

National Society Statutory Inspection of Anglican Schools Report

Enborne Church of England Voluntary Aided Primary School

Enborne,
Newbury,
Berkshire,
RG20 0JU

Diocese of Oxford

Local Authority: West Berkshire

Date of inspection: 26th February 2008

Date of last inspection: February 2003

School's Unique reference number: 8693024

Name of Headteacher: Mrs Linda Fowler

Inspector's name and NS inspector's number: Pauline Stanton-Saringer

Context

Enborne is a small school in a relatively isolated situation. More than half of its 57 pupils come from outside its designated area. The majority of the pupils are white British and the area is mainly affluent. The two classes KS1 and KS2 are vertically grouped for teaching except for KS2 numeracy, literacy and science.

At present there is major building work on the school site with the construction of a hall and classroom.

The distinctiveness and effectiveness of Enborne Primary School as a Church of England school are good.

Enborne School is a close knit caring community. The headteacher and staff are effective in promoting the church school ethos and enjoy the strong support and encouragement of the incumbent and governing body. This ensures that the school lives up to its aim to provide care for all its pupils based on clear Christian values.

Established strengths

- The supportive "family" atmosphere of the whole school community.
- The good range of cultural experiences provided for pupils.
- The very good links between the school and the parish church.

Focus for development

- To make use of training courses for KS1 religious education.
- To provide more guidance for pupils on the use of the times of quiet reflection.

The school through its distinctive Christian character is outstanding at meeting the needs of all learners

It is clear that Christian values form the basis of school life. They inform the stated aim of the school to "create a community which has a distinctive level of care for all its members" which is very well achieved in practice. Pupils speak of their school as a family, fun, exciting, interesting. There is a friendly atmosphere and older pupils willingly help and encourage younger ones. Everyone feels they have a valued part to play in the community. Pupils show the friendly confidence which comes from feeling secure in school. The book token "Rewards" system encourages sustained effort throughout the year. Pupils appreciate the celebration of achievement in the Friday assembly. The head teacher is aware of the need to compensate for the lack of a "local community" and a carefully planned curriculum provides a wide variety of cultural experiences. The school is particularly proud that it has achieved its Healthy School status and an Artsmark Award. For its size the school provides a good range of extra curricular opportunities which also enrich the experience of the pupils.

The pupils respond well to the care given and the high expectations of the staff both in their good behaviour and in good academic progress. The school makes very good provision for pupils with special needs.

The impact of collective worship on the school community is good.

The prospectus makes clear that collective worship is an important part of the Christian life of the school. Despite the present lack of a hall, a good atmosphere with a focus is created for worship. The pupils sing and respond confidently and write and read prayers. All staff are involved in the careful planning and delivery of collective worship. The fact that all teaching staff attend worship encourages the pupils to value it. At present, feedback and evaluation is mainly informal. This is sufficient to ensure that the worship themes are relevant and the pupils remain engaged. The close involvement of the incumbent with the school, leading worship weekly, means that there is a good understanding of the Anglican tradition. This term, the theme of the Lord's Prayer reinforces this. The beautiful banners made by parents encourage reflection on this theme. The major festivals are well marked in school and reinforced by a high level of voluntary attendance by pupils and their parents at Sunday services. The church building is too far from the school to allow for school time visits, but this does not detract from the sense of being a church school. Grace is said before lunch and the day ends with prayers written by pupils. Pupils appreciate the worship times. They are given sufficient opportunity for quiet reflection, but some do not know how to use this time creatively.

The effectiveness of the religious education is good.

The school follows the new West Berkshire syllabus and lessons are well planned. Pupils make good progress and enjoy lessons in religious education because "the teachers make it interesting". Teachers' skills in devising differentiated work ensure that pupils of all ages and abilities are appropriately challenged. Pupils participated well and produced some good written work during the lessons. Good Judaism artefacts were available for KS1. The internet is well used as a resource to illustrate lessons. The subject is clearly valued in school and sufficient curriculum time is safeguarded for it. Teacher assessment is recorded at the end of each topic. At KS1 a new class teacher has only recently taken over. The pupils' achievement is largely in line with their achievement in literacy. The subject leader makes good use of training opportunities. These have helped to maintain her enthusiasm which is passed on to the children. She is keen to ensure that these opportunities are extended to her new colleague. Since religious education is taught in a way which promotes the interest and involvement of the pupils it is seen by the parents to be effective.

The effectiveness of the leadership and management of the school as a church school is good.

The head teacher, staff and governors all actively and enthusiastically promote the church school ethos. They give strong support to the worship – in school and in church. They have initiated and facilitated the achievement of Healthy School status and an Artsmark award. The prospectus is very clear about its Christian foundation and values and so this would be clear to any prospective parent. In the limited space available in the foyer, there is clear evidence of the church school status. The incumbent – a foundation governor- has strong links with the school and is very supportive of the headteacher and staff. Pupils are invited to attend services at two of the churches in the Team. The PCCs receive regular reports on school activities. The recent parent questionnaires indicate a high degree of satisfaction with all aspects of school life. The governing body is actively involved in the life of the school and is seeking to develop its role in monitoring. The foundation governors have made use of training offered by the diocese. This has enhanced their understanding of their responsibilities which they continue to work hard to fulfil. The school benefits from the close, positive working relationship of the headteacher, the staff the governors and the incumbent.