

# Enstone Primary School

## Inspection report

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<b>Unique Reference Number</b>	123001
<b>Local Authority</b>	Oxfordshire
<b>Inspection number</b>	340255
<b>Inspection dates</b>	5–6 October 2009
<b>Reporting inspector</b>	Alison Cartlidge

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	94
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sharon Robottom
<b>Headteacher</b>	Lindsay Daulton
<b>Date of previous school inspection</b>	7 February 2007
<b>School address</b>	Oxford Road Enstone Chipping Norton Oxfordshire OX7 4LP
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## Introduction

This inspection was carried out by two additional inspectors. The inspectors visited seven lessons, and held meetings with governors, members of staff and pupils. They observed the school's work, and looked at pupils' books, information on pupils' progress, and safeguarding and other documents. They scrutinised questionnaires from pupils and looked at 59 parental questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- how well pupils use writing across the curriculum
- the development of pupils' awareness of diversity in multicultural Britain
- how well teachers inspire and engage pupils so that they learn quickly
- the extent that additional activities develop pupils into well-rounded citizens
- the impact of leaders' monitoring and evaluation of tracking information on pupils' progress.

## Information about the school

Pupils come to this small school from the village of Enstone and the surrounding area. The proportion of pupils entitled to free school meals is low. The school has a well below average proportion of pupils with special educational needs and/or disabilities; these pupils have moderate learning difficulties. There have been several changes in teaching staff in the past year. Children in the Early Years Foundation Stage are taught in a mixed Reception and Year 1 class.

The school has received many awards, including the Quality Assurance Mark, Healthy School Award and Active Mark.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**1**

**The school's capacity for sustained improvement**

**1**

## Main findings

Enstone Primary is an outstanding school. Leaders have high expectations for pupils, monitor their progress carefully and ensure that good teaching and an exciting curriculum enable them to achieve high standards. Children make a good start to their education in Reception. In Years 1 to 6, pupils of differing ability make at least good progress in each class in all subjects. Leaders are aware that standards in writing lag slightly behind those in reading. They are working together with teachers to increase the opportunities for pupils to write independently and purposefully about their learning in various subjects.

Pupils behave exceptionally well because they respond positively to the firm behaviour management of staff. In addition, they thoroughly enjoy the vast range of interesting activities provided in lessons and in clubs. They show considerable respect for adults and other pupils and concentrate well in lessons. Pupils are exceptionally good at taking responsibility by being play leaders, eco warriors, peer mediators and members of the school council. For example, eco warriors are diligent in checking that lights are turned off in unoccupied rooms.

Excellent care supports pupils thoroughly both socially and academically, irrespective of their specific needs. Consequently, pupils become well-rounded citizens who are prepared exceptionally well for the next stage of their education and later life. Teachers and other members of staff work together very well to make pupils feel welcome and to ensure they are protected well. As one pupil said, 'I feel safe in this school.'

Excellent procedures for self-evaluation and monitoring pupils' progress enable leaders to be fully aware of the next steps needed to make the school even better. Standards have risen since the last inspection, demonstrating the school's exceptionally good capacity to improve further. Leaders monitor teaching and learning very thoroughly and provide support and training as necessary, to ensure that minor weaknesses in teaching are tackled quickly. Following an audit on community cohesion, leaders have drawn up good plans to tackle the pupils' limited understanding of cultural diversity in Britain.

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## What does the school need to do to improve further?

- Provide pupils with greater opportunities to take the initiative by writing purposefully and independently about what they have learnt in various subjects (July 2010).
- Broaden pupils' awareness of cultural diversity in Britain by implementing plans to meet and work with schools that have pupils from various cultural backgrounds (July 2010).

## Outcomes for individuals and groups of pupils

**1**

Pupils thoroughly enjoy coming to school, and their supportive relationships with each other and members of staff enable them to learn quickly in all classes. For example, pupils in Years 2 and 3 worked together well when acting out the story of the Good Samaritan, and as a result they learnt much about responsibilities to other people. Pupils' attendance is above average because they fully appreciate lessons and the wide range of additional activities the school offers. Behaviour is exemplary because pupils are polite, helpful and considerate on the playground, around school and in lessons. All lessons observed by inspectors showed that pupils cooperate with each other very well. In a mathematics lesson in Years 4 and 5, pupils worked together very sensibly when following clues to identify two-dimensional shapes, increasing their knowledge quickly. Pupils enjoy taking responsibility for a wide range of tasks in school and the local community. The school council is right to be proud of its successes, including the healthy barbecue for other pupils.

Good progress across the school enables pupils to reach high standards by the end of Year 6 in English, mathematics and science. Attainment is slightly higher in reading than in writing, and leaders have identified correctly that teachers miss some opportunities for pupils to practise writing independently and purposefully in subjects other than literacy.

Rigorous monitoring of pupils' progress ensures that there are no significant differences between the progress of girls and boys of differing ability, including those with special educational needs and/or disabilities, and this was confirmed by inspection observation.

Pupils have an excellent understanding of potential dangers in their surroundings. For example, pupils in Years 5 and 6 were aware of the importance of wearing fluorescent tabards for their visit when walking along the busy road to the river near the school. Pupils are very knowledgeable about staying fit and healthy, demonstrating that their Healthy School Award and Active Mark were well deserved. Pupils' spiritual, moral, social and cultural development is good, although they have limited knowledge about the breadth of cultures represented in Britain.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>1</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	1
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>1</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Teachers and teaching assistants are very successful in encouraging good behaviour and plan a wide range of interesting activities that engage the pupils' interest. They share their good subject knowledge well and ask pupils probing questions to make them think carefully. Occasionally, teachers make class discussions at the start of a lesson too long and when this happens, pupils have too little time to complete a high quality piece of independent writing.

Teachers use assessment well to group pupils and to plan their next steps, although they do not always show pupils precisely what they should achieve in their writing by the end of the lesson in subjects other than literacy. Work is marked frequently and includes targets and helpful guidance on how to improve. Teachers do not consistently ensure that pupils follow this valuable advice in subsequent pieces of work to make the pace of learning even faster.

The curriculum includes a vast array of interesting additional activities such as educational visits, visitors and clubs and these are greatly enjoyed by pupils and contribute very well to their learning. The school is making good progress in increasing the links made between subjects to make all work meaningful and relevant. For example, in a literacy lesson, pupils in Years 4 and 5 wrote some delightful descriptions of Mole and Ratty's life on the river, drawing on facts learnt in geography. The curriculum is matched very well to pupils' differing needs in developing academic and personal skills.

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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Excellent systems for caring for all pupils ensure that they feel safe and can make good progress. There are thorough transition arrangements for new pupils and academic guidance is used rigorously to identify and support pupils who are not learning quickly enough, including those with special educational needs and/or disabilities.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

### How effective are leadership and management?

Leaders have an excellent understanding of the school’s strengths and areas for development and this message is shared and understood fully by other members of staff and governors. Pupils are set and achieve challenging targets, resulting in high standards by Year 6. Teaching and learning are monitored rigorously and members of staff are keen to fine-tune their skills in the light of advice from leaders. The senior management team monitors the progress of individuals and groups of pupils through their rigorous tracking system. Managers at all levels understand and carry out their roles and responsibilities enthusiastically. Governors provide strong support and challenge in equal measures and as a result contribute exceptionally well to whole-school development.

The school promotes equality exceptionally well and ensures that no pupils suffer discrimination. At the time of the inspection, the school’s safeguarding procedures were found to be outstanding and almost all pupils and parents agree. There is an extremely thorough approach to this aspect of the school’s work. The school works very effectively with external agencies and parents to support pupils as necessary and to ensure that they have the same excellent opportunities as other pupils.

The school’s approach towards promoting community cohesion is ensuring that the right steps are being taken to broaden the pupils’ understanding of life in multicultural Britain.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
	<b>1</b>

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<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	
<b>The effectiveness of the school’s engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## Early Years Foundation Stage

Most children are working within or beyond the levels expected for their age when they join the school in the Reception Year. They make good progress and standards are above average when they enter Year 1. Leaders have correctly identified that last year children made less progress in writing and learning about letter sounds than in other areas of learning. Consequently the curriculum has been adjusted to provide more purposeful opportunities for children to learn and develop these skills. In lessons, most children work together sensibly and happily, although occasionally, when they are working independently on tasks they have not chosen for themselves, they lose concentration. At other times, they are engrossed in their learning; during the inspection, they particularly enjoyed joining in with a target scoring game and counting rhymes. Children develop good social skills and understand the need to take care when moving up or down the steps to the hall.

Leaders work together very well as a team and have been successful in ensuring a smooth transition in changes of staffing in the past year. Good teaching has been successfully maintained. Currently, the outdoor area is rather cramped, which inhibits the range of activities that can be pursued outside. Leaders have recognised this and are looking at ways in which the problem can be resolved.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	1

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## **Views of parents and carers**

Most parents are delighted with the work of the school, including the way their children are kept safe and healthy and are helped to enjoy school through good teaching. They typically make comments such as, 'The school has a very caring ethos', and 'The children are happy'. A few parents would like more guidance on how to help their children at home. The inspection team found that while the school provides some good information, it is more specific in some classes than others. Leaders are keen to ensure that all classes receive equally specific information.

## Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Enstone Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 12 statements about the school.

The inspection team received 59 completed questionnaires by the end of the on-site inspection. In total, there are 94 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	45	76	13	22	0	0	0	0
The school keeps my child safe	45	76	14	24	0	0	0	0
The school informs me about my child’s progress	39	66	18	31	0	0	0	0
My child is making enough progress at this school	36	61	18	31	2	3	0	0
The teaching is good at this school	38	64	20	34	0	0	0	0
The school helps me to support my child’s learning	37	63	16	27	3	5	0	0
The school helps my child to have a healthy lifestyle	45	76	14	24	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	28	48	26	44	0	0	0	0
The school meets my child’s particular needs	36	61	19	32	0	0	1	2
The school deals effectively with unacceptable behaviour	35	59	21	36	1	2	0	0
The school takes account of my suggestions and concerns	28	48	22	37	2	3	0	0
The school is led and managed effectively	37	63	20	34	0	0	1	2
Overall, I am happy with my child’s experience at this school	42	71	16	27	1	2	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

7 October 2009

Dear Pupils



### **Inspection of Enstone Primary School, Chipping Norton OX7 4LP**

Thank you for welcoming us to your school and for being so helpful during our visit. We very much enjoyed meeting you and found you to be happy and friendly. We are pleased that you enjoy coming to this excellent school.

#### **These are the things that are best about your school.**

- You make a good start in the Reception Year.
- You do very well in English, mathematics and science.
- You are right when you told us that your teachers are kind and caring.
- You are exceptionally good at taking responsibility. The school council organises some really good events such as the healthy barbecue.
- It is excellent that you thoroughly enjoy keeping fit and healthy.
- We could see that your teachers and teaching assistants make sure that you feel very safe.
- You enjoy plenty of interesting visits and clubs.
- Your headteacher and other leaders know what needs to be done to make the school even better.

#### **These are the things your school should do next:**

- give you more chances to choose how to write about what you have learnt in various subjects
- help you to learn more about people who come from different cultures.

Thank you again for talking with us about your school and showing us your work. You could help your teachers by making sure you always follow the advice they have given you about how to improve your writing.

Yours faithfully

Alison Cartlidge  
Lead inspector

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