

Evenwood CE Primary School

New Road, Evenwood, Bishop Auckland, County Durham, DL14 9QZ

Inspection dates 22–23 October 2014

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

Summary of key findings for parents and pupils

This is a good school.

- Pupils' achievement is good. Pupils make good progress. Standards have risen in Year 6.
- In the early years provision, more children than in the past have a good level of development when they enter Year 1.
- Teaching is good. There is some outstanding teaching of writing over time. Pupils are encouraged to write regularly in English and other subjects.
- Pupils' behaviour is outstanding. They care exceptionally well for one another and say that they feel extremely safe. They take great pride in their work and present it very neatly.
- The school's work to keep pupils safe and secure is outstanding.
- The school offers highly sensitive care and support and provides exceptionally well for pupils' well-developed spiritual, moral, social and cultural awareness and their understanding of British values.
- There are strong links with the local community and parents are highly appreciative of the way that the school helps their children to enjoy their learning.
- The headteachers and the governing body have a very clear understanding of the school's strengths and relative weaknesses. They have clear systems to check how well the school is doing.
- The joint leadership of the school has been thoroughly planned and works highly successfully.

It is not yet an outstanding school because

- Occasionally, work is not sufficiently well planned to meet the needs of all groups of pupils and their progress is slowed. This particularly applies in mathematics and to children in the early years provision.
- The teaching of phonics (the links between letters and sounds) is not planned well enough to ensure that all groups of children make rapid gains in their reading.
- There is not enough focus on ensuring that pupils spell accurately.
- Targets for pupils' progress in the school's plan for the future are not rigorous enough to ensure that pupils make outstanding progress.
- Some subject leaders are still developing their skills. As a result, excellent aspects of teaching and learning that exist in school are not yet fully shared among all staff.

Information about this inspection

- The inspector held meetings with staff, groups of pupils and the Chair of the Governing Body and other governors. The inspector also spoke with a representative of the local authority.
- The inspector looked at a range of evidence, including the school's improvement plan; the school's data relating to pupils' progress; the work in pupils' books and the school's documentation relating to safeguarding. The inspector observed pupils' behaviour in two assemblies and during lunchtimes and breaktimes. He listened to pupils read in classes throughout the school.
- The inspector observed teaching and learning in 13 lessons taught by five teachers. In each case, he was accompanied by one of the school's two headteachers. He also observed the headteachers reporting back to the teachers on their findings regarding the quality of teaching, learning and pupils' achievement.
- There were too few responses to the on-line questionnaire (Parent View) for them to be published. However, the inspector spoke informally with parents to gather their views about the school.
- Seventeen staff completed questionnaires and the responses were analysed.

Inspection team

Gordon Potter, Lead inspector

Additional Inspector

Full report

Information about this school

- This school is much smaller than the average-sized primary school.
- Almost all pupils are White British.
- The proportion of disadvantaged pupils eligible for support through the pupil premium is well-above average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals and children who are looked after by the local authority.
- The proportion of pupils supported at school action is average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is below average.
- There are breakfast, lunchtime and after-school clubs run by school staff and external coaches.
- There are five classes: Nursery; Reception and Year 1; Years 1, 2, 3 and 4; Years 3 and 4; Years 5 and 6.
- The government's current floor standards do not apply to this school because of its small size.
- The substantive headteacher has been in post since September 2011. In the last school year, she was on maternity leave. The school was led by the deputy headteacher in post as acting headteacher. The deputy headteacher has subsequently moved to another school. A new deputy headteacher has been appointed to start in school in January 2015.
- In this school year, the school has two headteachers: the substantive headteacher who is in school three days each week and the deputy headteacher from another local school who is acting headteacher in this school two days each week.
- The Reception class teacher is currently on maternity leave. The early years provision is led and managed jointly by the headteachers.
- All teaching staff are new to the school since the last inspection.

What does the school need to do to improve further?

- Continue to improve the quality of teaching to further raise standards and rates of pupils' progress, by:
 - ensuring that, particularly in mathematics and in the early years provision, work is planned at the correct level of challenge for all groups of pupils so they can be moved on quickly in their learning
 - reviewing the school's procedures for teaching phonics so that younger children become more confident readers more quickly
 - improving pupils' spelling.
- Increase the impact of leaders at all levels on pupils' attainment and progress, by:
 - ensuring that the targets for pupils' progress in the school's plan for the future, are rigorous enough to ensure pupils are helped to make outstanding progress
 - further developing the skills of those subject leaders who are new to their roles so that the excellent aspects of teaching and learning that exist in school are shared among all staff.

Inspection judgements

The leadership and management are good

- The substantive headteacher has had a significant impact on improving the school since her appointment. There have been improvements in teaching, behaviour and pupils' achievement. She has been particularly successful in involving parents in the life of the school and in raising its standing in the local community.
- The school is an extremely safe, caring, calm yet vibrant environment which enables teachers and pupils to thrive and give of their very best.
- The headteacher has ensured that assessment across school is accurate. There has been effective ongoing training for teachers, including courses which have ensured that all teachers understand how to assess pupils' work accurately and measure their progress.
- The requirements of the headteacher's leave of absence have been very skilfully managed by the governing body. As a result, the school was well led during her absence and the current leadership of the two headteachers very successfully blends their skills and expertise to the benefit of the school.
- Both headteachers have a very clear view of the school's strengths and the areas where it needs to improve further. They regularly check the quality of teaching, understand what constitutes good teaching and judge it accurately. They are extremely clear in their feedback to teachers, who respect and welcome their advice.
- All teachers willingly accept responsibility and accountability for areas of the curriculum and for their own classes. However, some leaders who are new to their role are still developing their skills. As a result, the very best aspects of teaching and learning have not yet been shared fully across school, and teaching and pupils' achievement remain good rather than outstanding.
- Salary progression has been used well to improve teaching and raise standards. This is because teachers have clear targets related to pupils' attainment and progress and are very clear that they will only be rewarded when their pupils have done as well as, or better than, they should have done.
- The school's plans for the future have appropriate areas for development and clear procedures to check their impact regularly. However, targets for pupils' progress and attainment are not yet rigorous enough to ensure that pupils make outstanding progress and not closely enough matched to those set for teachers in the management of their performance.
- Pupil premium funding has been spent on programmes to develop reading, writing and mathematics and to provide extra support, including the use of the Parent Support Adviser, where this is necessary. As a result, disadvantaged pupils currently make similar good progress overall as other pupils in school in English and mathematics.
- The primary school sports funding has been used effectively to support the school's involvement in competitive team sports. The funding has been used to employ coaches who have introduced new sports such as gymnastics and tag rugby. Coaches are also helping to develop teachers' own expertise in teaching physical education. Pupils say they greatly enjoy their lessons. This is contributing well to pupils' physical development and well-being.
- While the school focuses on developing pupils' basic skills in reading, writing and mathematics, it also provides many interesting opportunities for pupils to develop their spiritual, moral, social and cultural awareness and their understanding of British values. They do so through, for example, the study of geography, history and religious education, and through a range of educational visits and visitors.
- The school is very clearly focused on identifying any pupils who are at risk of falling behind and concentrates on ensuring that all pupils make at least good progress. This clearly shows the school's commitment to promoting equal opportunities and tackling discrimination.
- The school welcomes the support and advice that it receives from the local authority and from its education development partner. This has helped to improve the quality of teaching and assessment in school and to support it through a period of changes to leadership.
- **The governance of the school:**
 - Governors offer robust challenge and strong support to the school. The Chair of the Governing Body is very knowledgeable and experienced. He is well supported by other governors whose professional expertise is well used. They have clear areas of responsibility which they regularly check through a programme of school visits. They have clear systems to check closely the quality of teaching, plans for the future, the achievement of pupils and the curriculum. They have been particularly successful in ensuring that leadership in the school has remained effective during a period of unavoidable change.
 - Governors understand the arrangements to check on teachers' performance and any rewards for good teaching. The budget is well managed and they keep a close watch on the way in which the pupil premium funding and the primary physical education and sports funding are spent. They ensure that they

have a good impact on the achievement of disadvantaged pupils and all pupils' health and well-being. They ensure that the school fulfils its statutory responsibilities for safeguarding. All staff have been cleared as suitable to work with children and are trained appropriately to keep pupils safe and free from harm.

The behaviour and safety of pupils

are outstanding

Behaviour

- The behaviour of pupils is outstanding.
- Inspection evidence shows that behaviour is excellent in lessons, around school, in assemblies and in the dinner hall. This is because pupils are fully engaged in their learning, contribute to assemblies and enjoy the many rewards they can achieve, including lunch at 'top table' with the headteacher.
- The school's records show that instances of poor behaviour are exceptionally rare. This is because pupils are extremely keen to work hard and do their very best, including ensuring that their work is well presented and their handwriting neat. There is also sensitive support and advice offered to the very few pupils in school who find good behaviour difficult, through the work of the Parent Support Adviser and all staff in school. As a result, there have been no permanent exclusions in the past three years.
- Pupils are extremely polite to adults and very eager to talk about their school and their work. Pupils show great respect for one another and enjoy taking on responsibilities as school councillors, librarians, looking after younger children and as playground friends helping others play safely and enjoyably together. The school council has developed the playground equipment, been involved in the appointment of the new deputy headteacher and raised funds for charities.
- Pupils develop excellent social skills through the many opportunities to learn together in the classroom, school clubs and on visits. They enjoy assemblies where they can worship and sing together and share their achievements and their work with their friends and their parents. For example, the class for pupils in Years 1, 2, 3 and 4 presented their assembly based on their work about the 1960s. It included news reports, singing and dancing and was an exceptional example of pupils celebrating together. It also reflected some excellent teaching of the topic over time.

Safety

- The school's work to keep pupils safe and secure is outstanding.
- Parents and pupils are absolutely sure that pupils are extremely safe and exceptionally happy in school. There are excellent procedures to ensure that this is, indeed, the case with all adults offering highly effective and sensitive care to pupils.
- Pupils say that they feel extremely safe. They are highly aware of the different forms that bullying can take, including cyber-bullying and homophobic name-calling. They say that incidents of bullying are extremely rare and if incidents do occur they are very quickly dealt with. Pupils look after one another exceptionally well and are able to solve any problems between themselves or by asking their friends or adults to help them.
- The school has effective systems to check attendance and encourage pupils and parents to see the importance of coming to school. Almost all pupils attend regularly because they feel extremely safe and enjoy their learning and the exciting topics they study.

The quality of teaching

is good

- Teaching is good over time in reading, writing and mathematics in all classes and for all groups of pupils. There is some outstanding teaching of writing over time. Pupils' love of reading is well used to inspire their writing. For example, all groups of pupils in Years 5 and 6 make excellent progress in writing as a result of their engagement with *Kensuke's Kingdom*. They are clear about the skills they need to develop, and are encouraged to write regularly and at length in English and other subjects.
- In other year groups, activities are very exciting and engage pupils well. For example, pupils are highly motivated by their learning about the 1960s. These experiences help them to develop their ideas for writing through research and role-play, and preparing for and writing about their assembly.
- However, pupils' progress in reading and writing is good rather than outstanding because this excellent approach is not yet shared between all teachers, in all classes and for all groups of pupils. While teachers understand how to teach phonics, and do so skilfully, the teaching of phonics overall is not well enough

planned to ensure that all groups of pupils make rapid early progress.

- The school's marking policy is used consistently to help pupils understand how successful they have been in their work and how to improve it in the ideas, structure and punctuation of writing. There is a less clear focus on helping pupils to spell accurately.
- In mathematics, marking is done well and there is a clear focus on developing pupils' skills in number and calculation. Work is planned so that all groups of pupils are engaged with activities which help them to practise and apply their mathematical skills. However, pupils' progress in mathematics is good rather than outstanding. Occasionally, work is not well enough planned to ensure that all groups of pupils are engaged in challenging activities all the time.

The achievement of pupils

is good

- Standards at the end of Year 2 are typically below average in reading, writing and mathematics. While most pupils achieve the expectations for their age, too few pupils do better than this. The school has now identified its most able pupils and good teaching is ensuring that the most able pupils currently in Year 2 are on track to reach standards which are above the expectations for their age.
- In 2014, pupils in Year 2 made good progress from low starting points at the beginning of Year 1.
- Attainment at the end of Year 6 has improved since the school's last inspection in 2010 and is typically average in reading, writing and mathematics. Almost all pupils attain the expectations for their age and make the progress expected of them.
- The most able pupils have been clearly identified by the school and action taken to speed up their progress. In 2014, more Year 6 pupils than has been the case in the past achieved standards which were above, or well above the expectations for their age in reading, writing and mathematics. They made good progress from starting points at the end of Year 2 that were assessed as average. However, inspection evidence, based on the school's well-focused work to ensure that assessment is now accurate, suggests that these pupils' attainment in Year 2 may have been below average.
- Pupils currently in Year 6 are making good progress from starting points at the end of Year 2 that were average, but which inspection evidence, including looking at their work and assessment by an independent moderator, suggests may have been lower than this. Most pupils are on track to attain standards that are in line with age-related expectations at the end of Year 6.
- While the majority of pupils in each year group are disadvantaged pupils, there are too few of them to make any meaningful comparisons about their attainment with similar groups nationally. Those pupils currently in school who are eligible make similarly good progress to other pupils in school in English and mathematics. Indeed, good teaching is ensuring that all groups of pupils, in all classes, are making good progress.
- In 2013, some of the school's disadvantaged pupils attained standards above, or well above, the expectations for their age. Overall, they were one year ahead of other pupils in the school in reading and two terms ahead in mathematics. They were half a term behind in writing. In 2014, they were one year behind other pupils in the school in reading and writing, and five terms behind in mathematics.
- While the gap between disadvantaged pupils and others has widened, this is because of the small numbers involved and the fact that some non-disadvantaged pupils achieved standards well above the expectations for their age.
- Likewise, there are too few pupils with special educational needs who took the national assessments in 2013 and 2014 to make any meaningful comparisons about their attainment with similar groups nationally. Teachers and teaching assistants are extremely skilful at identifying the needs of those pupils with special educational needs who are currently in school. They teach and support them extremely well in their learning so they can make good progress.
- Inspection evidence shows that progress in reading is good and attainment is typically average by the end of Year 6. The school has ensured that there is now a consistent focus on reading across the school. Pupils read often with great enjoyment, in school and at home, and welcome the improving range of books available to them in school and opportunities to share books together.
- By the end of Year 1, most pupils have a clear understanding of how letters are linked to sounds and this helps them to read words they are not used to. However, pupils are less confident in understanding what they are reading. This is because some pupils are not developing early reading skills quickly enough. While teachers understand how to teach phonics and are skilled in doing so, the phonics programme is not yet well enough planned to ensure that all groups of pupils make rapid progress, especially in the early years provision.

The early years provision**is good**

- The abilities of different year groups vary greatly in this very small school. However, most children start school with skills and knowledge that are below, and occasionally significantly below, those typical for their age. Good teaching helps children to make good progress. As a result, more pupils than in the past have skills in line with the expectations for their age and have achieved a good level of development when they enter Year 1.
- Children make good progress when they are learning with their teacher or teaching assistants. They engage well in the many exciting activities available both indoors and out, for example, eagerly answering questions and experimenting with the flow of water through gutters and pipes.
- There are many opportunities for children to develop their early writing skills. While there is good teaching of phonics, it is not yet planned well enough to meet the needs of all groups of children. Occasionally, work to develop children's skills in mathematics is not well planned to ensure that practical activities offer clear opportunities for children to use their skills in counting and calculation.
- Children settle quickly into the early years provision because there are clear procedures to involve them and their parents before they start school and in their learning. They quickly learn the routines, feel very safe very quickly and are ready to learn. This is seen in their excellent behaviour and the way that they enjoy role play together, for example, creating a doctor's surgery and talking to the doctor for advice.
- Children's spiritual, moral, social and cultural awareness and understanding of how to stay healthy are developed through a wide range of interesting activities in all areas of learning. Adults ensure that requirements regarding children's safety are met.
- The leadership and management of the early years provision are good. The two headteachers, who are standing in while the early years leader is on maternity leave, have a clear view of the quality of teaching and learning and the progress the children make.
- While the headteachers have clear understanding of children's skills and abilities when they enter Year 1, their measures of children's skills and abilities when they enter the Nursery and Reception class are not refined enough. As a result, work is not always closely enough matched to the learning needs of all groups of children in the early years provision.

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	114221
Local authority	Durham
Inspection number	448756

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	98
Appropriate authority	The governing body
Chair	Andrew Kay
Headteacher	Helen Sutherland (Headteacher), Janet Boyd (Acting Co-Headteacher)
Date of previous school inspection	11 May 2010
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