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Mr Paul Higginbottom
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Dear Mr Higginbottom

Short inspection of Everton Primary School

Following my visit to the school on 1 February 2018, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in September 2013.

This school continues to be good.

The leadership team, including governors, has maintained the good quality of education in the school since the last inspection.

The desire for constant improvement is seen in the high expectations and strong commitment shown by all members of the team. There are strong, positive relationships between pupils and adults, which develop within the purposeful, inclusive atmosphere of the school.

Since the last inspection, you have developed the roles of others in the team so that leadership responsibilities are shared. Your staff team works well together, constantly looking for ways to improve their practice, keen to do their very best for the pupils in their care. Parents are overwhelmingly supportive of the school. Those I spoke with and those who responded to Ofsted's online questionnaire, Parent View, all said they would fully recommend the school. Parents were full of praise for the school and its staff, saying there is 'such a commitment to excellent teaching' and 'We are very lucky indeed.'

The governing body is knowledgeable and actively involved in setting the strategic direction for the school. Governors provide a good level of support and challenge to leaders. They are supportive of the school's collaboration with other local schools and told me of the benefits and opportunities this brings for staff and pupils alike. They are strongly committed to ensuring that the school continues to play an important part in the local and wider community.

The previous inspection report recommended that subject leaders play a greater role in checking that the work planned in lessons 'makes pupils think hard' and helps them make good progress. All leaders are now fully involved in tracking the progress of pupils and ensuring that they get the support and challenge they need to achieve well. As a result, the improved standards noted at the previous inspection have been maintained.

Safeguarding is effective.

The leadership team has ensured that all safeguarding arrangements are fit for purpose and are regularly monitored by you and members of the governing body. The school uses an online recording system which ensures that all documentation is consistent and information is easily accessible to those who need it.

Staff receive regular training to make sure they are up to date with the most recent guidance. There are also online training opportunities for both staff and governors. The curriculum includes opportunities for pupils to learn about how to keep themselves safe, for example in relation to internet safety.

Pupils enjoy coming to school and say it is a safe and friendly place. They say bullying is rare, but that they have confidence in teachers to resolve any problems. Parents say their children are well looked after and the school deals with any concerns they may have quickly and sensitively. Staff know pupils well and are vigilant in noticing any causes for concern, however minor. As a result, there are only a small number of recorded incidents.

Attendance is above average and there are few persistent absences.

Inspection findings

- Over time, pupils make good progress from their individual starting points. Standards in the school have been consistent in recent years; most pupils achieve the standards expected for their age, and some exceed these standards by the time they leave key stage 2. As a result, they are well prepared for their next stage in education.
- You and the leadership team monitor closely the progress of all pupils. You meet regularly to discuss the findings from activities, such as checking pupils' books and reviewing teachers' assessments. If pupils are at risk of falling behind, or not achieving their personal target, you put in place appropriate support or intervention. Pupils value this personal approach and told me that it helps them to be confident in their learning and keeps them motivated to try hard.
- Leaders regularly discuss the quality of teaching in the school. There are trusting relationships between colleagues and they actively seek the opinions of others about their teaching strategies. This open and honest dialogue leads to a flexible and responsive approach to teaching, which directly benefits pupils. Teachers are skilled in questioning and encourage pupils to explain and justify their thinking, helping them to deepen their knowledge and understanding.

- Pupils of different abilities are supported in a variety of ways, for example one pupil told me that he enjoys the additional challenges provided in mathematics lessons that extend his learning. Teaching assistants provide effective support for pupils who need more time to secure their learning.
- Pupils' books show pupils of all abilities make progress over time. The standard of work in books is appropriate to the ages of pupils. Most-able pupils are working at standards beyond those expected for their age, while some pupils are making good progress from lower starting points. However, books are sometimes untidy and work is not set out neatly and this does not always reflect the enthusiasm pupils clearly have for their learning. Expectations for handwriting and presentation are not consistent throughout the school.
- Using information gained from monitoring pupils' progress, you and your leadership team have focused on developing pupils' key skills across the curriculum. These are fully in place for English and mathematics, but are not yet complete for other subjects. Pupils' learning is organised into cross-curricular topics, where pupils have the opportunity to practise their skills in different subjects. For example, pupils in Years 5 and 6 wrote a report about the body's circulatory system, combining their learning in literacy and science. The school informs parents of the range of skills pupils will be learning and using each term in English and mathematics so they can be involved in their children's learning. However, this information is not yet available on the school's website.

Next steps for the school

Leaders and those responsible for governance should ensure that:

- leaders develop consistent expectations for pupils' handwriting and presentation throughout the school
- curriculum plans include key skills and content for all curriculum areas and this information is available on the website.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children's services for Nottinghamshire. This letter will be published on the Ofsted website.

Yours sincerely

Jane Salt
Ofsted Inspector

Information about the inspection

During the inspection I carried out a learning walk with you, visiting all classes. I reviewed pupils' books to consider the standard of work and the progress being made. I talked with a group of pupils and listened to some pupils read.

I held meetings with you and members of the leadership team to discuss the school's work. I also met with members of the governing body and talked informally with some parents at the beginning of the school day.

I reviewed a range of the school's documentation including policies, assessment information and the school's curriculum plans. I took into account 16 responses on Parent View, Ofsted's online questionnaire. Twelve members of staff responded to the online survey. There were no responses to the pupil survey.