

Everton Primary School

Inspection report

Unique Reference Number	122641
Local Authority	Nottinghamshire
Inspection number	380505
Inspection dates	14–15 November 2011
Reporting inspector	Mike Thompson

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	104
Appropriate authority	The governing body
Chair	Richard Newbourn
Headteacher	Clare Mackinder
Date of previous school inspection	22 May 2007
School address	Chapel Lane Everton DN10 5BJ
Telephone number	01777 817350
Fax number	01777 817350
Email address	office@everton.notts.sch.uk

Age group	3–11
Inspection dates	14–15 November 2011
Inspection number	380505

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011



Introduction

This inspection was carried out by two additional inspectors, one of whom visited the school for half a day specifically to evaluate the effectiveness of safeguarding procedures. The inspectors visited eight lessons taught by five teachers. They held meetings with the executive headteacher and acting head of school, members of the teaching staff, representatives of the governing body and pupils. They looked at a range of information, including data showing the progress made by pupils and samples of their work. Inspectors analysed questionnaires returned by 61 parents and carers, 61 pupils and 9 members of staff.

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

- Is the school able to provide evidence that all groups of pupils make at least satisfactory progress?
- How effectively are teachers providing consistently high levels of challenge by setting out clear expectations of what pupils are to achieve in lessons?
- To what extent are leaders at all levels able to demonstrate that they have successfully halted the decline in standards that has occurred in recent years?

Information about the school

This is a small rural primary school. All of the pupils are White British. The proportion of pupils with special educational needs and/or disabilities is about average. A few of these pupils have acute needs, but most have general learning difficulties, including behavioural, social and emotional difficulties. There are very few pupils known to be eligible for free school meals.

There are four mixed-age classes; one for children in the Early Years Foundation Stage and classes for pupils in Years 1 and 2, 3 and 4, and 5 and 6.

The school is part of an association of three small rural primary schools, each with its own head of school, overseen by an executive headteacher. The schools are in the villages of Sutton, Everton and Ranby, and their association is known as the SER collaboration. Over the past year there has been uncertainty caused by staff absence. At the time of inspection an acting head of school had been in post for two weeks.

The school has achieved the Healthy School gold status and has an Activemark accreditation for its promotion of physical education and sport. It also has a Quality in Study Support and extended services (QISS) accreditation for learning opportunities provided outside lesson times.

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

The school provides a satisfactory education for its pupils. Parents and carers are greatly appreciative of the welcoming, safe and supportive environment provided for their children. Behaviour is good. Pupils have a good awareness of how to keep safe and healthy. There are often significant fluctuations in attainment from year to year. This is because the small size of year groups means that changes in the performance of each individual can have a disproportionate effect on attainment as a whole. In most years when children join the Nursery year group, their starting points are typically in line with those normally expected for three-year-olds. However, the personal and social skills of a small minority are underdeveloped. By the time pupils leave at the end of Year 6 their attainment is broadly average. This represents satisfactory progress. Teaching is satisfactory. There is some good teaching and inspectors observed good features of teaching in all lessons. Teachers relate well to their pupils and explain tasks clearly, but their expectations of what pupils can achieve are not always high enough. In some instances, when all pupils have the same task, teachers miss opportunities to ensure good levels of individual challenge. This occurs because they do not vary the criteria for completing tasks according to pupils' different levels of attainment. The impact of teachers' marking on improving pupils' work is variable because they do not always set clear targets for pupils to achieve. Pupils with special educational needs and/or disabilities are well integrated and make satisfactory progress.

The school's overall performance in national tests has fallen in recent years. In order to arrest this decline the school focused strongly on improving pupils' skills in writing and mathematics. The success of these initiatives, including rigorous targeting of pupils who have been underachieving, is now evident and rates of progress are improving. However, the improvement in attainment in reading has not been so evident. One of the key reasons for this is the way in which guided reading sessions are organised. In these lessons, the groups of pupils receiving direct tuition from adults make rapid gains in their learning, but the pace of learning slows for those expected to work independently because adults make too few checks on their progress. The ratio of computers to pupils is broadly average, but pupils do not routinely use them as a day-to-day tool to support their learning.

Much of the direction provided for the school stems from the strategic view provided by the executive headteacher. Most of the other staff with leadership responsibilities are in the process of developing the full range of skills required for their roles. The governing body is supportive and has a good understanding of the community served

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

by the school. It provides satisfactory challenge through discussion in meetings, but relies too heavily on the head of school for information. This is a particular weakness in respect of the analysis of performance data. The school's procedures for evaluating its effectiveness are sound and the actions taken to tackle weaknesses, despite some lack of continuity in staffing, demonstrate a satisfactory capacity for sustained improvement.

Up to 40% of the schools whose overall effectiveness is judged 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?

- In order to raise standards and accelerate pupils' progress, improve the quality of teaching so that it is consistently good or better by ensuring that teachers:
 - make clear reference to skills to be developed in lessons and make use of success criteria to set specific, measurable targets carefully matched to the abilities of all pupils
 - mark pupils' work more rigorously by making clear the targets to be achieved and ensuring that pupils respond to the comments made
 - plan for pupils to use information and communication technology as a day-to-day tool for learning.
- Ensure that arrangements for guided reading sessions enable all pupils to make good or better progress in their learning.
- Improve the effectiveness of leadership and management by:
 - ensuring that teachers with leadership responsibilities develop the full range of skills necessary to shape and improve the quality of pupils' learning
 - developing the skills of the governing body in using data so that it becomes more independent in holding the school to account.

Outcomes for individuals and groups of pupils**3**

Observations of pupils in lessons and work in their books show that the actions put in place to tackle pockets of underachievement are having a positive impact, and almost all pupils are now making satisfactory progress. For example, the teacher carefully guided pupils in Years 5 and 6 as they developed skills in identifying and extending number sequences. However, their lack of familiarity in using laptop computers as an aid to learning quickly became evident as some experienced difficulty in gaining access to the program they required. The lesson provided adequate opportunities for the pupils to practise the skills taught, but there was too little time for a thorough review and consolidation of learning at the end of the session. Pupils with special educational needs and/or disabilities progress at the same rate as their classmates. The individual education plans provided for these

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

pupils contain clear points for action, reflecting the thorough assessments carried out. However, the targets set out for them to achieve sometimes lack precision. As a result, progress cannot always be monitored in an objective way.

One of the many things that pupils told the inspectors they like about school is that they feel really safe. Pupils’ strong commitment to adopting healthy lifestyles is evident in their enthusiastic participation in physical activities and their very clear understanding of what constitutes a sensible diet. These positive qualities are recognised through the Healthy School status and the Activemark accreditation. Pupils’ contribution to the day-to day life of the school is satisfactory. There is a school council, but it has become less active as a result of staff absence. The school has well-established and consistently applied procedures for promoting good behaviour; these are reflected in the politeness and consideration shown by pupils. Pupils are not concerned about bullying. They say that instances of unacceptable behaviour are infrequent and are dealt with quickly and effectively. Maturely, they view these instances as ‘part of growing up’. Pupils’ spiritual awareness, as seen in their understanding of their own development and appreciation of that of others, is satisfactory. Pupils have a reasonable understanding of their own cultural heritage, for example through work in history. However, their knowledge of other cultural traditions is more limited.

These are the grades for pupils’ outcomes

Pupils’ achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils’ attainment ¹	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
The extent to which pupils feel safe	2
Pupils’ behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils’ attendance ¹	3
The extent of pupils’ spiritual, moral, social and cultural development	3

How effective is the provision?

The quality of teaching is inconsistent. The best teaching is characterised by

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

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

teachers’ skills in developing pupils’ confidence as learners and in using a variety of techniques to deepen their understanding. In a Year 3 and 4 guided reading session, for example, the teacher skilfully guided a group of pupils in their exploration of a passage of text through well-targeted questions. Teaching has a number of strengths, including the good management of pupils and clear expectations of behaviour. However, there is not enough consistently good teaching. This is because teachers do not set out precisely what they expect of pupils of different levels of ability. Discussions with pupils confirm this lack of focus on targets and a small minority of those who completed the inspection questionnaires felt that they do not know how well they are getting on at school. The effectiveness of marking is uneven in helping pupils to improve. In some instances marking results in written dialogue with pupils, although this is generally limited. Teachers’ skills in teaching reading are secure, but the way in which these sessions are organised makes it difficult for teachers to sustain consistently good levels of learning. This is because the comprehension activities provided for pupils not receiving reading tuition are generally unsupported.

The strengths of the curriculum are the memorable experiences provided for pupils through enrichment activities. For instance, pupils spoke enthusiastically about their trip on the Chesterfield canal at Retford and about the residential trips that are a regular feature of provision. Links with a local high school with specialist science and mathematics status enable groups of pupils to benefit from subject expertise. The range of extra-curricular activities is broadly similar to what is provided by many schools of this size. The school’s QISS links with the local community ‘extended services’ initiative is effective in helping provide worthwhile learning experiences for pupils in holiday play schemes.

The good provision for the care, guidance and support of pupils permeates all aspects of school life. The needs of individuals are well known, and pupils feel valued members of the school ‘family’. There are very clear, well established, arrangements to induct pupils into school and to ensure a smooth transition as they move on to the next phase of their education.

These are the grades for the quality of provision

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

How effective are leadership and management?

Systems for monitoring the effectiveness of the school are satisfactory. Owing to disruption in staffing, the direction provided in embedding ambition and driving

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

improvement stems largely from the executive headteacher. For example, she identified shortcomings in the system for tracking pupils’ progress. New software, designed to present data in a clearer and more useful way, is now in place to help address this weakness. The governing body is well organised and its effectiveness is satisfactory. Its members take a keen interest in the work of the school and some visit regularly to look at provision, including observations of lessons. However, the governing body has yet to develop the full range of skills required to help it become even more independent in holding the school to account, for example by making use of national data about pupils’ progress. Teachers with leadership roles know, in broad terms, what they need to do to improve achievement, although some are inexperienced in monitoring the provision rigorously.

Parents’ and carers’ overwhelmingly positive views about their children’s experiences reflect their appreciation that this is an inclusive school in which discrimination has no place. It gives their children a sense of belonging and equality of opportunity. Partnerships with professional agencies provide valuable support for pupils with special educational needs and/or disabilities and for those whose circumstances may make them vulnerable. Good safeguarding arrangements mean that pupils’ safety and well-being are given the highest priority. All of the required checks on adults who have contact with children are carried out meticulously. The school’s promotion of community cohesion is satisfactory. The school knows its own community very well. It makes good use of links with local schools to help widen pupils’ perspectives, for example through joint educational visits and a small-schools’ sports day. Pupils’ awareness of the rich diversity of cultural traditions within the United Kingdom, while satisfactory, is not so well developed.

These are the grades for leadership and management

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

Early Years Foundation Stage

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

Effective leadership ensures that children make outstanding progress in developing their personal and social skills and good progress in all other areas of learning. Children share resources amicably, respect others and behave well. They have ready access to a wide range of exciting activities, both indoors and out. These cover all areas of learning while capturing children’s imagination and encouraging initiative. There is a very clear purpose to all activities and adults clearly understand the learning needs of young children. The teacher makes good use of on-going assessments of children’s responses to adjust provision whenever needed. For example, during a focused teaching session in which children were challenged to estimate the number of items in a bag, some were evidently insecure in their understanding of terms such as ‘more than’ and ‘less than’. This weakness was effectively remedied later in the session through individual help and clear explanations. All adults place a strong emphasis on ensuring the welfare and safety of the children. Records of children’s progress are good. However, the day-to-day written assessments on which some of the monitoring is based are sometimes too descriptive. The children’s ‘home diaries’ are of high quality and demonstrate the strong engagement with parents and carers underpinning children’s good learning in this area of the school. As a result of the good provision, children have been moving from Reception to Year 1 over the past few years with above average levels of attainment.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	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

Views of parents and carers

The rate of response to the inspection questionnaire was better than generally found. Inspection findings support most of the positive views expressed by parents and carers, particularly with regard to the good aspects within the care and welfare of pupils. However, teaching and the progress made by pupils are satisfactory rather than good. There is no pattern to the very few negative comments made.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Everton 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 61 completed questionnaires by the end of the on-site inspection. In total, there are 104 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	48	79	13	21	0	0	0	0
The school keeps my child safe	43	70	16	26	2	3	0	0
The school informs me about my child’s progress	28	46	30	49	1	2	0	0
My child is making enough progress at this school	32	52	25	41	3	5	0	0
The teaching is good at this school	39	64	21	34	1	2	0	0
The school helps me to support my child’s learning	33	54	26	43	2	3	0	0
The school helps my child to have a healthy lifestyle	34	56	18	30	1	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)	36	59	22	36	1	2	0	0
The school meets my child’s particular needs	37	61	22	36	1	2	0	0
The school deals effectively with unacceptable behaviour	32	52	26	43	2	3	0	0
The school takes account of my suggestions and concerns	29	48	26	43	2	3	0	0
The school is led and managed effectively	25	41	26	43	5	8	1	2
Overall, I am happy with my child’s experience at this school	44	72	16	26	1	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 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see 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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



16 November 2011

Dear Pupils

Inspection of Everton Primary School, Everton DN10 5BJ

I would like to thank all of you for being so welcoming and helpful to your inspectors when we visited your school. Your school gives you a satisfactory education. This means that there are a lot of things that the school is doing right and some things that need to be improved. I know that all the adults who help to run your school want it to be a good school. For this to happen, they are going to help you to make better progress in your work.

Here are some of the best things about your school.

- We were impressed by your politeness and good behaviour.
- You told us that you feel safe because the staff take good care of you.
- You also showed us that you know a lot about how to stay healthy.
- Those of you who are in the Nursery and Reception classes are making good progress.

For you to make better progress we would like the school to:

- make sure that teachers give you very clear targets to achieve in your lessons and help you to improve when they mark your work
- give you more opportunities to use computers in your lessons - I am sure that you will enjoy this
- think of a better way of planning your guided reading lessons so that you have more opportunities to learn reading skills
- train all the people who help run your school, including the teachers and governors, how to make closer checks on your progress.

We would like you all to play your part in helping the school to become even better. The best way for you to do this is to pay careful attention to what your teachers ask you to do and to make sure that you always do your corrections.

I wish you every success in the future.

Yours sincerely

Mike Thompson
Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234, or email enquiries@ofsted.gov.uk.**