

Inspection of a school judged outstanding for overall effectiveness before September 2024: Enborne C.E. Primary School

Enborne, Newbury, Berkshire RG20 0JU

Inspection date:

17 December 2024

Outcome

Enborne C.E. Primary School has taken effective action to maintain the standards identified at the previous inspection.

What is it like to attend this school?

Pupils are friendly, welcoming and polite. They are keen to talk about their school and share their opinions. They rise to the school's high expectations and show exemplary behaviour throughout the day. Pupils are sensible, including when they go out at breaktime and at lunchtime. The school's values underpin the way pupils think about their behaviour and how to treat others, with the value of 'respect' being particularly important.

Pupils feel safe and enjoy coming to school. Parents and carers are equally positive about their children's school experience. Pupils say there is no bullying at their school and that there are always adults around to help them. If pupils are stuck with their work or have worries, they know that adults will help to resolve the situation. Pupils appreciate the way that they are helped to understand how to keep themselves safe and healthy.

Pupils look forward to the exceptionally rich variety of additional activities and trips that they experience. These help to broaden pupils' experiences and help them to learn about the wider world. The 'Pupil Parliament' ensures pupils learn about democracy and its importance in society. Furthermore, pupils are proud to contribute to their community through choir performances and charity fundraising.

What does the school do well and what does it need to do better?

Pupils thrive in the school's mixed-age classes. They enjoy the school's unique curriculum, which meets their needs well and goes beyond the national curriculum. The knowledge that pupils need to learn is carefully selected and sequenced. Teachers' checking of what pupils know and remember is precise. Teachers use this information, along with strong

subject knowledge, to adapt and recap learning. This strengthens pupils' understanding and, as a result, pupils achieve very well.

Reading is a priority across the school. Those in the early stages of learning to read benefit from accurate phonics teaching. Should any pupils need extra help in learning to read, flexible intervention sessions and reading practice help them to quickly catch up. Pupils frequently read to adults. This helps to develop their impressive vocabulary, leading to pupils who are articulate and communicate well. Pupils of all ages enjoy practising their sounds or reading and take pride in how their skills develop. They are excited to talk about the books that they have read or to predict what may happen next in a story.

Pupils benefit from a broad curriculum, including in the arts and sciences. The school makes sure that pupils of all ages participate in shows and performances as well as experiments and investigations. Parents agree that the regular performances have helped their children become noticeably more confident over time.

Pupils have very positive attitudes to their learning and are keen to engage with their lessons. They can explain their thinking in detail. Because the school knows its pupils very well, teachers ensure that pupils receive any help that they need. Pupils with special educational needs and/or disabilities thrive and achieve as well as their peers.

In early years, children enjoy sharing their learning. They quickly settle into activities with a high degree of focus and perseverance. Younger children also benefit from the same ambitious curriculum approach as older pupils. Children are keen to explain their work and show how they can now do more than they used to be able to. Carefully designed routines ensure that children experience impactful, structured learning and child-led activities.

The school provides a very wide range of extra opportunities for pupils of all ages. Many of these are experienced by the whole school together, such as the annual London museums and theatre trip. These shared experiences contribute to the school's wonderfully close-knit, community feel. They also strengthen the school's distinctive and highly inclusive culture.

Pupils' behaviour is consistently positive. They like the way that the school's high expectations are clear and rooted in the school's values. As a result, pupils know how to behave well and are respectful of each other. Pupils understand and appreciate what it means to be different. Teachers support them in making sure that there is a shared understanding of equality and that everyone is treated fairly.

Leaders understand how to manage staff's welfare and well-being. Staff feel trusted, and part of a team dedicated to giving pupils the very best education. Staff are proud to work at the school. Governors are knowledgeable, and are equally committed to ensuring education is positive for all.

Safeguarding

The arrangements for safeguarding are effective.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be outstanding for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be outstanding for overall effectiveness in January 2019.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	109963
Local authority	West Berkshire
Inspection number	10341251
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	79
Appropriate authority	The governing body
Chair of governing body	Alan Powell
Headteacher	Tristan Whiteman
Website	www.enborne.w-berks.sch.uk
Dates of previous inspection	15 and 16 January 2019, under section 5 of the Education Act 2005

Information about this school

- The school does not use any alternative provision.
- This Church of England School is part of the Diocese of Oxford. The school received a section 48 inspection for schools of a religious character in July 2017.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors held meetings with the headteacher, curriculum leaders and other staff.

- The inspectors met with governors, including the chair of governors, and representatives of both the local authority and the diocese.
- The inspectors visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspectors examined a range of documentation provided by the school, including leaders' self-evaluation and improvement plans.
- The inspectors considered the responses to Ofsted Parent View. They also took into consideration the responses to the staff and pupil surveys as well as speaking to staff and pupils throughout the inspection.

Inspection team

Ed Mather, lead inspector

His Majesty's Inspector

Mineza Maher

Ofsted Inspector

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