

Eversley Primary School

Crest Avenue, Pitsea, Basildon, SS13 2EF

Inspection dates 23–24 October 2013

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

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- There is not enough consistently good teaching in Years 1 and 2. As a result, standards, while improving, remain below average at the end of Year 2.
- Opportunities for writing across the curriculum are underdeveloped especially in Years 3 to 6. Handwriting and the presentation of written work are not given high enough priority in Years 1 to 4.
- Good practice in the marking of writing is not yet evident in other subjects. The use of individual targets for pupils is inconsistent.
- Governors do not always understand the school data well enough to be able to challenge the school with rigour.
- Pupils' achievement is not always given adequate emphasis when lessons are monitored.
- Not all subject leaders, or those paid on the higher pay scale, are consistently effective practitioners in their area of responsibility. They, therefore, do not have a consistently positive impact on school improvement and pupils' achievement.

The school has the following strengths

- Provision in the Early Years Foundation Stage is good. Hence, children make good progress in developing their early learning.
- Pupils make mostly good progress in Years 3 to 6. Standards have risen at the end of Year 6 and are now broadly average.
- Most teaching in Years 3 to 6 is good, leading to more rapid progress.
- Pupils supported by the pupil premium funding make similar progress as others.
- Provision for pupils who are disabled or who have special educational needs, and the progress they make, are good.
- Pupils enjoy school and feel safe. Behaviour and attitudes to learning are good.
- School leaders have had a positive impact on the quality of teaching and pupils' progress in Key Stage 2. The appointment of ambitious staff with higher expectations of what pupils can achieve has been a significant factor in the improvements secured.

Information about this inspection

- Inspectors observed 23 lessons, four of which were seen together with the headteacher.
- Meetings were held with a group of pupils, the Chair of the Governing Body and two other governors, the school’s senior leaders and a representative of the local authority.
- Inspectors took account of the 23 responses to the online questionnaire (Parent View). Summary evidence from the school’s own surveys of parents’ and carers’ views was also considered.
- Inspectors observed the school’s work and looked at a range of school documentation, including: records of school checks on the quality of teaching, the school improvement plan and records relating to behaviour, attendance, safeguarding and the tracking of pupils’ progress. They also looked closely at pupils’ written work and listened to pupils reading.

Inspection team

George Logan, Lead inspector

Additional Inspector

Faheem Chishti

Additional Inspector

Janet Tomkins

Additional Inspector

Full report

Information about this school

- Eversley Primary School is a larger than average-sized primary school.
- The large majority of pupils are from White British backgrounds.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average. The proportion supported at school action plus or with a statement of special educational needs is broadly average. The number of pupils with statements of special educational need has declined following the closure of the school's specialist provision unit in July 2012.
- The proportion of pupils for whom the school receives the pupil premium (additional funding for pupils known to be eligible for free school meals, those in local authority care and those from other groups) is above the national average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' progress and attainment in English and mathematics.
- The school offers a breakfast club. This is managed by the school and was reviewed as part of this inspection.

What does the school need to do to improve further?

- Improve teaching across the school so that a greater proportion is good or outstanding by:
 - ensuring that lessons provide a high level of challenge for all pupils, particularly in Years 1 and 2
 - extending current good practice in the marking of writing to other subjects
 - making more consistent use of individual pupil targets.
- Raise standards and strengthen achievement so that more pupils make accelerated progress by ensuring that:
 - standards are raised to be at least broadly average by the end of Year 2 through improved teaching and higher expectations in Years 1 and 2
 - there are good opportunities to develop pupils' writing skills in a wide range of subjects, especially in Years 3 to 6
 - more focus is given to ensuring that pupils' handwriting is well-formed and legible and that their written work is produced to a consistently high standard in Years 1 to 4.
- Improve the leadership and management of the school by:
 - ensuring that governors have a sufficient understanding of school performance data to challenge school leaders rigorously
 - placing greater emphasis on pupils' achievement during formal monitoring
 - ensuring that all subject leaders are effective practitioners in their specialist area
 - ensuring that staff paid on the enhanced pay scales have a consistently positive impact on pupils' achievement.

Inspection judgements

The achievement of pupils

requires improvement

- While standards have risen at the end of Year 6, and are now broadly average, the pace of improvement has been less rapid in Years 1 and 2. Despite a slight acceleration in learning in the last two years, particularly in mathematics and in the proportion of pupils attaining Level 3, overall standards by the end of Year 2 remain below average. As a result, too few pupils enter Year 3 with secure skills. This is a constraint upon efforts to raise standards further at Year 6.
- Not enough attention is given to developing pupils' handwriting or to ensuring that the presentation of their work is to a consistently high standard, particularly in Years 1 to 4. This improves significantly in Years 5 and 6.
- Pupils' progress in Years 3 to 6 is now mostly good. Past weaknesses in teaching and slow progress sustained an historic culture of underperformance. However, new staff and more effective monitoring have together ensured much better progress. This is helping to eradicate previous underachievement.
- The progress of able pupils has improved at a greater rate than the progress of others, with some now attaining Level 6 in mathematics. Although pupils undertake regular extended writing tasks, opportunities for developing writing are not planned for systematically across the curriculum, especially in Years 3 to 6.
- Children enter Reception with skills at levels below, and sometimes well below, those found nationally. Their skills on leaving Reception have varied from year-to-year in the past. In recent times, children have made good progress from low starting points to achieve standards that are close to the national average. This is due to good provision.
- Pupils come to lessons keen to learn and ready to settle quickly to their work. They make the most progress when teachers build upon this and make lessons exciting and fast-paced.
- The teaching of phonics (the linking of sounds and letters) has improved. Although still below the national average, a greater proportion of pupils in Year 1 attained the expected standard in the phonics screening assessment in 2013. Younger pupils receive a systematic grounding in these skills. Older pupils read well and with enjoyment and their reading skills help them to tackle work in other subjects effectively.
- The attainment of Year 6 pupils known to be eligible for free school meals and supported by pupil premium funding in 2013 was close to the others in English and mathematics, with a gap of only half a term. They made more progress from the end of Year 2 than pupils not eligible for the extra support.
- Provision for disabled pupils and those who have special educational needs is good, with a range of support programmes, which enable these pupils to progress at least as rapidly as the others.

The quality of teaching

requires improvement

- Although teaching in Years 3 to 6, and in the Early Years Foundation Stage, is predominantly good, and has led to good progress over time, the impact of teaching in Years 1 and 2 has not, over time, been as great. Even now, despite slightly better progress, there is still not enough consistently good teaching in Years 1 and 2 to ensure that pupils make sustained good progress.

Teachers' expectations in these years are still not high enough and consequently the work they set does not provide a consistent level of challenge for all pupils. Across the school, there is a limited amount of outstanding teaching.

- Overall, the checking and supporting of pupils' progress has improved. The marking of writing across the school mostly identifies what pupils need to do next to improve. However, existing good practice has not yet been consistently extended to other subjects. Some opportunities are provided for pupils to respond to marking. Although pupils have individual targets to focus their efforts to improve in writing and mathematics, these are not consistently implemented across the school.
- Increased awareness by staff, more effective support and more rigorous tracking of progress are contributing to better provision for pupils supported by pupil premium funding.
- In the best lessons, the pace of learning is brisk. For instance, Year 6 pupils were observed designing a mathematics trail for Year 2 pupils. The task enabled pupils to work together collaboratively. While the primary objective of the session was not entirely clear, there was much incidental learning, and effective use of interim redirection of pupils as the task progressed, which served to refocus and extend their learning. Behaviour and collaboration were excellent.
- The teaching of reading is generally effective, although not all adults have the same level of skill in presenting the programme. Guided reading sessions are mostly well-organised, with accurate pupil groupings. They are generally successful in developing pupils' reading skills, so that progress in reading, particularly for older pupils, continues to accelerate.
- Children in the Early Years Foundation Stage benefit from generally good teaching, leading to increasingly good progress. There are occasional missed opportunities to develop language skills through better planned role-play activities. Overall, though, children enjoy the opportunities to learn through practical tasks.

The behaviour and safety of pupils are good

- Pupils' behaviour is good. Recorded incidents, and exclusions, are rare. Well-established procedures ensure that pupils' behaviour is managed consistently. Pupils' conduct outside the classroom is generally good.
- Pupils' attitudes to learning are positive. They mostly work well independently and conduct themselves well even when the teaching is less than inspiring. In the best lessons, pupils are highly motivated and this results in high levels of engagement in learning. Not enough lessons secure this high level of engagement and motivation.
- Low-level disruption is infrequent. The school takes racist incidents, although rare, very seriously. Pupils feel safe and have confidence that adults will resolve any difficulties. None of the parents and carers who gave their views raised any concerns about behaviour.
- Pupils feel that bullying is rare. They understand that bullying may take many forms and are aware of the risks relating to social networking sites. School records indicate that all incidents are rigorously addressed.
- Pupils have a good appreciation of everyday risks, around, for example, safe cycling and fireworks. Year 6 pupils understand how to keep themselves safe in various circumstances, and are thus well prepared for secondary school.

- The breakfast club successfully meets the needs of pupils who arrive at school early.
- Attendance is slightly above average. Pupils arrive at school punctually.

The leadership and management requires improvement

- Leaders and managers have had a positive impact on the achievement of older pupils since the previous inspection. However, the progress of younger pupils still requires improvement.
- Performance management systems, alongside staff changes, have strengthened the profile of teaching, particularly in Years 3 to 6. However, the monitoring of teaching is not sufficiently focused on pupils' achievement to ensure that teaching is consistently good, especially in Years 1 and 2. Targets for improvement are not always specific enough.
- Not all subject leaders are consistently effective practitioners. The enhanced pay level of some staff is inconsistent with their modest impact on pupils' learning and standards.
- Senior leaders have brought together an increasingly cohesive staff team. So far, a greater focus on pupils' progress, backed by rigorous pupil progress meetings, has improved achievement for many pupils, particularly in Years 3 to 6, including able pupils and those supported through pupil premium funding. Strong leadership of the provision for disabled pupils and those with special educational needs has had a positive impact on their progress. The leadership of the Early Years Foundation Stage is generally effective. These factors, coupled with a broadly accurate view of its own performance, indicate the school has the capacity to improve further.
- The range of subjects taught is managed well. Clear policies and procedures support the teaching of reading, writing and mathematics. The range of subjects taught is vibrant, and includes engaging practical activities, such as the three-dimensional Egyptian mummy. It contributes well to pupils' physical development and enjoyment. Pupils experience a good range of visits, visitors and events.
- Although it is early to evaluate the impact, the school has a sustainable plan to improve the quality of sports coaching and pupils' health through the development of staff skills in coaching physical education, and to increase participation in after-school and competitive sport.
- The school contracted independent external support in the last school year which it has found to be helpful. A local authority attached consultant has only just been put in place. Therefore, it is too early to assess the impact.
- School leaders closely monitor the impact of pupil premium funding. This funding is contributing to better gains in learning for eligible pupils. Smaller teaching groups in mathematics and literacy in Year 2, a recent development, are enabling the school to target these pupils more effectively.
- Pupils' good social and moral development permeates all aspects of school life. Cultural development has been thoughtfully developed to include a good focus on cultural diversity. Links with parents and carers, particularly those whose children are disabled or who have special educational needs, are good.
- **The governance of the school:**
 - Governors are keen and committed. They bring a range of relevant experience and undertake training to improve their skills and understanding. However, they are still over-reliant on the

headteacher to keep them informed and do not have a systematic enough approach to holding the school to account. They have some understanding of data and can relate the school's performance to national data. Governors ensure equality of opportunity, tackle discrimination and promote good relationships. They have some understanding of the quality of teaching. While pay and promotion are now more securely linked to teachers' effectiveness, some historic anomalies have yet to be tackled. Governors carefully evaluate the impact of decisions about the use of pupil premium funding to close gaps in pupils' achievement. Governors ensure, along with senior leaders, that safeguarding arrangements meet national requirements. All other statutory duties are met.

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	114999
Local authority	Essex
Inspection number	425226

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	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	411
Appropriate authority	The governing body
Chair	Dave Clarke
Headteacher	Penny Pepper
Date of previous school inspection	6 October 2011
Telephone number	01268 555333
Fax number	01268 558748
Email address	admin@eversley.essex.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', 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.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

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 2013

