

Eversley Primary School

Chaseville Park Road, London, N21 1PD

Inspection dates

15–16 January 2015

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

Summary of key findings for parents and pupils

This is an outstanding school.

- The headteacher is ambitious for the school and for pupils to do their best. She is well supported by other leaders and managers and, together with governors, they have ensured that high standards of teaching and pupils' achievement have been maintained since the last inspection.
- Pupils make substantial progress across a range of subjects and achieve exceptionally well.
- Teaching is consistently good and there is much that is outstanding. Teachers ensure classrooms are stimulating places with displays to support pupils' learning in literacy, science and mathematics.
- The school's values, which are taught across the school, support pupils' learning as well as their respect for and tolerance of others. They make an excellent contribution to pupils' social, moral, spiritual and cultural development and to their preparation for life in modern Britain.
- Pupils are exceptionally well behaved, courteous and polite. They are extremely supportive of each other and enjoy hearing about each other's successes.
- Pupils feel safe at school. The overwhelming majority of parents agree with this view. The school's work in this area is of a very high quality.
- The primary sport funding has been used very well to support the development of teaching and to increase the amount of competitive sport.
- The school works closely with the local authority on projects to support the development of new initiatives including, most recently, assessment and science.
- The school gives training and support to other local schools. This ensures that the strong practice in Eversley is shared more widely.
- Training for staff is a particular strength and has helped teaching to remain outstanding. All staff are extremely positive about the support they receive and the leadership and management of the school.
- Governance is extremely effective. Governors know the school well and provide very effective challenge for staff.
- The Early years provision is outstanding. Staff ensure that children learn exceptionally well and are well prepared for Key Stage 1.

Information about this inspection

- The inspection team observed 20 lessons or part-lessons. One joint observation was carried out with the headteacher and one with the acting deputy headteacher.
- A tour of short visits to lessons took place with the headteacher.
- Inspectors looked at pupils' work in their books in lessons and at what they had carried out over time.
- The inspection team attended two assemblies and listened to pupils read.
- Inspectors held meetings and talked to pupils at break, lunchtime and in lessons to find out their views of the school.
- Meetings were held with governors, senior staff and other leaders, as well as with a local authority representative.
- Inspectors considered the 165 responses to the online survey, Parent View, responses to the school's own parent questionnaires and correspondence from parents. Inspectors also spoke to parents informally before school to find out their views.
- The responses from 69 staff questionnaires were considered.
- The inspection team scrutinised a range of documentation including the school's own review of its performance and plans for the future, the minutes of governing body meetings, information on how well pupils are doing and behaviour, attendance and safeguarding records.
- At the time of the inspection the deputy headteacher and assistant headteacher were absent. Two other members of the leadership team were in acting positions covering these roles.
- This school was subject to a qualifying complaint which was investigated by Ofsted. The issues surrounding this were considered as part of this inspection.

Inspection team

Susan Williams, Lead inspector	Additional Inspector
Angela Podmore	Additional Inspector
Lynn Lowery	Additional Inspector

Full report

Information about this school

- Eversley Primary School is much larger than the average-sized primary school.
- The early years provision is all full time.
- Most pupils are White British with others from a wide range of ethnic groups.
- Over half the pupils speak English as an additional language although few are at the early stages of learning English.
- The proportion of disadvantaged pupils eligible for the pupil premium, additional funding for pupils known to be eligible for free school meals or in the care of the local authority, is less than half the national average.
- The proportion of disabled pupils and those who have special educational needs is below average.
- The school meets the government's current floor standards which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- The school was designated as a teaching school in April 2014. The headteacher is also a national leader of education and provides support to other schools.

What does the school need to do to improve further?

- Ensure that governors and senior staff seek ways of further developing their work with parents and sharing with them the excellent work of the school.

Inspection judgements

The leadership and management are outstanding

- The headteacher is committed to ensuring that all pupils do their best. She has been well supported by senior staff and successful in maintaining the high standard of teaching, pupils' behaviour and achievement over time. She has high expectations of staff. Staff responding to the questionnaire were unanimously positive about the leadership of the school. There were many comments about staff being proud to work in the school and feeling well supported and valued. One staff member said the school, '... inspires me to want to achieve.'
- The school provides extremely effective training for leaders to help them develop their roles. Subject leaders accurately monitor the work in their areas of responsibility. They develop and implement improvements which governors check to make sure that they make a difference. In the absence of two members of the senior team, other leaders confidently stepped up into their roles, demonstrating how effectively staff at all levels are supported in developing their leadership skills.
- The school's own reviews of its work are thorough and accurate and plans for improvement are detailed with appropriate priorities. The management of staff performance is strong with clear targets for the development of staff. Support staff are also now involved with this process and work closely with teachers to ensure that pupils progress well.
- The school has embraced the new national requirements for the curriculum which gives priority to the teaching of English and mathematics. Other subjects are taught through cross-curricular themes, for example Jurassic Park and the Egyptians, and pupils can take part in their own investigative work in science. The school covers teachers' preparation time with afternoons where pupils can learn new skills including making things and languages. The English curriculum is well developed and pupils have the opportunity to use computers to develop their skills. The school provides specialist teachers for French, physical education and music.
- Pupils' spiritual, moral, social and cultural education is a strength. The school has adopted a 'values approach' to education which permeates the whole school, working closely with staff and families to decide which values should be emphasised. A bright, colourful, mural welcomes visitors into the school displaying suitable images with artwork created by the whole school community. The development of values such as respect, equality, kindness, responsibility and cooperation support pupils in their preparation for life in modern Britain. The democratic voting of the school council supports this further.
- There is a wide range of extra-curricular activities including clubs where pupils learn Spanish, Indian dancing and computing.
- The funding for disadvantaged pupils is used very well. All pupils have a personalised plan identifying what support they need. Pupils are helped by additional teachers in some year groups and by small-group and individual sessions. Senior staff regularly check to make sure that the support is effective.
- The school is extremely good at promoting excellent relationships and equality of opportunity and in ensuring that there is no discrimination. The school celebrates diversity, with pupils and parents talking about their cultures in assemblies, and actively develops pupils' understanding of global themes to teach tolerance of others. It has been involved with many international projects and hosted visits from schools in Spain, Turkey, Greece, Slovenia, Romania, Italy and The Netherlands for the 'Building a Bridge in Europe' project.
- The primary sport funding is put to excellent use improving the skills of teachers and extending the opportunities for competitive sports. Pupils who are not involved in sporting activities are able to attend 'fit and fun' sessions. Pupils can also enter local and national competitions and their successes in these competitions have made pupils very proud.
- Most parents are positive about the school. Some raised concerns, notably about an administrative error in 2013 which prevented pupils from sitting higher level examinations, and there were also some concerns about pupils' behaviour. Inspectors considered these responses carefully and were satisfied that the school had dealt with any issues appropriately.
- Safeguarding arrangements are very effective and meet statutory requirements.
- The local authority has provided effective support. It has carried out a thorough review of the processes for pupil assessment and helped the school to assure the quality of its work. The school also works in close partnership with the local authority on development initiatives, such as new methods of assessment and science teaching, and to provide support to other local schools. The school is careful to manage this work so pupils at Eversley are not disadvantaged.

■ The governance of the school:

- Governance is extremely effective. Governors have an accurate understanding of the published data on the school. They receive regular updates on the progress of pupils and understand how well they are doing, including those who are disadvantaged. Governors have links to different aspects of the school, such as safeguarding, and visit the school regularly to monitor them. This also means that they see the school's work for themselves. They oversee the management of the performance of staff and know that pay awards are linked to good or better teaching and pupils achieving well. They know about the quality of teaching in the school and what support is being provided to improve it, for example for teachers new to the profession.

The behaviour and safety of pupils are outstanding**Behaviour**

- The behaviour of pupils is outstanding. Their behaviour around the school is exemplary. Pupils demonstrate a great pride in their school, are extremely polite and greet people very warmly. They are very confident and articulate, reflecting the school's values in how they interact with each other around the school.
- Pupils understand what bullying is and that it is deliberate and repeated. Pupils say that the school's values help them to sort out any problems themselves and to give advice to each other. They are confident that if any problems should occur, staff would help to sort them out.
- All pupils were exceptionally well behaved and focused in the whole-school assembly observed by inspectors. They gave examples of how they had demonstrated positivity, the value of the month, and clearly took collective pride in what was shared.

Safety

- The school's work to keep pupils safe and secure is outstanding. The site is very secure and risk assessments are extremely detailed.
- Pupils are safe in the playground as there are high numbers of staff on duty. Staff play games with pupils and pupils take on the role of sports leaders playing games with other pupils at break and lunchtime.
- Pupils feel safe in the school and the vast majority of parents agree with this view.
- Internet safety is given a high profile. Staff, parents and pupils learn about the potential risks of the internet and how to safeguard against them from an external specialist.
- The procedures for ensuring pupils' good attendance are rigorous, helping to maintain attendance at above average levels over time.
- Case studies of pupils whose circumstances put them at risk of underachievement show the school's careful support for individual pupils who have difficulty with their behaviour. The school uses specialist external agencies and consultants to advise them and train staff, leading to significant improvements in behaviour.

The quality of teaching is outstanding

- Teaching is consistently good with much that is outstanding. This supports pupils' excellent progress. All groups of pupils are well supported by teachers and teaching assistants in lessons. They work together effectively to support the learning of the whole class.
- Classrooms are bright and colourful with displays which support learning in literacy, numeracy and science. The school's values are displayed in all classrooms and all pupils have their work celebrated on displays. Pupils said that they enjoy their learning as teachers make it fun and interesting. The vast majority of parents think that their children are well taught.
- There is an extremely positive ethos in lessons. Relationships between adults and pupils and between the pupils themselves are very strong.
- Reading is well taught with pupils learning phonics (letters and their sounds) so that they can use this knowledge in their reading. Older pupils read very fluently and enjoy a wide range of books. Pupils enjoy reading and say that they are encouraged to read regularly.
- Writing is well taught with a wide range of opportunities to write in subjects other than English. Pupils have target cards so that they know what they have to focus on in their writing and this is successful in ensuring that pupils write to a high standard in all subjects.
- Pupils' mathematics skills are developed thoroughly across the school. Pupils are given opportunities to

check their understanding and apply their skills within practical problems. for example by helping pupils make price comparisons when shopping in the supermarket.

- Teachers' expectations are high. The most able pupils are given harder work which challenges them in their thinking and helps them to learn exceptionally well.
- Marking is carried out regularly by teachers and includes positive comments about pupils' work. Most pupils are given clear feedback, which helps them to improve their work, and the chance to respond to teachers' comments.

The achievement of pupils

is outstanding

- Pupils make substantial progress across the school including in English and mathematics. Pupils learn exceptionally well and this has been sustained over time. Reaching above average standards at both Key Stage 1 and Key Stage 2, they are exceptionally well prepared for the next stage of their education.
- The most able pupils do well. In the national tests in 2014, these pupils significantly out-performed their peers in other schools with extremely strong performance at Level 6, particularly in writing and mathematics.
- Disabled pupils and those who have special educational needs receive excellent support in lessons to help them understand their work, and they do well as a result. Teachers and teaching assistants work together very effectively to make sure all pupils receive the help and support they need and this is extremely effective.
- All groups of pupils, including White British pupils and those who speak English as an additional language, make excellent progress in the school. The few pupils who are new to learning English also do well. The school works closely with external consultants so staff can help these pupils to make swift progress.
- The progress of disadvantaged pupils was faster than all pupils nationally and other pupils in the school in the 2014 national tests. In reading, they were five months ahead of other pupils nationally and two months behind other pupils in the school. In writing, they were one year ahead of others nationally and similar to other pupils in the school. In mathematics they were six months ahead of others nationally and six months behind others in the school. Gaps are narrowing rapidly and, in many cases, these pupils now do better than others.

The early years provision

is outstanding

- Children enter the school with skills and knowledge similar to those typical for their age. They make excellent progress in the early years and are particularly well prepared for entry into Key Stage 1 in their literacy, numeracy and personal development.
- Children behave exceedingly well. All adults have extremely high expectations and are excellent role models. The school's values are taught in Reception and this helps children develop excellent relationships and attitudes towards each other. They are extremely thoughtful and particularly good at sharing and helping each other. Children show good awareness of safety both indoors and outdoors. Staff ensure the environment is kept safe.
- Teaching supports children's excellent progress and adults work well together to support children's learning. Questioning is used well to help children to think more deeply about things and, where adults have identified gaps in knowledge, extra support is provided to help children to catch up. The adults create an interesting, colourful, language-rich environment where the activities support the interests of children.
- The early years leader has high expectations of staff and children. She is an excellent role model and has provided high quality training for other staff so that all children benefit from equally strong teaching and support. There are excellent arrangements when children join the school, with two home visits.

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	102025
Local authority	Enfield
Inspection number	453291

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Maintained
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	599
Appropriate authority	The governing body
Chair	Ingrid Cranfield
Headteacher	Pat Wood
Date of previous school inspection	15 November 2006
Telephone number	020 8360 5159
Fax number	020 8360 2502
Email address	headteacher@eversley.enfield.sch.uk

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