

Enstone Primary School Profile

ENSTONE PRIMARY SCHOOL



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Oxford Road, Enstone
Chipping Norton, Oxfordshire, OX7 4LP
Telephone: 01608 677268
<http://www.enstone.oxon.sch.uk>

Children's Service Authority:	Oxfordshire
Age range:	4-11
Number of pupils:	107
Head teacher:	Mrs L Daulton
Chair of governors:	Mrs Sharon Robottom

What have been our successes this year?

The school year 2008 / 9 has been very successful.

2009 Key Stage 1 results are good and Key Stage 2 results are outstanding. The CVA was 101.5 ranking the school in the top 5% of schools nationally. In all areas CVA score is significantly positive [RAISEonline]

Ofsted [October 2009] described us as 'an outstanding school'

We continue to be a Healthy School

A kitchen has been built allowing us to add cooking to both our curriculum and our after school programme.

We have strong Chipping Norton School partnership links which have resulted in a high standard of Performing Arts and, working with them, we gained the Activemark accreditation for high quality sports provision.

We have extended our extra curricular provision and now run 18 clubs each week.

We have successfully implemented the new primary strategies and a creative curriculum. We have held hugely successful curricular weeks and days: International, Healthy Schools and Art weeks and World Book, Performing Arts and Christmas Craft days.

French has been introduced.

Termly class assemblies, showcase assemblies from curricular weeks and our annual musical extravaganza have continued to be popular with our stakeholders.

What are we trying to improve?

To maintain the outstanding achievements gained by our children.

To maintain our grading of outstanding.

To provide pupils with greater opportunities to take the initiative by writing purposefully and independently about what they have learnt in various subjects.

To broaden pupils' awareness of cultural diversity in Britain by implementing plans to meet and work with schools that have pupils from various cultural backgrounds.

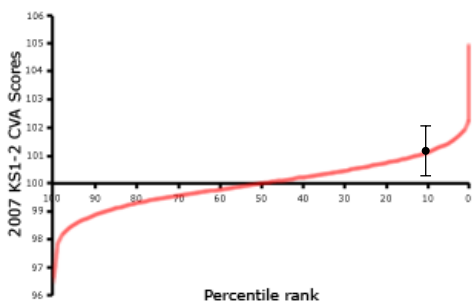
To achieve the Eco Green Flag.

To implement the Learning Platform.

To introduce cooking to the curriculum and after school programme.

To implement the Inclusion Development Programme to ensure that our SEN pupils continue to make good progress.

How much progress do pupils make between age 7 and 11?



- Our school
- I Confidence interval

The chart shows our school's contextual value added (CVA) score relative to that of other primary schools. CVA is a statistical means of assessing how effective a school is, by measuring pupils' progress using their test and examination results. The confidence interval shows the range within which we can be confident the score (calculated on the results of only one year group) represents the overall effectiveness of a school. The percentile rank shows the percentage of schools with a score equal to or higher than ours.

CVA is 101.5. CVA has increased steadily over 3 years. In all areas CVA is significantly above. [RAISEonline 09]

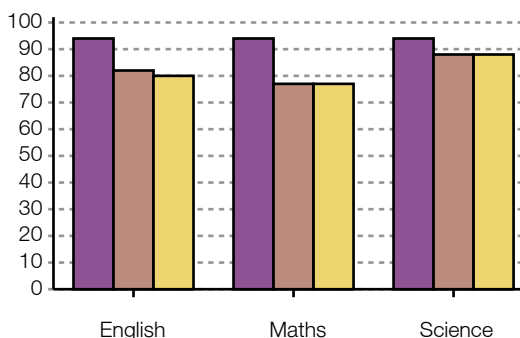
In KS2 achievement is outstanding.

'Good progress across the school enables the pupils to reach high standards by the end of Year 6 in English, maths and science.' Ofsted October 09.

The success rate of pupils attaining both level 5 in English and maths is significantly positive for all pupils in the higher and middle bands. In English 17% made fast progress from L2 to L5 and 4% made fast progress from L1 to L4. In maths 26% made fast progress from L2 to L5 and 1 pupil made fast progress from L1 to L4.

All children are assessed and their progress is formally monitored three times a year. This is supported by informal monitoring and unexpected moves in any direction are carefully analysed and used to revise targets.

How well do pupils achieve at age 11?



This chart shows the Key Stage 2 results for 2007. It indicates the percentage of pupils eligible for KS2 tests (usually 11 year olds) who achieved or exceeded the expected level (level 4)

■ Our school ■ Local schools (Local Authority) ■ All schools

Standards reached in KS2 are outstanding. (Ofsted, Oct 2009)

In 2009, percentages of pupils attaining level 4 or 5 in English, maths and science at KS2 are all above Oxfordshire and national figures for 2009; the level 5 results being considerably above Oxon and national figures.

How have our results changed over time?

Throughout the school, challenging targets are set, "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." (OFSTED, October 2009)

In 2009, the contextual value added score (CVA) was 101.5 ranking the school in the top 5% of schools nationally. This has increased steadily over 3 years. In all areas of the curriculum the CVA score in 2009 is significantly positive, as well as for both boys and girls. For most groups, e.g. gender, KS1 attainment, the 3 year average CVA is positively significant. Thus, in KS2 achievement is outstanding.

"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 is confirmed by inspection observation." (OFSTED, October 2009) In 2009, the majority of pupils at KS2 with special educational needs, or those who had previously been on the SEN register made 2 levels of progress in both English and maths.

How are we making sure that every child gets teaching to meet their individual needs?

The Staff and Governors are committed to the Government's policy for inclusion. All pupils have access to a broad and balanced curriculum regardless of gender, ethnicity or ability. We work closely with other agencies to ensure that the needs of all pupils are met. Gifted and talented pupils are included in this category and a register of More Able pupils is kept.

Rigorous target setting, tracking and monitoring of progress and achievement of individual pupils plays a major part in the outstanding achievement at Enstone. 'Rigorous monitoring of pupils' progress ensures that there are no significant differences between the progress of boys and girls of differing ability, including those with SEN and / or disabilities, and this was confirmed by inspection observation.' Ofsted Oct 09

Long and medium term planning allows for differentiated teaching throughout the school and many support groups are run for all children who may be at risk of underachieving in any area of the curriculum. These include ELS, ALS, FLS (Literacy), Springboard Maths and catch-up groups for children needing daily re-reinforcement of work covered in lessons, by our experienced and capable Teaching Assistants.

How are we working with parents and the community?

We have an "open door" policy for parents and staff are always available to meet them informally. Parents are consulted at every stage in their child's school career and encouraged to work with us if there is a problem. There are the formal reporting procedures, such as the Annual Report and termly Parents' Evenings, as well as many fun, social occasions. There is a weekly newsletter and parents have access to the school's website which contains information, news, the prospectus, curriculum information and relevant policies

We have introduced termly class assemblies which are attended by the governors, parents and Friends.

The governors run a coffee bar at parents' evenings to informally gather their views.

The school is involved in several TACs, working with the family and other agencies to gain the best possible outcome for the pupils concerned.

Father Mark, Vicar Mary and the head of CNS are invited to assemblies.

Local Sports Clubs and coaches provide training in a variety of sports.

Parents run/are involved with many of our extra curricular clubs.

We invite the local community to a variety of events throughout the year, such as community carol singing in the playground at Christmas and our fetes.

What have pupils told us about the school, and what have we done as a result?

The school maintains an 'open door' policy for all parents and carers and all concerns raised are taken seriously by the Staff and Governors. In this way we hope all children's anxieties will be brought to our attention as soon as possible.

Each summer pupils answer a questionnaire about school life. They tell us about successes, concerns they may have, relationships with adults and peers, how safe they feel and their feelings in general. Results are considered and action taken to address any issues raised.

The School Council represents each year group and meets regularly to discuss matters affecting the life of the school. These include deciding on whole school rewards, how to raise funds and running competitions.

Eco Warriors discuss and decide upon the initiatives they will implement to improve the school's sustainability.

Y6s can volunteer as sports leaders. They receive training and teach the other pupils how to play various games.

PSHE lessons provide opportunities for children to discuss fears and anxieties with their peers, as well as celebrating shared successes.

We audit the uptake of after school clubs and respond to requests for additions e.g. a knitting and dance clubs were established as a result in October 08

How do we make sure our pupils are healthy, safe and well-supported?

We have a clear Good Behaviour Policy which is revisited each term by all staff and is understood by pupils and parents. The Anti-bullying policy is shared with all adults and pupils know they have a right to talk to a chosen adult in confidence. We have little bullying but parents of both parties are involved, if it is suspected.

Our annual Health and Safety Audit praised our safety measures and rated us as being excellent. (Feb 2009)

Our safeguarding procedures were graded as outstanding by Ofsted [Oct 09]

We run many support groups for pupils of all ages or ability.

The Governors take a strong stand on absences and, at 96.1% attendance, we exceeded our targets.

We are part of the Oxfordshire Healthy Schools initiative and, with Sport England, work hard to promote healthy, active lifestyles. We achieved Healthy Schools status in 2007.

We provide an extensive programme of extracurricular activities that are very well attended.

School lunches are cooked on site using locally sourced produce. The cook works with the school to produce menus to enhance the curriculum e.g. international week, American independence day etc. Pupils are encouraged to bring healthy packed lunches to school if they do not opt for our cooked meals.

How do our absence rates compare with other schools?



This chart shows the percentage of half days missed through authorised and unauthorised absence by all pupils at the school. Information is given for the school, for schools within the local authority and for all schools.

■ Our school ■ Local schools (Local Authority) ■ All schools

Our absence rates compare very favourably with those of other schools both locally and nationally.

We have a very clear policy, in response to an unacceptable level of absences due to holiday requests, in which we emphasise a child's entitlement to 190 days' education each year. Governors support the policy and all decisions about authorising/unauthorising absences are made jointly with the Headteacher after consulting DfES and OCC guidelines. Parents are generally very committed to supporting attendance and the issuing of termly 100% attendance certificates and annual prizes is valued by the majority of families.

We have always met or exceeded the annual authorised/unauthorised attendance targets set by the Education Social Work Service.

Governors will agree to authorise up to ten days absence for family holidays in exceptional circumstances. Cheaper term-time holidays do not count as exceptional. Family occasions such as weddings, important anniversaries and funerals are usually regarded as exceptional but requests are always considered individually and the final decision rests with the Governors.

What activities and options are available to pupils?

All pupils have at least 2 hours PE each week and Chipping Norton Schools are part of Sport England which offers sport to all children both in and out of school time.

Children are taken swimming in KS2. All of our children can swim by the time they leave our school.

We have trained sports leaders from amongst our y6s to teach the other pupils how to play a variety of games during lunch times.

We have a thriving extra curricular programme : Hockey, Cricket, Club Energy, Judo, Dodgeball, Gymnastics, Cheerleading, Aerobics, Football, Strategic games, ICT, Gardening, French, Drama, Art club and a Reading group.

The CNS Performing Arts status provides creative opportunities for all ages and abilities, and both initiatives offer excellent INSET for all staff. We actively promote the family learning initiatives that are led by the Chipping Norton partnership.

French is taught in KS2.

All children are given recorder lessons from Y3 onwards. A variety of musical instruments are taught by visiting music specialists.

Trips and visits are an integral part of our curriculum and are supported by the Friends, as are visits from humanities, science and PSHE specialists.

KS2 children have the opportunity to go on 2 residential visits.

What do our pupils do after leaving this school?

Enstone Primary School is part of the Chipping Norton Partnership of nine primary schools, a nursery school and a secondary school.

Most Year 6 pupils transfer to Chipping Norton School but, as our catchment extends to Glympton, we often have pupils who move to The Marlborough School, Woodstock. Some pupils with Special Educational Needs go to The Marlborough, on the roll of the Ormerod Special School in Oxford.

A small proportion move into the private sector.

Ofsted's view of our school

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.

Date of last inspection: 07-Feb-2007

Ofsted graded our school as good

Inspectors made judgements on a scale: outstanding (grade 1); good (2); satisfactory (3); inadequate (4).



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What have we done in response to Ofsted?

Our last OfSTED inspection was in February 2007. The school was deemed to be 'Good' and there were four areas which were graded 'Outstanding'. These were:

The effectiveness of the school's self-evaluation

The behaviour of learners

How well learners enjoy their education

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

INSET for staff was provided in all these areas and rigorous target-setting, tracking and monitoring procedures were established. Long and medium term planning was reviewed and work was differentiated for all ability groups throughout the school. There was a subsequent steady increase in Key Stage 1 results.

Teaching practices and the pace of lessons were reviewed and a register of more able pupils was compiled, along with clear strategies for challenging all learners. There is particular emphasis on extending higher achievers.

Since 2002, a new Good Behaviour Policy was written and all adults who work in school revisit it regularly in training sessions. This has resulted in a subsequent very low incidence of inappropriate behaviour throughout the school, as reflected in the recent OFSTED inspection.

More Information

If you would like more information about school policies, including our policies on special educational needs and disability, admissions, finance, school food and our complaints procedure, please contact us:

By telephone 01608 677268

Our website <http://www.enstone.oxon.sch.uk>