

Enmore Church of England Primary School

Inspection report

Unique Reference Number	123787
Local Authority	Somerset
Inspection number	327988
Inspection dates	4 June 2009
Reporting inspector	Eileen Chadwick

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

Type of school	Primary
School category	Foundation
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	136
Appropriate authority	The governing body
Chair	Michael Dodden
Headteacher	Duncan MacRae
Date of previous school inspection	July 2006
School address	Enmore Bridgwater Somerset TA5 2DX
Telephone number	01278 671370
Fax number	01278 671852

Age group	4–11
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Introduction

The inspection was carried out by two additional inspectors, who evaluated the overall effectiveness of the school and investigated the following issues.

- Attainment on entry to Reception and the evenness of high standards and progress across the school.
- The extent of good and outstanding teaching and its impact on pupils' achievement.
- The impact of leadership and management on raising achievement, especially through monitoring, evaluation and the process of setting targets.

Evidence was gathered from lesson observations, discussions with pupils and staff, a review of the assessment data the school uses to track pupils' progress, and analysis of pupils' work. Other aspects of the school's work were not investigated in detail but the inspectors 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

Enmore Church of England Primary School is smaller than most primary schools. It serves a mixed population from a wide rural area as well as from the outskirts of Bridgwater. Most children are White British. A below average percentage of pupils have learning difficulties and/or disabilities. These pupils' needs include speech, literacy and physical difficulties. The children in the Early Years Foundation Stage are taught in a mixed Reception and Year 1 class. The other three classes also contain more than one age group.

The school has gained Healthy Schools, Activemark and Eco awards.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

This school is outstanding. Academic standards are high and pupils' achievement is exceptional. Pupils thrive in the school's purposeful and happy atmosphere. They thoroughly enjoy school and make tremendous gains in their academic and personal development. They receive a well-rounded education and have strong learning opportunities in information and communication and technology (ICT) and for developing their creative, sporting and practical skills. Pupils' singing is extremely good. Excellent levels of care help to create pupils' sense of security and their outstanding personal development and behaviour. The vast majority of parents hold the school in high regard. As one parent says, 'An excellent school: the standards are high and every child's interests come first.'

Children make rapid progress in Reception and, by the time they begin Year 1, standards are above average in all areas, including in literacy and numeracy. This rate of progress continues in Years 1 and 2, and by Year 2 standards are well above average in reading, writing and mathematics. The new arrangements for teaching writing are having a positive impact on raising achievement in Years 1 and 2. Those who need extra challenge work alongside older pupils, so they are able to work at higher levels. Also, those who struggle are taught in smaller learning steps.

Pupils also make excellent progress in Years 3 to 6. By Year 6 they reach exceptionally high standards in English, mathematics and science. These standards have been sustained for the last few years. They stem from the steps taken to promote high quality teaching and robust systems for making sure pupils all make the progress of which they are capable. Pupils with learning difficulties and/or disabilities are extremely well supported and, by the time they leave, very nearly all reach the nationally expected standards. Support staff make a valuable contribution in helping these pupils achieve their best.

The headteacher's outstanding leadership is central to the school's success. Together with the strong teaching team and a first-rate governing body, he ensures that the focus on accelerating pupils' achievement is the key priority. Honest, rigorous and accurate evaluation of the school's performance has resulted in the school knowing what is working and what is in need of improvement. Robust systems for monitoring and evaluating all aspects of the school's work have led to the school accurately pinpointing and addressing any areas for improvement. Assessment is rigorous and school leaders, governors and teachers check closely to make sure pupils reach their demanding targets. Subject leaders are well trained and they successfully promote excellence in their subjects and play a full role in raising achievement.

Teachers' skills in planning and delivering lessons are thoroughly checked, and areas for improvement are linked to performance targets and professional development opportunities. This has produced a level of teaching which, overall, is excellent. Very productive links with other schools, including training opportunities, enable teachers to keep up to date. Teachers capture pupils' interest by relating their learning to real life. They make good use of the grouping arrangements to match work very skilfully to the wide ability range, from the least to the most able. They successfully use a

range of approaches to help their pupils learn, for example, through listening and watching as well as through active participation and problem solving.

The curriculum gives pupils exceptional opportunities in the basic skills of literacy and numeracy. It is also particularly strong in ICT, environmental science, French, music, design and technology and sport. Pupils have excellent opportunities to research, reflect and solve problems related to environmental conservation. ICT is used extremely well to support learning across the curriculum and plays a large part in developing pupils' independent research skills. Pupils have a wealth of opportunities for extra-curricular activities, sport and trips, and visits and visitors bring learning alive for them. Pupils are very committed to eating healthily and taking regular exercise. The excellent partnerships with other schools enrich their learning and ease transfer to the next stage of education.

Pupils feel very safe and well cared for. Safeguarding arrangements meet current statutory requirements. Relationships at all levels are excellent. Close links with the church help to nurture pupils' outstanding spiritual, moral and social development. Their good cultural development is evident in their enthusiasm for learning about other cultures, for example through projects involving Indian dance and African arts. Pupils make an excellent contribution to the school and their community, and the school very successfully promotes community cohesion locally. However, wider national links are relatively less well developed. Older pupils know they have an important role in helping younger pupils to feel safe, secure and happy. This helps to create a very strong sense of family within the school. Pupils are very proud of their school and take great care of it. They contribute to the care of their planet through their considerable environmental work, including energy conservation and recycling activities. Good attendance is rigorously promoted and achieved.

Effectiveness of the Early Years Foundation Stage

Grade: 1

Children in Reception make an excellent start to school in happy, caring surroundings. Staff, children and parents enjoy excellent relationships and this encourages children's confidence and helps them quickly settle. Children arrive with a wide range of skills but, overall, their attainment on entry is broadly in line with that expected for their age. They achieve exceptionally well in a stimulating and colourful learning environment. The curriculum is carefully planned so that, in the context of a mixed-age class, activities meet the needs of reception children very well. The quality of teaching is excellent. Well-trained and qualified staff ensure that routines are well established and safety, care and welfare are excellent.

Formal sessions in literacy and numeracy are of a high standard and stem from rich practical activities, for example, around themes such as fire engines and firemen's jobs after a visit to see a fire engine. There are good opportunities for children to choose activities independently, both indoors and outdoors. Role play areas are very well linked to topics and provide excellent scope for developing communication skills, knowledge and creativity. Children show high levels of social skills when working with others and they sustain interest very well. The outdoor area is relatively new and includes an excellent covered area. Whilst this is still developing as a full learning resource, it already includes some extremely good scientific problem-solving activities

stemming from play that successfully stimulates children's curiosity. Leadership and management are extremely good. Children's learning is very rigorously assessed, and planned activities meet their different learning needs exceptionally well.

What the school should do to improve further

- Strengthen the school's promotion of community cohesion and pupils' cultural development by giving them more comprehensive experience of the diversity of cultures within the United Kingdom.

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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?	1
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 capacity to make any necessary improvements	1

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	1
How well do children in the EYFS achieve?	1
How good is the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

Achievement and standards

How well do learners achieve?	1
The standards ¹ reached by learners	1
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and/or disabilities make progress	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.

Personal development and well-being

How good are 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	1

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	1
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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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

Annex B



4 June 2009

Dear Children

Inspection of Enmore Church of England Primary School, Enmore, Bridgwater TA5 2DX

Thank you very much for the friendly welcome you gave us when we visited your school. We really enjoyed finding out about the interesting things you do.

Firstly, you need to know your school is outstanding and you make excellent progress. Here are some brilliant things about your school.

- Your hard work is paying off and you reach very high standards in reading, writing, mathematics and science.
- Those of you in Reception get off to an extremely good start.
- Your singing is excellent and you develop your musical talents very well.
- You have really good opportunities for ICT, sport and for design and technology.
- You help to make your school such a special place because you are helpful, and you work hard and behave extremely well.
- You take excellent care of your school and its beautiful grounds and you learn to look after your world.
- Your headteacher leads you all extremely well and all the staff and governors are working hard to make sure you always have such good opportunities for learning.

This is what we are asking the school to improve.

- Give you more experience of all the different people living in other areas of the country.

We hope you will continue to enjoy school and continue to work hard in all you do.

Yours faithfully

Eileen Chadwick
Lead inspector