

# Eversley Primary School

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<b>Unique Reference Number</b>	114999
<b>Local Authority</b>	Essex
<b>Inspection number</b>	378979
<b>Inspection dates</b>	6–7 October 2011
<b>Reporting inspector</b>	Emma Aylesbury

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	409
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Dave Clarke
<b>Headteacher</b>	Penny Pepper
<b>Date of previous school inspection</b>	9 October 2008
<b>School address</b>	Crest Avenue Pitsea Basildon SS13 2EF
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## Introduction

This inspection was carried out by four additional inspectors, who observed 16 lessons taught by 15 different teachers. They held meetings with groups of pupils, members of the governing body and staff. The inspectors observed the school's work, and looked at self-evaluation documentation, teachers' planning, assessment information, safeguarding policies and samples of pupils' work. Inspectors analysed 84 questionnaires from parents and carers, 25 from staff and 86 from pupils in Key Stage 2.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The impact of the school's actions to raise attainment, particularly for girls in mathematics.
- The progress made by all pupils in literacy and numeracy.
- The effectiveness of teachers' marking in helping to accelerate pupils' progress, especially for the more-able pupils.

## Information about the school

Eversley Primary School is larger than the average primary school. The largest group of pupils are of White British heritage. The proportion of pupils who are from minority ethnic backgrounds is below average. Few pupils speak English as an additional language. An above-average proportion of pupils have special educational needs and/or disabilities. The school has gained the Basic Skills Quality Mark. The school manages specially resourced provision for pupils with special educational needs and/or disabilities, in a unit which provides bespoke support for up to 10 pupils with moderate learning difficulties.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

Eversley Primary School provides a satisfactory standard of education. Pupils' attainment is broadly average by the end of Key Stage 2, reflecting satisfactory achievement, although writing remains a relative weakness. There are some notable strengths. The warm, caring and inclusive nature of this school is reflected by the pupils' enjoyment in attending school and their enthusiasm to be involved in the life of the school. They are keen to take on responsibility through the school council and other activities, which enable them to make a good contribution to the community. As one parent commented, 'We are all so proud to be part of the school.'

The headteacher and all staff ensure that pupils are well cared for and given opportunities to shine through individualised programmes to suit their individual needs. Pupils show respect for each other and their behaviour is satisfactory, although it varies in line with the quality of teaching. Pupils enjoy the variety of curricular innovations on offer and these are starting to have an impact in some subject areas, such as residential trips to broaden pupils' understanding and promote the skills of independence. Pupils say they feel safe and have a good understanding of what constitutes a healthy lifestyle.

Throughout the school teachers' subject knowledge is secure, but work does not always meet the different needs of pupils well enough to ensure good progress. The next steps for improvement given in marking are not always sufficiently clear to ensure that pupils reach higher levels, particularly for those who are most able. Even so, pupils with special educational needs and/or disabilities and more able pupils make satisfactory progress and are generally well supported by teaching assistants. Pupils within the specially resourced base also make satisfactory progress. They benefit from effective support within mainstream lessons and in discrete sessions within the base, and develop useful strategies to overcome their difficulties in literacy so they can access the mainstream curriculum. The management of the base is secure and it is well integrated within the whole-school structure.

The leadership team's satisfactory systems to evaluate school effectiveness identify the right priorities for future development. They have had some success in raising attainment, as can be seen in mathematics which improved this year, and this underpins a satisfactory capacity to sustain improvement. However, leaders at all levels are not yet rigorous enough in identifying and ironing out the inconsistencies in teaching or sharing the good practice that does exist. For example, the good teaching and promotion of literacy observed in Year 6 are not used to model best

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practice elsewhere in the school.

Up to 40% of the schools whose overall effectiveness is judged to be satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## What does the school need to do to improve further?

- Improve attainment in English, by:
  - ensuring teachers promote literacy in all subjects
  - using best practice in teaching to eliminate any inconsistency.
- Raise the quality of teaching and learning so that the very large majority is good or better, by:
  - ensuring that activities for all pupils, particularly the most able, are well matched to their needs and suitably challenging
  - embedding the use of marking for the next steps in learning so that all pupils reach or exceed their expected levels.
- Strengthen leadership and management at all levels by:
  - developing the expertise of all staff in using and analysing monitoring information, so that teachers have effective information on which to base their planning and points for improvement.

## Outcomes for individuals and groups of pupils

**3**

Children join the school with understanding and skills below the levels expected nationally, and make good progress in the Reception classes so they quickly catch up. Pupils typically made satisfactory progress in the lessons observed in Years 1 to 6 and the standards seen by Year 6 were broadly average, with some weaknesses in English. The school has put together appropriate plans to improve girls' performance that have helped to raise attainment in mathematics, but they have yet to have a sustained impact on ensuring that girls achieve as well as boys and attain standards that are consistent. Pupils with special educational needs and/or disabilities make satisfactory progress, as do those at the early stages of learning English, because of the targeted support they receive from teachers. For example, in a Year 6 numeracy lesson, pupils learned well because of individual support that helped them to complete mathematical problems.

Pupils feel safe in school and report that adults deal effectively with any problems they have. They have a good understanding of how to keep healthy and many take the opportunity to participate in extra-curricular sporting activities. The school council have formed mature views and take their role in representing others seriously. Pupils' spiritual, moral, social and cultural development is satisfactory and includes an adequate knowledge of cultural diversity in Great Britain. The school has worked effectively to improve attendance, which is above average. Pupils are polite and

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courteous to each other and understand right from wrong, and are adequately prepared for the next stage of their school careers and later life.

*These are the grades for pupils’ outcomes*

<b>Pupils’ achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils’ attainment <sup>1</sup>	3
The quality of pupils’ learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils’ behaviour</b>	<b>3</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils’ attendance <sup>1</sup>	2
<b>The extent of pupils’ spiritual, moral, social and cultural development</b>	<b>3</b>

## How effective is the provision?

The curriculum is vibrant and has been effective in engaging pupils in their learning. In Year 6 pupils were able to calculate sums and work on everyday mathematical problems such as adding and subtracting with enthusiasm and accuracy. The developments in marking have had a good impact on the teaching of numeracy, but this has not yet been consistently applied across all curriculum areas and teachers sometimes miss opportunities to promote literacy skills in different subjects. Pupils enjoy the wide range of extra-curricular activities on offer to them, including guest speakers and residential trips.

Teachers have positive relationships with pupils. Where teaching is good, work is well planned to match the needs of all pupils, teachers have good subject knowledge and manage pupils’ behaviour well. This means that explanations are focused and clear, questioning is used to check understanding and the effective pace ensures progress is good in these lessons. Such good use of assessment and questioning activities to assess learning enables pupils to move to the next level. However, this good practice is not yet evident in enough lessons throughout the school.

The school provides good care and regular support to pupils who encounter barriers to learning. Those with special educational needs and/or disabilities are provided

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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with effective individual support and intervention sessions. Through effective partnerships with outside professional services, the school provides personalised support for all pupils, including those whose circumstances make them most vulnerable. The breakfast club is popular and pupils enjoy the activities on offer, which provide a good start to the day.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	<b>3</b>
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How is effective are leadership and management?

The headteacher and other leaders have a clear and strong focus on improving provision, and their drive and ambition are satisfactorily embedded across the school. Senior and middle leaders acknowledge that inconsistencies remain. They have suitable plans for raising girls' attainment, for example, but their monitoring is not yet consistently good enough to ensure that improvements have been sustained. This means that some initiatives, such as the recent focus on improving marking, are not yet fully effective because the systems have not been followed consistently across the school.

The governing body works effectively to support the school and ensure that the leaders are challenged and held to account. It promotes safeguarding well through good child protection training, and effective procedures and policies that are well managed.

Staff are committed to ensuring equality of opportunity and inclusion for all. Pupils whose circumstances make them vulnerable or who previously displayed challenging behaviour now often enjoy their learning and make the expected progress. Good engagement with parents and carers means leaders are able to respond to their needs quickly. Parents and carers confirm that the headteacher and other adults are accessible to discuss any areas of concern. The school's contribution to community cohesion is satisfactory. Pupils develop their awareness of different cultures appropriately and are involved well in the local community. The school has appropriate plans to extend their opportunities to gain first-hand experience of the wider world.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and</b>	<b>3</b>
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<b>driving improvement</b> Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	2
<b>The effectiveness of the school’s engagement with parents and carers</b>	2
<b>The effectiveness of partnerships in promoting learning and well-being</b>	2
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	3
<b>The effectiveness of safeguarding procedures</b>	2
<b>The effectiveness with which the school promotes community cohesion</b>	3
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	3

## Early Years Foundation Stage

Children settle well and quickly into routines in this warm and positive atmosphere, and parents and carers are pleased with the good induction procedures. Children’s skills and capabilities when they join are particularly limited in communication, language and literacy, and in social interaction. Children make good progress in lessons because they are taught well and, as a result, they enter Year 1 with broadly average attainment. The curriculum is strong and diverse.

The Early Years Foundation Stage benefits from a new outdoor area which is used well to allow children to explore new ideas and develop good personal, social and emotional skills. In the Reception classes letters and sounds (phonics) are taught systematically and this helps children to quickly develop and improve their skills. Good quality pastoral care for all children fosters their independence. For example, children learn to wash their hands before snack time.

Leaders have clear systems for monitoring provision and have appropriate plans for further improvement. These are helping to raise attainment and ensure assessments are more accurate. Good use of the resulting information ensures that leaders quickly identify any potential underachievement and respond quickly.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2



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## **Views of parents and carers**

Most parents and carers who returned the Ofsted questionnaire are happy with their children's experience of the school. Parents and carers commented, 'My child enjoys coming to Eversley'. A small number of parents and carers are concerned about the arrangements for letting the children go home at the end of the day. The inspection team examined policies and risk assessments and found the school has good safeguarding arrangements.

### Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Eversley Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 84 completed questionnaires by the end of the on-site inspection. In total, there are 409 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	57	68	27	32	0	0	0	0
The school keeps my child safe	59	70	22	26	2	2	0	0
The school informs me about my child’s progress	35	42	44	52	2	2	0	0
My child is making enough progress at this school	40	48	38	45	3	4	0	0
The teaching is good at this school	49	58	32	38	0	0	0	0
The school helps me to support my child’s learning	45	54	35	42	1	1	0	0
The school helps my child to have a healthy lifestyle	44	52	37	44	2	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	41	49	38	45	1	1	0	0
The school meets my child’s particular needs	45	54	34	40	1	1	0	0
The school deals effectively with unacceptable behaviour	39	46	38	45	2	2	0	0
The school takes account of my suggestions and concerns	31	37	44	52	1	1	0	0
The school is led and managed effectively	48	57	34	40	0	0	0	0
Overall, I am happy with my child’s experience at this school	56	67	25	30	2	2	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 8 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



10 October 2011

Dear Pupils

### **Inspection of Eversley Primary School, Basildon SS13 2EF**

Thank you for welcoming us and being so helpful during our recent visit. We appreciated the time you took to talk to us about what is happening in your school. We found that your school is providing a satisfactory education. This means that we found some good things, but also some things that need to be improved.

Many of you enjoy the wide range of extra-curricular activities and clubs organised for you. The standards you reach are average and you make satisfactory progress. Those of you who need additional help are adequately supported so that you make satisfactory progress. You are keen to take on responsibilities such as being on the school council, and you have a good understanding of how to keep yourself fit and healthy. Your attendance is above average. The headteacher and the staff are committed to making sure you are safe and happy at school.

You like your school and your parents and carers who responded to our questionnaire told us they like the school too. Your teachers know that there are ways to make your school even better. We have asked them to raise standards, particularly in writing. To do this we have asked them to make more lessons good or better by always planning work that challenges all of you, and to mark your work in a way that shows you clearly how to improve it to the next level. You already have some good teaching in the school to point the way forward, particularly in terms of giving you lots of practice to improve your writing.

Once again thank you for being so friendly and polite. You can all help by continuing to maintain your good levels of attendance and trying your best.

Yours sincerely

Emma Aylesbury  
Lead inspector

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