

Eversley Primary School

Crest Avenue, Pitsea, Basildon SS13 2EF

Inspection dates	8–9 March 2016
Overall effectiveness	Good
Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The headteacher has effectively established an aspirational vision and ethos for the school. Leaders and governors are fully committed to providing a high standard of education for all pupils. As a result, the school is much improved since its last inspection.
- Leaders regularly scrutinise every aspect of the school's work in detail. Actions to bring about improvement are sharply focused and highly effective.
- The school has a culture of high expectations, shared by all staff. This is seen in the way lessons are planned to stimulate and inspire pupils.
- Most pupils, including disadvantaged pupils, make very rapid progress in reading, writing and mathematics: significantly higher proportions than nationally made and exceeded the expected rates of progress at the end of Key Stage 2 in 2015.
- Teachers receive high-quality support so that they are able to continually develop and hone their skills.
- In the words of a pupil, 'This is like being part of a huge family. We are all part of team Eversley.'
- Pupils' behaviour is exemplary; they continually strive to 'be the best they can be'. A very large majority of their parents and all staff agree.
- Leaders give safeguarding a very high priority. Pupils unanimously agree that they feel very safe in the school.
- Children in the Early Years Foundation Stage make good progress. They acquire new skills in speaking, listening and reading quickly and are well prepared for Year 1.
- Pupils enjoy a wide range of opportunities which develop their confidence and widen their experience. They are well prepared for the next stage of their education.
- Governance has improved significantly. Governors provide strong support as well as challenge for the school's leaders. Governors have a clear and accurate understanding of the school.

It is not yet an outstanding school because

- Teachers do not consistently develop a variety of reading skills, challenging pupils to read widely with fluency.
- Lower-ability pupils are insufficiently encouraged to persevere and so they remain too dependent on the close support of staff.

Full report

What does the school need to do to improve further?

- Raise pupils' achievement even further by:
 - encouraging all pupils to read more widely and deeply in order to promote higher levels of reading
 - giving lower-attaining pupils planned opportunities to work more independently so that they are less reliant on staff support.

Inspection judgements

Effectiveness of leadership and management is outstanding

- The headteacher has a strong and ambitious vision, shared throughout the whole school community, for everyone to be 'the best they can be'. This was effectively summed up by a member of staff who stated: 'We are supported and challenged, we work together to improve both individually and collectively'. The impact of very effective leadership is shown in all aspects of the school, with strong evidence of capacity for further improvement.
- Leaders at all levels are consistent in their high expectations of pupils and in their rigorous application of school policies and procedures. This creates a calm and purposeful atmosphere throughout the school where children thrive and learn well. Leaders identify any weaknesses in provision by looking meticulously at pupils' work on a weekly basis and studying assessment data, as well as observing lessons. Leaders use this information to adapt curriculum provision to meet pupils' needs more precisely.
- These high expectations are exemplified in the learning environment. Classroom and corridor displays as well as resources are vibrant and exciting. They provide great support for pupils in their learning and celebrate success. They also model the high quality of presentation that all staff expect.
- Leaders have maintained a strong drive to raise standards and strengthen teaching following the last inspection. As a consequence most pupils are making rapid progress, with more than nationally making and exceeding the expected rates of progress in the 2015 Year 6 tests. The headteacher is rigorous in monitoring the quality of teaching and, with governors, ensures that good teaching is rewarded. Teachers receive constructive feedback as well as effective support to help them improve their practice and raise pupils' attainment. All staff who responded to the staff questionnaire are proud to work at the school and agreed that leaders encourage and challenge them to do well. The quality of teaching is consistently good throughout the school and at best inspires pupils to attain very highly.
- The school's policies and schemes ensure equality of opportunity. Leaders at all levels focus sharply on ensuring that there is no discrimination.
- The school is making very good use of the physical education (PE) and sport premium. Pupils have the opportunity to participate in a broad range of sports including competitive activities. All pupils take part in at least one extended activity and leisure centre sessions. The school is part of the 'Get Set' network and has won a bronze 'Bike it' award.
- The school's curriculum is broad and balanced. It provides pupils with many opportunities that stimulate their imagination and creativity. Teachers plan skilfully so that the curriculum offers many opportunities for enrichment and enjoyment.
- Additional funding for disadvantaged pupils is used exceptionally well, which is the reason why many are making better than the expected progress across the school. Leaders ensure that these pupils are taught in small groups led by experienced teachers. Disadvantaged pupils attend school very regularly. The high quality of provision they receive is successfully closing any attainment gaps.
- Pupils who have special educational needs or disability are well supported and make good progress. School leaders have a very clear picture of pupils' needs. The impact of the support they are given is carefully monitored and evaluated.
- The school promotes a broad and balanced curriculum well. Learning is supported by a range of visitors, outdoor learning opportunities and trips. Extra-curricular activities include cross-country running, an early morning indoor games club, dance and athletics. Pupils' spiritual, moral, social and cultural development is promoted effectively, particularly through the school's values. One pupil says, 'I like learning what other people believe in. We respect others' beliefs here. We never make fun of others' religions.' 'Achievement assemblies' are prestigious events where parents and pupils celebrate great improvement. In these ways, the school promotes British values and understanding of life in modern Britain.
- The school enjoys a positive relationship with parents. Those who spoke to inspectors, as well as those who responded to Ofsted's online survey, Parent View, confirm that they are confident that their children are safe at school, are well taught and are making progress. Many parents spoke entirely positively about the school, saying, for example, that 'teachers are awesome' and 'I have nothing but praise for Eversley School'. Parents agree that the school provides them with accurate information about how well their children are progressing.
- The school strives to engage all parents in the education of their children. Parents' attendance at curriculum workshops is good. One parent said that workshops 'help me to understand what my child is learning about when they talk about their learning at home'. Parents' responses show how they appreciate the opportunity to engage with their children's learning.

■ The governance of the school

- The restructured governing body undertakes a challenging role focused on school performance. Governors' monitoring cycle is directly linked to school improvement priorities and holding the school to account. Governors have a good understanding of the quality of teaching. They manage the performance of staff effectively. Actions to address weaker teaching have been successful.
- Governors understand how well the school performs compared to other schools nationally. They are well informed about the performance of different groups of pupils. Governors look for and ask searching questions about any anomalies in data. Governors ensure that the school's resources are used entirely for the benefit of all pupils. Their oversight of the school's finances includes checking that spending is linked to school improvement.
- The school's arrangements for safeguarding are robust and very effective. Safeguarding procedures are rigorously applied to create a safe culture throughout the school. Staff training has raised awareness of the importance of keeping children safe from risks such as exploitation and extremist views. The school has its own e-safety 'crew' of pupils. Leaders emphasise that 'no concern is too small'.

Quality of teaching, learning and assessment is good

- Teaching is consistently good throughout the school. School leaders have focused rigorously on developing and improving the quality of teaching since the last inspection. Teachers throughout the school have high expectations of what pupils should achieve. They make learning fun, interesting and engaging; pupils say that their teachers' 'sense of humour helps us to learn'. As a result, pupils are well motivated and work hard.
- Teachers' secure subject knowledge and skilful questioning ensures that pupils' misconceptions are tackled and that their knowledge and skills are consolidated. The application of basic skills across the curriculum is promoted and applied well. This is clearly seen in pupils' books.
- Teachers have very high expectations of how work should be presented. Pupils' work is neat and clearly set out. In every lesson adults reinforce good work habits so that pupils know what is expected all the time. Inspectors saw little evidence of work that was careless or books that were not respected.
- Teachers provide good support for pupils who have special educational needs or disability. Teaching assistants make a valuable contribution to their learning. They encourage and enable pupils to record their ideas, making good use of practical resources to support learning.
- Teachers provide pupils with effective guidance and feedback about the quality of their learning. Pupils state that this helps them to gain a greater understanding of how to improve their work. Pupils also use the targets set by teachers well. For example, Year 2 and Year 5 pupils automatically referred to their target books in lessons, showing that they were aware of what they needed to do to improve their writing.
- Teachers make very good use of the opportunities they have to work with other schools. Teachers value their professional development. This training has contributed to the good and improving outcomes for pupils.
- Pupils talk enthusiastically about learning. For example, older pupils say that they enjoy a wide range of lessons; the most-able pupils particularly enjoy the challenges that they are tackling in mathematics.
- Although pupils read enthusiastically, teachers are not making sure that the books they choose are well matched to their ability. As a result not all pupils are making sustained progress that leads to outstanding achievement in reading.

Personal development, behaviour and welfare is outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- All staff demonstrate the commitment to 'put the children's well-being at the forefront of all we do'. All staff and the pupils spoken to are very positive about their school.
- Lunchtime is a truly social occasion where pupils mix very well and talk about the things they have enjoyed doing. Social skills are developed across the school to enable strong self-confidence.
- Pupils take pride in their school and in their own work, as shown by their uniform and their handwriting in their books.
- Pupils unanimously agree that they are safe at the school. They are taught how to manage their own risks and how to stay safe, including when they use the internet. Pupils say that, 'If there is real bullying, it is really well sorted out and it works. Teachers always sort it out.'

- Pupils know how to keep themselves healthy and are provided with opportunities to increase their fitness. Breakfast Club provides a healthy start to the school day.

Behaviour

- The behaviour of pupils is outstanding, enabling all pupils to learn without distraction. Observations in lessons show that pupils are able to work well together and support each other's learning.
- Pupils conduct themselves well in and around the school. The way in which they walk to and from assembly and to their lessons from playtimes is impeccable. Pupils unanimously agree that behaviour is consistently good.
- Pupils' attitudes to work are outstanding. They work quickly and strive to do their best.
- Pupils support each other, recognising and valuing each other's diverse needs and backgrounds.
- Pupil 'ambassadors' ensure that the school rules are applied. They understand their roles well and are held in high esteem by younger pupils as well as their peers.
- Pupils enjoy coming to school and their attendance has been consistently high over time. The school's strategies to improve attendance have been successful year-on-year.
- The school has provided tailored support to pupils whose previous attendance and punctuality was low. For example, staff who run the breakfast club say that their attendance 'has rocketed' and that 'they are never late to school any more'. The club ensures that all pupils who attend have a calm and positive start to the school day.

Outcomes for pupils

are good

- Pupils' progress since the last inspection has improved rapidly. In 2014 and 2015, in reading, writing and mathematics, the proportions of pupils making and exceeding the expected rates of progress were well above those of their peers nationally. As a result, pupils are very well prepared for the next stage of their education. Parents who have older children who have been to Eversley School unanimously agree.
- Attainment at the end of Key Stage 1 in reading, writing and mathematics has risen considerably since the well-below-average outcomes reported in 2013. In 2015, pupils' attainment in reading was significantly above other pupils nationally.
- Reflecting good teaching of phonics (letters and the sounds that they make), in 2015, the proportion of Year 1 pupils that met the expected standard in the national phonics screening check improved and for the first time since 2013 was above the national figure. Those pupils who do not reach the expected standards at the end of Year 1 are supported well so that they catch up quickly in Year 2.
- Pupils' attainment at the end of Key Stage 2 in 2015 was broadly in line with the national average in reading, writing and mathematics.
- Disadvantaged pupils are supported effectively by strong teaching and well-planned provision. As a result they make good or better progress to close the gap with their peers. In 2015, their attainment was only slightly below other pupils nationally and above the standards attained by their peers in school. The school's skills-based curriculum enables vulnerable or disadvantaged pupils who need a more personalised education to achieve well.
- Pupils with disability and those who have special educational needs receive good-quality support. Leaders are inclusive and work with families to make the best provision possible. As a result pupils make good progress from their starting points.
- The school is working hard to extend pupils' range of reading because some pupils are seen to be 'playing safe' and choosing books that do not extend their reading ability. A new system to encourage a love for reading has been introduced, as shown by very high-quality displays of pupils' work around the school which celebrate books. The school is quite rightly ensuring that pupils make the same challenging choices in their reading as they do in their classrooms when learning mathematics or writing.
- The progress of lower-attaining pupils is slower than that of their peers, particularly across Key Stage 2, because they do not develop the skills to gain academic independence as they move through the school.

Early years provision

is good

- The early years provision is good because it is well led and managed. This effective leadership ensures that all children make good progress. This good-quality support ensures that all children succeed, including those who are disadvantaged, those who have special educational needs or disability and the most able. Staff know the children well.
- Leaders ensure that children are safe at all times. The outside area is well maintained and safe with a fence and padlocked gates.

- Staff work very successfully with parents and good communication ensures that children get off to a good start. One parent declared, 'I feel my son has done amazingly well since starting school in September'. Parents rightly agree that they are well informed about their children's progress.
- The two early years leaders ensure that assessments are accurate. Children's needs are identified quickly and staff use this information well. They provide the support that children require, working closely with outside agencies and other professionals where necessary. Assessments by staff showing what pupils already know and can do when they start school indicate that some children arrive with low levels of speech and language development. Teachers are skilled at identifying and addressing the needs of these children, which has helped them to make good and better progress in communication.
- The quality of teaching is good and teamwork between teachers and other adults is strong. High-quality adult support ensures that all children make the best progress possible relative to their starting points. The quality of play increased dramatically when adults intervened with questioning. This immediately developed the vocabulary children used when measuring, for example.
- Reading is taught effectively. Staff constantly look for examples of letter sounds in everyday conversation with children. Staff encourage children to write words in their books as well as in the air to reinforce their learning.
- Children enjoy learning and engage with their activities enthusiastically. Children's behaviour is good. In both Reception classes, children learn to appreciate each other's differences. Enormous use is made of the outdoors. The vast majority of pupils choose to learn outside when given the choice.
- Children make good progress throughout their Reception Year and are well prepared to continue their learning in Year 1.

School details

Unique reference number	114999
Local authority	Essex
Inspection number	10001930

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	416
Appropriate authority	The governing body
Chair	Amanda Whittaker
Headteacher	Penny Pepper
Telephone number	01268 555333
Website	http://www.eversley.essex.sch.uk/
Email address	admin@eversley.essex.sch.uk
Date of previous inspection	23–24 October 2013

Information about this school

- This school is larger than the average-sized primary school.
- Most pupils are White British.
- The proportions of pupils with disability and those that have special educational needs are above average.
- The proportion of disadvantaged pupils who receive support from pupil premium funding is above average. The pupil premium is extra funding to support pupils who are known to be eligible for free school meals and children who are looked after.
- The school meets the government's floor standards, which are the minimum expectations set for pupils' attainment and progress in reading, writing and mathematics at the end of Year 6.
- Since the previous inspection, the school received two monitoring visits by Ofsted to determine how much progress it was making in meeting its areas for improvement.

Information about this inspection

- Inspectors visited 21 lessons across all age groups in the school; some lessons were jointly observed with the headteacher or the deputy headteacher.
- Inspectors also made other visits to classes, and looked at pupils' work in books as well as samples of pupils' work in subjects other than English and mathematics. They listened to several pupils read.
- Discussions were held with the headteacher, subject leaders, a representative of the local authority, pupils and governors. Inspectors talked informally to pupils at lunch and breaktimes, and observed them in assemblies and around the school.
- Inspectors examined the school's information about pupils' attainment and progress for different year groups and in different subjects. This included information about progress in the early years.
- A number of documents were evaluated, including safeguarding policies and procedures, the school improvement plan and the school's evaluation of its own work. Checks were also made on teachers' effectiveness and records relating to behaviour and attendance figures.
- Inspectors met informally with parents at the beginning and end of the school day. Inspectors took account of the 56 responses to Ofsted's online questionnaire (Parent View). The responses to 38 staff questionnaires were also considered.

Inspection team

Gay Whent, lead inspector	Ofsted Inspector
Lynda Beale	Ofsted Inspector
Dawn Copping	Ofsted Inspector

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