

Walter Evans Church of England Aided Primary School

Inspection report

Unique Reference Number	112917
Local Authority	Derby
Inspection number	378605
Inspection dates	15–16 November 2011
Reporting inspector	Ruth McFarlane

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	334
Appropriate authority	The governing body
Chair	Lynda Innocent
Headteacher	Hannah Simmons
Acting headteacher	Sarah Core
Date of previous school inspection	10 December 2008
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Introduction

This inspection was carried out by three additional inspectors. Seventeen lessons or part lessons were observed, led by 13 different teachers. Meetings were held with pupils, members of the governing body, staff, the headteacher and the acting headteacher. Inspectors observed the school's work and looked at a range of documentation, including the school's records of pupils' attainment and progress, and school policies, including safeguarding documentation and the school development plan. In addition, questionnaires from 132 parents and carers, 92 pupils and 29 staff were analysed.

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

- How well is pupils' progress in numeracy and literacy promoted throughout the school, including through the use of targets?
- Do pupils make progress at a consistent rate through the school?
- Has the contribution of subject leaders to the drive for improvement improved since the previous inspection?
- What is the impact of the temporary leadership arrangements in the Early Years Foundation Stage and overall?

Information about the school

This school is larger than average. Most pupils are White British. Fewer pupils than average are from minority ethnic backgrounds or speak English as an additional language. The proportions of pupils with special educational needs and/or disabilities or who have a statement of special educational needs are well below average. An average proportion of pupils enter or leave the school's roll at other than the usual times. The proportion of pupils known to be eligible for free school meals is below average. The Early Years Foundation Stage comprises a mornings-only Nursery, an afternoons-only Nursery, and two Reception classes. All the classes are mixed-age in the rest of the school.

The school runs before- and after-school 'wrap-around' care. It has Healthy Schools status and a number of other awards for its provision including Artsmark Silver, and the International Schools Award.

The headteacher is currently the full-time executive headteacher of a federation of three other schools in the locality. During this absence, the school is being led by an acting headteacher, who is the substantive deputy headteacher. One of the Reception teachers is acting as leader of the Early Years Foundation Stage on a temporary basis following a retirement.

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?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school which has improved since the previous inspection. The leaders and managers create a purposeful and welcoming place to learn, in which everyone is assured of individual care and attention in a safe, friendly and stimulating environment. This is confirmed by parents and carers, who typically commented, 'My children are stimulated and challenged and excited to learn'. Consequently, the pupils achieve well and develop strong personal skills.

This is why the quality of education is good.

- A good range of cross-curricular elements and themed work forms a lively backdrop that fully engages pupils in their learning. This is supported by a high proportion of good teaching, featuring warm, encouraging relationships. This assists children to make a good start in the Early Years Foundation Stage that continues throughout the school.
- Numeracy and literacy skills have risen through good target-setting procedures. The targets are frequently referred to in lessons, especially in Years 5 and 6. This helps pupils to understand clearly how to reach the next level. By the time pupils leave Year 6, attainment is above average and in reading it is high.
- The clear and consistent care, support and guidance pupils receive enable them to understand what is expected from them as individuals. As a result, their considerate and respectful behaviour and strong social attributes make a substantial contribution to their learning. Support for families, including well-run 'wrap-around' care, has had a significant impact on pupils' attendance, which is high.
- All groups of pupils do well overall. The process for the identification of pupils with special educational needs and/or disabilities is thorough. These pupils make equivalent progress to their class-mates because the school is quick to provide additional support when necessary. Those pupils who find learning easy achieve their potential. The proportion of pupils attaining higher National Curriculum levels is above average in reading, writing and mathematics.
- The school's leaders and managers draw committed teamwork from all the staff. The management of teaching and learning has improved. Subject leaders play a more significant role and are more accountable through regular, rigorous checks. This has increased the impact of lessons on pupils' learning.

There are minor inconsistencies in pupils' progress through the school. In the Early Years Foundation Stage, the planning for free-choice activities in the outside area for the Reception classes does not always offer a good range of activities or make

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enough links to the teacher-led sessions for children to reinforce what they have just learned. In the rest of the school, in a few lessons, too long is spent at the start of the lesson recapping what the pupils already know or explaining what is to be learned, delaying the start of more challenging tasks matched to pupils' different abilities. Although discrete lessons promote the basic skills of literacy, numeracy and information and communication technology (ICT) well, there are not always sufficient opportunities for pupils to practise these skills in the cross-curricular or themed work that they undertake.

The temporary leadership arrangements have led to some uncertainty in the school community. However, the governing body and all leaders and managers have remained fully focused on improving the school. Self-evaluation is accurate. Current planning reflects a clear awareness of what is needed to take the school forward. The school's success in improving all aspects of provision and pupils' outcomes since the previous inspection, and the strong teamwork evident, demonstrate that the school has good capacity to improve further

What does the school need to do to improve further?

- Increase the impact of teaching on pupils' progress and achievement by including, in lessons:
 - a high proportion of time for pupils to engage in active learning on challenging tasks pitched to their ability
 - learning objectives for numeracy, literacy and ICT through other subjects and themed work
 - activities for the outside area in the Reception classes that offer improved variety and better support for reinforcing the teacher-led learning
- Improve the impact of leadership by agreeing key posts at all levels as soon as possible.

Outcomes for individuals and groups of pupils

2

Children enter the school with starting points that are mostly in line with national expectations for their age. Pupils achieve well so that attainment by the time pupils leave in Year 6 is above average. In 2011 in English, especially reading, it was high. Improvements in teaching and the curriculum have raised pupils' enjoyment of learning and have led to consistently good progress. Pupils with special educational needs and/or disabilities, as well as the few who speak English as an additional language, or whose circumstances may make them vulnerable, and those who are known to be eligible for free school meals, all make equivalent progress to their peers.

Pupils' high attendance rates and comments that lessons are 'fun' confirm their enjoyment. They make good progress because they are purposeful learners who listen very carefully, are keen to please and work well alongside each other. Pupils

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particularly enjoy lessons when they work on different activities well matched to their abilities. In a Year 5/6 design and technology lesson as part of a project 'To make a bread that sells', each group was given a different research task, well suited to their abilities. They shared the results of their research so that all the class gained a broader insight into the task. Occasionally pupils are kept too long listening to the teacher, delaying their work on challenging tasks.

The focus on caring for each other and developing self-confidence and mutual respect results in pupils' well-developed spiritual, moral, social and cultural awareness. The pride pupils experience when they become members of the school council or 'buddies' to help younger pupils, and when they help organise community projects, such as harvest produce distribution, shows their strong contribution to their community and good development of organisational and leadership roles. Pupils say they feel safe and can explain how to keep safe in a variety of circumstances such as on the internet or when close to water. They understand clearly why they should eat a balanced diet and take regular exercise, and are proud of their school's Healthy School status, which confirms their commitment to making healthy choices.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
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	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers have high expectations of pupils' behaviour. Their learning intentions are clear and they provide pupils with safe areas to work in that are stimulating and inviting. Lessons often include activities that are relevant to the pupils' experiences and interests, securing good progress for the vast majority. For example, in work on

¹ 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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the ancient Greeks in Years 5 and 6, pupils related their knowledge and understanding of the ancient sites to the modern task of organising a summer holiday in Greece. Whatever pupils’ backgrounds or abilities, including those with special educational needs and/or disabilities, all are fully included in lessons and receive high-quality, individual guidance to support specific aspects of their learning, meeting their needs well. All aspects of assessment have improved since the last inspection. Teachers’ written marking is positive, and explains how pupils might improve. In class, teachers encourage pupils to talk to their partners about their learning. Pupils understand their literacy and numeracy targets, with the best emphasis placed on these in Years 5 and 6.

Links made between subjects make learning more meaningful to pupils’ lives. Pupils go on educational outings to interesting places providing a contrasting environment, such as to a seaside location, which broadens their life experiences and promotes their learning effectively. There is also a good uptake of after-school activities. However, teachers do not always plan sufficient opportunities for pupils to practise their basic skills through different subjects. Work to promote art has led to the Silver Artsmark award. Strong curricular partnerships enhance pupils’ learning further, especially with other local schools and institutions such as the local professional football club. Pupils’ strong personal skills, their high attendance rates and good behaviour are a reflection of the good pastoral care and the warm relationships between adults and pupils. Good systems ensure that pupils are kept safe. Pupils are well-prepared for their next class and school. The before- and after-school care provides good stimulation for extending learning, and pupils proudly showed inspectors the results of their work in these groups displayed around the school.

These are the grades for the quality of provision

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

How effective are leadership and management?

The governing body and the school’s leaders and managers steer the strong drive for improvement. The ambition to improve the school has been taken up by the whole school community. The impact is evident in pupils’ raised achievement. Comments in the questionnaire responses from parents and carers praised the improvements and confirmed the strong partnerships the school enjoys in the local community that support pupils’ learning and well-being.

Senior and middle leaders make checks on teaching and learning with thoroughness and precision. The information is used well to inform future improvement plans.

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These plans have a clear focus on accurately identified priorities for each individual to succeed. For instance, efforts to ensure attainment in mathematics and writing rises to reach the same high levels in reading include individual tuition (one-to-one) and work in small groups. This ensures that all pupils, including those with special educational needs and/or disabilities, make good progress across all their learning, and the provision of equality of opportunity is good. The school does not tolerate discrimination.

There are good safeguarding arrangements that keep all pupils safe. All statutory requirements are met and policies are well implemented. All staff are well trained; all necessary checks are thoroughly carried out prior to staff appointments. Members of the governing body provide a good level of challenge and use their own professional expertise well to support the school. The school promotes community cohesion well. This makes a substantial impact on pupils’ strong social and cultural development and good contribution to their community. Leaders and managers have analysed the local community profile thoroughly and can point to significant action to promote understanding of the wider world, such as links with a contrasting school in Swaziland and themed work through the curriculum. This work is reflected in the school’s International School Award. Work to understand the wider national community is at an earlier stage of development.

These are the grades for leadership and management

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

Early Years Foundation Stage

Children settle quickly to class routines. They make good progress and achieve well. They are developing good understanding of healthy, safe practices, such as washing their hands before handling food. All adults have a good understanding of the needs of young children. The activities planned ensure that the children are motivated to

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learn. There is a good balance between the activities that are led by adults and the opportunities provided for children to choose and plan their own activities, inside and out. For example, during the inspection, Nursery children enjoyed listening to a story about a rainbow. They reinforced their learning in their own-choice activities by choosing to make a rainbow outside, using the appropriately coloured toys and shapes set out for them to find. These opportunities to develop adult-led learning through free-choice activities are less widespread for Reception-age children.

The temporary leadership has maintained the previous good quality because the strengths and weaknesses of the setting are well understood. As a result, the children's welfare, care and security are good. Adults assess and record children's achievements on a regular basis, which helps them design a challenging and individualised, flexible curriculum. More frequent sharing of these assessments is developing to enable parents and carers to offer greater assistance to their child's learning at home.

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 very large majority of responses to the questionnaire were positive about the school's work. 'My children are very happy and are learning well' was typical of the comments. This was confirmed by inspectors' findings. All the respondents feel that the school keeps their child safe and almost all say their child enjoys school. There were positive comments about the school's temporary leaders but a few parents and carers expressed concern about the unsettled nature of the arrangements. A few feel that behaviour is not managed well, and that their child is not making enough progress. Inspectors investigated the concerns. Behaviour and its management, and pupils' progress, were judged to be good. Leaders and managers were judged to be doing a good job, but inspectors have advised the school to agree the leadership structure as soon as possible.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Walter Evans Church of England Aided 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 132 completed questionnaires by the end of the on-site inspection. In total, there are 334 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	92	70	39	30	1	1	0	0
The school keeps my child safe	95	72	37	28	0	0	0	0
The school informs me about my child’s progress	38	29	82	62	7	5	2	2
My child is making enough progress at this school	45	34	70	53	15	11	1	1
The teaching is good at this school	43	33	78	59	7	5	0	0
The school helps me to support my child’s learning	51	39	74	56	4	3	1	1
The school helps my child to have a healthy lifestyle	63	48	62	47	5	4	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)	59	45	61	46	6	5	0	0
The school meets my child’s particular needs	42	32	73	55	13	10	0	0
The school deals effectively with unacceptable behaviour	27	20	79	60	16	12	2	2
The school takes account of my suggestions and concerns	38	29	74	56	11	8	1	1
The school is led and managed effectively	36	27	70	53	18	14	2	2
Overall, I am happy with my child’s experience at this school	63	48	61	46	5	4	1	1

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.

20 November 2011

Dear Pupils



**Inspection of Walter Evans Church of England Aided Primary School,
Derby, DE22 1EF**

Thank you for making the inspection team so welcome at your school. I enjoyed spending time with you and finding out about all the things you do. I would like to say a particular thank you to those pupils who chatted with members of the team and told them about life at your school. Thank you to those who responded to the questionnaire.

Your school has improved. It provides you with a good education. You make good progress and reach standards that are higher than most children of your age in England. You told me how much you enjoy coming to school. It is clear that you take a full part in its life. Your behaviour is good, and you are courteous and friendly around school. These positive attitudes really help you to learn well. You know how to keep fit and healthy, and you have a good understanding of how to keep safe.

The school's leaders and the other adults involved in leading and managing your school do a good job, even though some top roles are temporary. We have asked that these roles are agreed as soon as possible. Your teachers plan interesting activities and this encourages you to learn because the themes they choose are meaningful to you. There are a few things that would make lessons even better. We have asked the governing body and headteacher to make sure you have plenty of time in lessons to get on with more challenging tasks that are just right for *you*. We have also asked them to make sure teachers give you plenty of opportunities for you to focus on basic skills such as literacy, numeracy and ICT in other lessons, and themed learning. This will help all of you make the best progress you can. For Reception-age children, we have asked that more of the activities they choose themselves in their outside area are linked with the teaching points so that the children can practise the points they have just learned.

You can help by carrying on doing your best and working with the adults in school to make sure your school carries on getting even better.

Yours sincerely

Ruth McFarlane
Lead inspector

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