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30 June 2011

Mrs J Griffin
Headteacher
Evington Valley Primary School
Evington Valley Road
Leicester
LE5 5LL

Dear Mrs Griffin

Ofsted monitoring of Grade 3 schools: monitoring inspection of Evington Valley Primary School

Thank you for the help which you and your staff gave when I inspected your school on 29 June 2011, for the time you gave to our phone discussions and for the information which you provided before and during the inspection. Thanks are also due to the Chair of the Governing body and school council members as well as all the pupils.

The formerly open-plan school building has been extensively remodelled since the last inspection, providing more specialist facilities and a more appropriate environment for a flexible range of teaching approaches.

As a result of the inspection on 15 March 2010, the school was asked to address the most important areas for improvement which are set out in the annex to this letter. Having considered all the evidence, I am of the opinion that at this time the school has made good progress in making improvements and good progress in demonstrating a better capacity for sustained improvement.

Achievement in Year 6 has improved considerably and pupils now attain standards in line with those seen nationally. Pupils join the school with knowledge, understanding and skills which are generally well below expected levels. They are keen and interested learners, and improvements seen in teaching and support mean that they are developing skills and knowledge quickly, particularly in language development. As measured by moderated teacher assessments, they are making progress in their learning in all year groups at a faster rate than seen in most schools.

The pace of learning seen in lessons is very brisk. This is because teachers plan carefully together, making sure that they are clear about what children are to learn. Lessons are delivered well, with a good variety of teaching styles. Of particular note is the development of investigation in mathematics and science. This approach

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motivates and challenges pupils, encouraging them to work together to solve problems. Questioning is often highly skilled and targeted. Pupils are all included, they are given time to think and share ideas with a partner. This means that all pupils are stretched, including the most able, who have to think at a high level. Pupils with special educational needs and/or disabilities are supported skilfully in their learning so that they too are progressing well. Classrooms are consistently well managed, meaning that pupils work hard and behaviour is good.

The school tracks each individual child carefully, and their progress is regularly reviewed to identify any underachievement. Pupils understand their targets and increasingly the levels at which they are working. Much more consistent marking and feedback in lessons helps them to understand the next steps in their learning. Pupils are confident that they can regularly discuss the comments with their teachers.

Pupils talk enthusiastically about their learning in religious education. Because of a rapidly improving curriculum, they are developing a good understanding of different faiths and cultures. They particularly enjoy the wide range of visits and the visitors who are enriching their experience very effectively. The school has developed plans to embed this work further and is monitoring improvements regularly.

Attendance, though improving, remains an issue despite the many efforts made by the school. These include positive celebration of good attendance and informing parents and carers of the importance of not taking holidays during term time, serving penalty notices where required. Nevertheless, the school will need the full cooperation of parents and carers in this matter if they are to meet their targets.

The school has been supported well by the local authority, particularly by the behaviour, learning and autism teams, the RE Adviser and the Education Welfare Service.

Because of improvements in provision, pupil achievement is improving strongly. The school has developed leadership capacity so that the development of the key areas of its work is shared more widely. The governing body is developing its role in monitoring the school by gaining more first-hand experience. Because of this, the school is well placed to improve further.

I hope that you have found the inspection helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

David Martin
Her Majesty's Inspector

Annex

The areas for improvement identified during the inspection which took place in March 2010

- Raise levels of achievement at Key Stage 2 by ensuring that:
 - all lessons provide activities which develop thinking skills and extend the level of challenge, especially for more-able pupils
 - teachers' marking and pupils' targets for improvement have a positive impact on helping pupils learn
 - there are regular opportunities for pupils to investigate and solve problems in mathematics and science.

- Provide pupils with regular, meaningful experiences of other faiths, cultures and traditions in Britain.

- Continue to work with parents who withdraw their children from school for extended trips to the south-east Asian sub-continent to emphasise the importance of full-time education.