

Everton Primary School

Chapel Lane, Everton, Doncaster, DN10 5BJ

Inspection dates 25–26 September 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- All pupils, including disabled pupils and those with special educational needs, higher attaining pupils and those supported by the pupil premium, make good progress.
- The quality of teaching is good overall. It is sometimes outstanding.
- Children are well prepared for their future learning through the Early Years Foundation Stage. As a result, they are happy and eager to learn.
- Pupils' are highly motivated. Attitudes to learning are outstanding, particularly when teachers encourage them to explore topics in depth and work things out for themselves.
- Pupils are safe. They are very well behaved, unfailingly polite, well mannered and friendly. Their attendance is above average.
- The headteacher provides clear leadership. He is well supported by a new and purposeful leadership team and by an effective governing body.
- The school has markedly improved the quality of teaching and learning since the last inspection. This has led to an appreciable acceleration in progress and a rapid rise in standards of reading, writing and mathematics across the school.

It is not yet an outstanding school because

- Teachers' explanations of learning points are sometimes very long and repetitive and, in a small number of lessons, this prevents pupils, including the most able, from settling quickly to their work and making really rapid progress.
- The new subject leaders do not yet check closely enough how much progress all pupils are making in their areas of responsibility.

Information about this inspection

- The inspector observed nine lessons, three jointly with the headteacher. He also observed the work of several intervention groups.
- He listened to pupils read.
- He met with senior staff, groups of pupils and the Chair of the Governing Body.
- The inspector looked at a range of other evidence. This included the school's website, its self-evaluation document, pupils' assessment information, records of the governing body and its committees, the headteacher's reports to the governing body, the school development plan, and reports from the local authority's education adviser.
- He looked at the school's policies and documents relating to pupils' behaviour, safeguarding, and the curriculum. He also looked at work in pupils' books.
- The inspector had a telephone conversation with a representative of the local authority
- He considered 11 responses to the staff questionnaire, and 28 responses to the Ofsted online questionnaire for parents (Parent View).

Inspection team

Terry McDermott, Lead inspector

Additional Inspector

Full report

Information about this school

- This school is smaller than the average-sized primary school. It has four classes. The Early Years Foundation Stage class caters for children in Nursery and Reception Years. Class 1 caters for pupils in Years 1 and 2, class 2 caters for pupils in Years 3 and 4 and class 3 caters for pupils in Years 5 and 6.
- All pupils are white British.
- There are a small number of children in school who are looked after by the local authority.
- The proportion of pupils known to be eligible for the pupil premium is well below average. The pupil premium is an additional sum of money provided by the government to support children in care of the local authority, those known to be eligible for free school meals, and other groups.
- The proportion of pupils supported through school action is below average. The proportion of pupils supported at school action plus, who are disabled, or who have statements of special educational needs is average.
- The school meets the government's current floor standards, which set the minimum expectation for students' attainment and progress by the end of Key Stage 2.
- A new headteacher was appointed in September 2012.

What does the school need to do to improve further?

- Increase the proportion of teaching which is outstanding by ensuring that:
 - teachers' explanations are short and to the point and encourage pupils, particularly those who are more able, to settle to their work quickly and become fully involved in the lesson right from the start
 - work set is always appropriately demanding and makes pupils think hard.
- Subject leaders check more frequently that the work planned in lessons meets the learning of all pupils accurately, and challenges them to use every available moment to make as much progress as they possibly can.

Inspection judgements

The achievement of pupils is good

- Children usually enter the Nursery with skills and knowledge that are close to those typically found at their age. They make good progress in the Early Years Foundation Stage and a majority move into Year 1 at a good level of development.
- Children very quickly learn to work and play together in the Nursery class, enjoying the wide range of activities available, such as physical education and early reading and writing.
- Children in Reception make good progress. When following up discussions about animals in the Zoo, for example, they write simple sentences using well-spaced and well-formed words with capital letters and full stops.
- In both 2012 and 2013, pupils in Year 1 achieved scores that were above the national average in the letters and sounds check (the Phonics Screen).
- Pupils do not always make good progress throughout Key Stage 1. Some work, particularly for more able pupils in Year 2, is not always planned well enough to present them with enough of a challenge. For example, Year 2 pupils had to listen to additional explanations of the same work that Year 1 pupils were already getting on with. This caused their learning to slow.
- Though pupils achieve well overall, the school's own reliable and accurate tracking shows that pupils make the best progress in the Early Years Foundation Stage and in Key Stage 2.
- In Key Stage 2, progress is often rapid, especially in mathematics, when teachers demand that pupils find things out for themselves through research or discussion. Pupils enthusiastically rise to the challenges they are set. They collaborate well, sharing ideas and testing out possibilities within small groups before explaining what they have found to the whole class. Their motivation and concentration are very good and their learning accelerates. Occasionally however, teachers spend too long when setting the scene for the activities to come, and this prevents pupils getting quickly down to work.
- Regardless of their abilities, pupils love to read and write. They have many opportunities to practise and do so with quiet enjoyment. More able pupils are articulate and well-informed and are justifiably proud of their extensive vocabulary. All groups of pupils use their good understanding of English to write well and their comprehension and inference skills improve rapidly in their time in school.
- In 2012, pupils in Year 6 were about a term in advance of the national average in writing. The results in 2013 were markedly better than in 2012. From a lower starting point, the Year 6 cohort of 2013 left the school about a year in advance of the 2012 national average for mathematics; for these pupils this represents outstanding progress. All groups of pupils were about two terms in advance of the national average for 2012 in reading and writing. This represents good progress throughout Key Stage 2.
- In 2013, pupils supported by the pupil premium made better progress and reached higher standards than did the same group in 2012. The school has wisely spent this funding on financial support for extra activities and additional resources for reading. This has brought marked gains to pupils' achievement. All gaps in achievement in English and mathematics, relative to their classmates, have now been successfully closed.

- Disabled pupils and those with special educational needs are well-supported by teachers and teaching assistants and make progress at the same rate as their peers. Teaching assistants are deployed well and make a good contribution to pupils' learning.
- Pupils leave this school well prepared for the next stage of their education.

The quality of teaching is good

- Teaching has improved since the last inspection, and has had a positive impact on pupils' learning, though some inconsistencies have still to be ironed out. Pupils read much more, work is marked well, and pupils in every class in the school are told clearly what the purpose of any lesson is.
- Teaching in the Nursery and Reception classes is consistently good with much that is outstanding. Adults plan a wide range of opportunities, both indoors and outside, where children can use their imagination, develop their independence, and build their basic skills in reading, writing and mathematics.
- Pupils are keen to learn because staff are very effective in promoting pupils' spiritual, moral, social and cultural development through the recognition and celebration of individual, and sometimes very different, achievements. They quickly pick up on the attributes of calmness, tolerance and respect modelled by the adults in the school.
- All lessons are characterised by excellent relationships between pupils and adults. Pupils come to class ready to learn. They listen carefully to guidance and instruction, and engage with gusto in the regular opportunities they have to find things out for themselves.
- The very best lessons, such as those seen in physical education in the Nursery and in guided reading in Years 5 and 6, move pupils forward rapidly. In these lessons, teachers have high expectations of their pupils and present challenges which are set at the limits of what pupils already know or can do. In one physical education lesson this led to very young children gaining the confidence to toss and catch bean-bags (imaginary eggs). In the reading lesson, pupils had to enrich their vocabulary by writing alternative words to those in the book they were reading. In both lessons, pupils' confidence and self esteem rose, their skills and understanding grew measurably, and their enjoyment of learning was reinforced; progress, consequently, was outstanding.
- The teaching of reading, writing and mathematics throughout the school is effective in building pupils' skills and confidence. Teaching assistants help to ensure that lower-attaining pupils, those with disabilities or special educational needs and those who receive additional funding through the pupil premium make good progress.
- A small number of lessons have shortcomings. In these lessons, teaching lacks pace because lesson planning has not ensured that all pupils learn new things. Exercises in these lessons can be repetitive and do not always deepen pupils' understanding. Sometimes, higher-attaining pupils spend too much time listening to teachers go through work they can already do.

The behaviour and safety of pupils are outstanding

- Pupils' behaviour around the school, and their attitudes to learning in class, are outstanding. They are unfailingly polite and well mannered. They show considerable care and respect to each other whether in classrooms, at lunch, or at playtimes. They hold strong views about fairness.
- They have an excellent awareness about bullying, which they insist does not exist at Everton. They know what constitutes bullying in all its forms, and they know what to do if they come across it.
- Pupils feel safe. They know that staff will deal quickly and fairly with any minor disputes, and will help them overcome any issues they may have sensitively and sympathetically.
- The school places the care and well being of the individual pupil at the centre of its work. The school is very active in seeking pupils' own views before it states its own position. As one older pupil said, 'No one has ever asked my view on things before'.
- Pupils' behaviour is skilfully managed. Pupils are very clear about what is acceptable and what is not. This ensures that school makes every pupil feel welcome and supported, and that no discrimination is tolerated.
- Pupils say they like school, and enjoy participating in 'Fun' activities at the end of the day or at lunchtimes. They like to share their views in lessons because they know they will be listened to and that their views will be accepted. Their above average attendance is testament to all of this.

The leadership and management are good

- The headteacher has led the school out of a period of considerable instability very well. He has reinvigorated staff morale and has led a successful drive to improve the school and pupils' achievement.
- The well-informed and enthusiastic new senior leadership team has already made a positive difference to the school's curriculum and to pupil's care, guidance and support. However, the responsibility for carrying out checks on what pupils are learning still rests almost entirely on the headteacher's shoulders and the new subject leaders have not yet begun to check closely on progress made in their areas of responsibility.
- The headteacher's evaluation of the school's effectiveness is accurate. It is linked directly to the achievement of pupils over time. The staff are well aware of what they do well and what they could do better. Plans for the next stage of the school's development are realistic and pragmatic.
- The school is rebuilding its links with other local schools. A good example of this is the use of primary sports funding to bring staff from the local secondary academy into school to provide specialist teaching and coaching of physical education. School staff are already evaluating the impact of this initiative very positively.
- Teaching programmes are well-planned to excite and motivate pupils and help them to practise and develop their skills in reading, writing and mathematics. The very good enrichment derived from visits and visitors to the school inspires pupils and reinforces their writing in themed topic work. The strong focus on the obtaining the views of the individual underpins the successful promotion of pupils' spiritual, moral, social and cultural development. The school has drawn up careful plans to use the funding for primary sport to build on its existing strengths and to

develop pupils' aptitude for sport even further.

- The management of teachers' performance is now carried out rigorously, and is linked closely to accelerating progress and raising standards.
- Safeguarding procedures meet statutory requirements. Parents who expressed a view were unanimous that the school keeps their children safe. Pupils themselves confirm this.
- The local authority has given good support to the school during its period of difficulty. It is now rightly adopting a light touch approach, since it recognises that the school is solidly on its path to further improvement.

■ **The governance of the school:**

- The governing body is active, energetic and holds an accurate view of the school's strengths and weaknesses. It deploys the different skills of its members well, particularly in respect of safeguarding pupils' health and well-being, and ensures that all of its statutory responsibilities are met. Governors track pupils' achievement carefully and know how it compares to other schools'.
- The Chair of the governing body has a very clear understanding of governors' roles and responsibilities, and adopts a keen strategic perspective in overseeing the school's future development. He readily acknowledges the impact of the headteacher in driving recent improvements.
- Governors know how the pupil premium is spent and have followed the impact of this spending through to the outcomes reached by those pupils who are entitled to its support.
- The school holds all teachers, including the headteacher, rigorously to account for the effectiveness of their performance. Promotions and pay rises are linked through this to the amount of pupils' learning.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	122641
Local authority	Nottinghamshire
Inspection number	425029

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	96
Appropriate authority	The governing body
Chair	Richard Kirbyshaw
Headteacher	Paul Higginbottom
Date of previous school inspection	14 November 2011
Telephone number	01777 817350
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