discussions with senior managers, governors and pupils; checking the school's records of pupils' progress, the results of questionnaires returned by parents, and looking at pupils' work.

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, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

Englefield Church of England Primary is a small school. A significant number of pupils come from advantaged backgrounds. The vast majority of pupils are of White British origin and a small minority come from other backgrounds. The percentage of pupils with learning difficulties and disabilities is significantly below average although the proportion of pupils with a statement of special educational need is in line, with the national picture. The school has gained the Quality Mark, Active Mark and the International Schools, and Healthy Schools Award.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Englefield is a good school with many outstanding features. Pupils' personal development, care, guidance and support and the curriculum are all outstanding. The overwhelming majority of parents are very happy with the school and a comment made by a parent was typical of many, 'I could not be happier about Englefield. Both my children love school and the teachers have encouraged them in all areas, and made them feel special in the areas in which they have particular talents.' In this small village school, staff know the pupils individually and each and every child really does matter. Individual talents are very well nurtured by the outstanding curriculum provision, which has strengths in music, sport, art and information and communication technology (ICT).

Outstanding pastoral provision ensures that pupils' personal development including their spiritual, moral, social and cultural development is outstanding. The school's ethos reflects its Christian values and its aims are demonstrated well in pupils' highly positive attitudes and relationships with everyone in the school community. Pupils are very happy, mature and their behaviour is excellent. Their thorough enjoyment of school is clearly demonstrated by their good attendance. Pupils' understanding of personal safety and adoption of healthy lifestyles is shown in the high participation rates in a wide range of clubs and activities such as football, netball, rugby and cross-country running. Pupils make an outstanding contribution to both the school and local community as they act as members of the school council, lead class assemblies, perform library duties and, participate in the school choir. They also, raise money for charity and have recently established links with schools in China and Uganda. This, along with their outstanding personal qualities ensures that they are prepared well for the next stage of their schooling.

The headteacher provides good leadership and is rightly held in high regard by parents, one stating the head 'is a very dedicated, hardworking and capable headmistress who devotes a big chunk of her life to the school'. She is well respected and has developed excellent relationships with other schools, churches and parents. Parent volunteers help the school in a variety of ways, such as listening to pupils read, help with music provision and provide general support to class teachers. The head has a strong vision and is very clear about how she wants to develop the school further. Managers at all levels take on a wide range of responsibilities due to the small size of the school. The role of subject coordinators is developing well. They monitor teaching and learning, carry out work scrutiny to keep a check on standards and have a good understanding of their areas. The school development plan is used effectively as a tool to drive school improvement. Governors are highly experienced and use their professional skills and backgrounds for the good of the school. They have helped to devise and implement the tracking system as well as set up the school library. They contribute well to the school's good capacity to move forward.

Pupils have consistently attained high standards by the end of Year 2 and above average standards by the end of Year 6 at Englefield. The high number of pupils with specific needs in the cohort that sat the national tests, in 2007, resulted in standards dipping to in line with the national average. However, this represented good achievement for these pupils. The schools own tracking information shows that pupils overall make good progress from average starting points. However, tracking information also shows that standards in writing are not as high as they could be in some year groups. Effective steps to address this have been taken. For example, individual targets have been set for pupils and additional programmes and resources purchased.

Pupils with specific needs make good progress because of the highly effective support they receive from both teachers and support staff.

Pupils achieve well because teaching is good. Strengths include positive relationships, enthusiasm of teachers that impacts very well on pupils learning, effective deployment of support staff, classroom management and the good use of the interactive whiteboard to engage pupils. Teachers' marking, although regular, is used mainly to praise pupils and reinforce learning. It does not consistently inform them of their next steps. Consequently, not all pupils are clear about how to improve.

Tracking and assessment systems overall are outstanding and pupils' progress is monitored closely to ensure that they are progressing according to their abilities. Pupils who are exceeding expectations are rapidly identified and moved to other groups in order to ensure they are challenged. Those that need extra support are provided with additional programmes. Pupils have a good understanding of their targets in literacy and mathematics.

Effectiveness of the Foundation Stage

Grade: 2

Children enter Reception with the skills, attitudes and knowledge typical of their age and many have had pre-school experiences. They make good progress in all aspects of their learning by the time they enter Year 1, particularly in their mathematical development and personal, social and emotional development because of good teaching. The school has put effective strategies in place to improve children's learning in communication, language and literacy and knowledge and understanding of the world. The class teacher, support staff and parent helpers all provide good individual care, support and guidance to each child. Detailed records are kept on the progress made by children so that subsequent support is tailored to meet individual needs. There is a good balance between activities directed by the teacher and those chosen by children. The indoor environment is stimulating and distinct areas provide children with a range of appropriate and interesting experiences such as the reading corner and writing and role-play areas. Children are developing a sound understanding of their individual targets in literacy and numeracy. They look forward to when they can take their 'target leaves' from the class tree home, to share with their parents. Outdoor provision is currently being developed.

What the school should do to improve further

- Improve standards in writing.
- Ensure consistency in teachers' marking so that pupils are clear about their next steps for improvement.

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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	2
How effectively leaders and managers use challenging targets to raise standards	2
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

26 November 2007

Dear Pupils

Inspection of Englefield Church of England Primary School, Reading, RG7 5ER

Thank you for being so welcoming and helping me when I came to inspect your school to find out how well you are getting on. I particularly enjoyed visiting your lessons, talking to some of you at break time and talking to a group of you after lunch.

You told me that your school is a good school and I agree. You go to a good school with many outstanding features and here are the reasons why.

- You make good progress and attain above average standards because you have good teaching and you work hard.
- Those of you with specific needs make good progress because of the careful support you receive from both your teachers and support staff.
- You behave excellently, enjoy school very much, have positive attitudes and you get on really well with each other and your teachers.
- You enjoy the outstanding curriculum that your school offers, particularly all those extra-curricular activities such as cross-country running, football and netball as well as all those music, art and information and communication technology activities.
- All of the adults in your school make sure that you are very well looked after.
- Your headteacher, governors and all staff are doing a good job and making sure that you get a good education.

Even a good school like yours can be even better. This is what I think should happen. Standards in writing should be higher and I have asked your teachers to tell you very clearly, when they mark your work, what you need to do next to improve your work.

I am sure that you will continue to have great success in the future.

Yours sincerely,

Pritiben Patel

Lead inspector