

Enstone Primary School

Oxford Road, Enstone, Chipping Norton, OX7 4LP

Inspection dates 18–19 June 2013

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress and achieve well in English and mathematics. Their achievement in reading is a particular strength.
- The quality of teaching is good because lessons are planned to meet the learning needs of all pupils.
- The focus on phonics (the sounds letters make) and writing has ensured that pupils have made good progress this year.
- Pupils behave well, feel safe and have positive attitudes towards their learning.
- Pupils have a wide range of experiences in many subjects that enhance their learning.
- All pupils, especially those for whom circumstances could make them vulnerable, are cared for and supported well.
- Senior leaders and managers lead a strong drive for improvement and have high aspirations for pupils. Consequently, the school has maintained many of the strengths from the previous inspection.
- The governing body has a clear understanding of the school and monitors the key areas for development well.
- Relationships with parents and carers are strong.

It is not yet an outstanding school because

- Progress in mathematics, although now much improved, is not as strong as in English. There are not enough opportunities for pupils to practise problem solving skills in other subjects.
- Teachers do not check frequently enough in lessons that pupils are making rapid progress.
- Pupils do not have enough opportunities to assess their own targets or respond to teachers' marking.
- While senior leaders carefully check pupils' current progress, they do not check that pupils make at least good progress from their starting points.
- Not all senior leaders are involved in checking the quality of teaching. Those that are do not always focus well enough on the progress of groups of pupils in lessons.

Information about this inspection

- The inspector visited nine lessons taught by four different teachers, and held meetings with governors, staff, groups of pupils and spoke with a representative of the local authority. All lessons were jointly observed with the headteacher.
- The inspector observed the school's work and looked at planning documents, monitoring records, assessment data and pupils' work.
- The inspector took account of 47 responses to Parent View (the on-line questionnaire), two individual letters from parents and carers and 14 responses to the staff questionnaire when reaching inspection judgements about the school.

Inspection team

David Shears, Lead inspector

Additional Inspector

Full report

Information about this school

- Enstone Primary is smaller than the average-sized primary school.
- The proportion of disabled pupils and those who have special educational needs supported through school action is well below average, although the proportion supported through school action plus or through a statement of special educational needs is above average. The majority of these have specific learning difficulties.
- Most pupils are of White British heritage and relatively few are from minority ethnic groups.
- The proportion of pupils supported by the pupil premium, which is extra government funding for particular groups, including pupils known to be eligible for free school meals, looked after children and pupils from service families, is well below the national average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics at the end of Year 6.
- Enstone Pre-school runs on the school site. This is not managed by the governing body and is subject to separate inspection.

What does the school need to do to improve further?

- Raise the quality of teaching to outstanding so that pupils make rapid progress, particularly in mathematics, by ensuring that:
 - teachers consistently check throughout lessons that all pupils are making rapid progress and intervene when they are not
 - pupils are always given regular opportunities to assess their own targets and respond to teachers' marking and feedback
 - there are regular planned chances for pupils to practise their mathematical skills through practical problem solving in a wide range of subjects.
- Strengthen the quality of leadership and management by ensuring that:
 - senior leaders always check the progress of pupils from their starting points as well as their current progress
 - all senior leaders are involved in checking the effectiveness of teaching and that they focus on the quality of learning and the progress of different groups of pupils.

Inspection judgements

The achievement of pupils is good

- Children start school with skills and knowledge that are in line with those typical for their age group, although they are less secure in some areas of literacy, especially writing. They settle quickly into the school routine and begin to make good progress. For example, in one Reception Year lesson, children of all abilities made good progress in exploring how many times they could skip or catch a beanbag in one minute and answering questions that related to time.
- In Years 1 and 2, pupils successfully build on this good start and by the end of Year 2 their attainment is above average in reading and average in writing. This demonstrates good progress in these areas. Their attainment in mathematics is average, although progress has rapidly improved this year. For example, in one lesson some pupils were making good progress in sorting three-dimensional shapes and thinking about how they could define how these shapes are different from each other.
- In Years 3 to 6, pupils continue to make good progress in English and mathematics, so that by the time they leave at the end of Year 6 their attainment overall is significantly above average. This is particularly true for reading. Pupils' progress in writing is improving strongly. In one lesson pupils made good progress in writing by exploring through drama and then composing an exciting opening to a story.
- Disabled pupils and those who have special educational needs make good progress in relation to their capabilities. The few pupils who are supported through the pupil premium funding make similar progress to all other pupils. In 2012 there were no pupils in Year 6 accessing this funding and so national comparisons are not able to be made.
- Pupils from minority ethnic groups make similar progress to their peers.

The quality of teaching is good

- Pupils make good progress because teachers use assessment information well to plan lessons that are at the right level for different groups. Pupils say teachers make lessons interesting and that they enjoy learning.
- Teachers have high expectations of pupils, both in terms of their learning and their behaviour. There are good relationships between staff and pupils, resulting in a harmonious atmosphere in which to learn.
- Pupils are always told what they are going to learn and this is recorded in their work to remind them of what they are trying to achieve. Often there are practical activities in lessons which help pupils to explore their learning in different ways. Teachers are able to use questions effectively to challenge their thinking and deepen their learning. Often pupils are asked to explain the reasoning behind their answers.
- Disabled pupils and those who have special educational needs make good progress because teaching assistants effectively support them with their learning, which is effectively tailored to meet their individual needs.
- All pupils have individual targets in English and mathematics. While most pupils are able to identify their targets in English they are less aware of those in mathematics. This is because these targets are not consistently referred to in lessons. While teachers check pupils' individual progress towards their targets, there is no system for pupils to let teachers know when they think they have achieved them.
- Teachers do not always systematically check whether pupils are making rapid progress in lessons and then adapt the lesson, if necessary, to ensure that this happens. However, they often ask pupils at the end of lessons how well they think they have done.
- Teachers always mark pupils' work and often include comments to encourage pupils to do their best. In English, pupils are told how they could improve their work, but this is not as strong in mathematics. In both English and mathematics, pupils do not have enough opportunities to

respond to the marking.

- There are good opportunities for pupils to practise their writing skills in other subjects and this has had a positive impact on the progress pupils make in writing. However, although there are some examples of pupils using their mathematical skills in other subjects, these are not planned in carefully enough, limiting pupils' chances to explore mathematical problem solving in other subject areas.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. This view is confirmed by staff and parents and carers alike. Pupils have positive attitudes to their learning and work well with their classmates. In the best lessons they are totally involved in their learning and make outstanding progress. However, occasionally, when teaching is not as strong, pupils can lose focus and become less engaged.
- When pupils are moving around the school they walk sensibly and carefully. In particular, their behaviour in an observed assembly was excellent and they joined in well with singing and contributed well to the theme that was being explored. They are clearly used to reflecting on what they have learnt, supporting their spiritual, moral, social and cultural development.
- Pupils have a clear understanding of what constitutes bullying and assert that this is very rare. They show confidence in the adults around to look after them well and, consequently, they all feel safe.
- Pupils enjoy playing together during break and lunchtimes. Older pupils sometimes organise games for younger ones to play and, if there are any problems, peer mediators are on hand to help. Pupils particularly enjoy using the spacious field when the weather allows and, for some of the year, they have the opportunity to join lunchtime clubs. However, occasionally, when neither is available, older pupils can become restless.
- The attendance of pupils has been consistently above the national average and the proportion of pupils who have been persistently absent has been below average. However, this year there has been a fall in attendance. This has been quickly identified by the school and plans for improvement have been implemented, including the checking of requests for absence by the governing body.

The leadership and management are good

- The relatively new senior leadership team has a clear understanding of the school's strengths and where it needs to improve. The team has a drive for school improvement and this is reflected in the challenging targets that it sets for pupils' progress across the school.
- The school has rightly focused on developing pupils' phonic skills and improving their writing. As a result, progress in writing has been at least good in every year group this year, with examples of outstanding progress.
- Pupils enjoy opportunities to improve their learning through visits to places of interest in order to enhance their topic work, including residential trips. The wide variety of extra-curricular clubs is also very popular with pupils.
- The care of pupils is a strength of the school's leadership, resulting in a friendly, thoughtful ethos that is felt throughout the school. Safeguarding policies and procedures meet current national requirements. Staff work well together as a team to continue making improvements for the benefit of pupils, ensuring that there are equal opportunities and that there is no discrimination. Pupils' spiritual, moral, social and cultural development is promoted well. Parents and carers strongly support the school and nearly all would recommend it to others.
- The school has developed effective systems to track the current progress of individual pupils carefully over the year in order to check that they are all making good progress. Where this is not the case, pupils are given extra support so that they are able to catch up. However, senior

leaders have not been checking whether pupils have made good progress from their starting points at the school.

- Checks are made on the quality of teaching and this is used appropriately to determine teachers' pay and to tackle any underperformance. However, not all the senior leaders are involved enough in assessing the effectiveness of teaching. Checks that are done are not always sufficiently focused on the progress that different groups of pupils make in lessons.
 - The local authority has provided a summary of the school's effectiveness and, as a result, is giving appropriate training support for the school.
 - **The governance of the school:**
 - The governing body is well informed and has an accurate view of the school's effectiveness.
 - Teams of governors focus on checking whether the areas of development identified by the school are being improved. The governing body provides good support to the school and individual governors are not afraid to ask challenging questions to the school regarding its effectiveness. Governors are informed about teachers' performance management and the pupil premium budget and check how this money is being spent. Members of the governing body receive regular training, for example about understanding in greater depth the national information regarding the attainment and progress of pupils in order to more effectively compare this with the school's information.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	123001
Local authority	Oxfordshire
Inspection number	412502

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	103
Appropriate authority	The governing body
Chair	Iain McAdam
Headteacher	Sarah Mann
Date of previous school inspection	5–6 October 2009
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Fax number	01608 677268
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