



# Walter Evans Church of England Aided Primary School

## Inspection Report

**Unique Reference Number** 112917  
**LEA** City of Derby LEA  
**Inspection number** 279054  
**Inspection dates** 1 November 2005 to 2 November 2005  
**Reporting inspector** Mrs. Pat Cox LI

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

<b>Type of school</b>	Primary	<b>School address</b>	Darley Abbey Drive
<b>School category</b>	Voluntary aided		DE22 1EF
<b>Age range of pupils</b>	3 to 11		
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01332 557 139
<b>Number on roll</b>	344	<b>Fax number</b>	01332 557 605
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr.Geoff Howell
<b>Date of previous inspection</b>	7 February 2000	<b>Headteacher</b>	Mrs. Hannah Simmons

<b>Age group</b> 3 to 11	<b>Inspection dates</b> 1 November 2005 - 2 November 2005	<b>Inspection number</b> 279054
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

Walter Evans CE Primary School serves the surrounding area. Most pupils in this large primary school are of white British heritage, while about 10 % are from a range of other ethnic groups. None is at an early stage of learning English. Few pupils have been identified as having special educational needs and the proportion of pupils entitled to free school meals is low. The proportion leaving or joining the school after the reception year is also low. The pupils' attainment on entry to the school is significantly higher than is usually seen for their age.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## **Overall effectiveness of the school**

### **Grade: 3**

The school rightly judges that it provides its pupils with a satisfactory standard of education, giving satisfactory value for money. The majority of parents and pupils have positive views of the school. The pupils get a good start in the nursery, making the most of their great potential. They make satisfactory progress through the reception year and the rest of the school, and progress in mathematics is good. Conversely, some pupils, particularly the more able, underachieve in writing. Pupils with learning difficulties and disabilities do well. Teaching is satisfactory overall, and sometimes good; for example, when it is engaging and purposeful it builds precisely on what the pupils already know, but expectations are sometimes not high enough. Provision for the pupils' personal development is good and so they behave very well and are eager to learn. They develop their independence from an early age and have a clear understanding of healthy lifestyles. The curriculum is satisfactory but lacks sufficient balance because some subjects do not receive enough time. The provision for the pupils' health and safety is good. Pupils trust the adults in the school and particularly like the support from the learning mentor, but they are not given enough guidance on what they need to do to improve their work. Leadership, management and governance are satisfactory. The headteacher and senior staff have a sound understanding of the strengths and weaknesses of the school and have tackled some issues effectively. However, the identification of priorities and planning for future developments are not sufficiently rigorous. Nevertheless, the school has satisfactory capacity for further improvement.

### **What the school should do to improve further**

- develop the pupils' writing skills, particularly those of the more able, so that their achievement matches that in reading - improve the balance of the curriculum to ensure that all subjects are given appropriate time allocations - sharpen the role of the senior leadership team so that key priorities are identified accurately and planning for improvement is more rigorous - involve the pupils effectively in the methods to improve their work so that they know what they need to do to reach a higher level.

## **Achievement and standards**

### **Grade: 3**

Achievement is satisfactory overall. From their significantly high attainment on entry, pupils make satisfactory progress and reach very high standards by the time they leave at the end of Year 6. This is borne out by the national test results at the end of Years 2 and 6, which show that standards have been well above the national average for many years. Pupils who have learning difficulties and disabilities make good progress because they are supported well. The most recent test results for 2005 indicate that pupils made the best progress in mathematics and science and satisfactory progress in reading. Pupils did notably well in mathematics and the school exceeded its targets for the subject. However, it did not meet them in writing and there was

underachievement amongst pupils, particularly at the higher levels. The pupils enter the nursery with skills far beyond those typical for their age and make good progress because they are taught well. From entry into the reception year until they leave at the end of Year 6, pupils make satisfactory progress overall, building steadily on most of their skills and knowledge in English, mathematics and science. However, progress in writing is too slow, particularly for the large number of more able pupils, who do not achieve as well as they could. Many opportunities are missed to develop literacy skills across the curriculum. This leads to uneven progress amongst pupils in some foundation subjects, hampered by an imbalance in the time allocations and long gaps between topics.

## **Personal development and well-being**

### **Grade: 2**

Personal development and well-being are good. Pupils enjoy school and are enthusiastic about most of their lessons. They concentrate well and work hard. The pupils behave very well and show respect and consideration for each other. Attendance and punctuality are very good. Pupils know what to do if they experience any bullying, although this is extremely rare. The school provides good opportunities for pupils to take responsibility and develop their independence. Older pupils help younger ones at lunchtimes or act as 'buddies' to pupils in the reception year. Members of the school council engage in discussions in a mature way, showing themselves to be capable of arguing, agreeing, disagreeing and negotiating ideas in depth. Staff take good account of pupils' views; the toilets are to be refurbished as a result of discussions. The school provides well for pupils' spiritual, moral, social and cultural development. Pupils understand the importance of healthy lifestyles through regular participation in a wide range of sports and eating healthy snacks. The school works hard to encourage pupils to walk or cycle to school. Good links with the community and involvement in regular charity fundraising help to raise the pupils' awareness of the wider world.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are satisfactory overall. Teaching is good in the nursery, where interesting, well-structured activities are provided. As a result, the pupils, concentrate very well and are totally involved in their work. The pupils in the reception classes build soundly on the skills and knowledge developed in the nursery and work is mainly matched to their aptitudes. Because relationships throughout the school are good, lessons run smoothly. Teachers often use good techniques to encourage talk; for example, pupils share thoughts with a partner effectively. However, some discussions go on for too long and pupils lose concentration. The best teaching builds rapidly on the pupils' skills and knowledge with stimulating tasks. There are good opportunities in mathematics for pupils to explore, such as when pupils in Year 6 investigated shapes by handling and using them. The school is beginning to develop links across subjects

to make work more interesting for the pupils; for example, by using persuasive writing in history. However, work in most subjects does not make sufficient use of pupils' very high level of basic skills, especially in writing. For example, a piece of work set for pupils in Years 5 and 6 was little different from a task in Years 1 and 2. There are too many worksheets, which at their worst involve colouring, but which in general do not let pupils think and present their work for themselves. The recent use of targets for writing is beginning to help pupils see how to improve their literacy skills, but marking is generally not analytical enough to help pupils in other subjects.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum is satisfactory and meets statutory requirements. The programme for pupils' personal development, including sex, relationships and drugs education, is effective. In nursery and reception, a good balance is struck between different activities. However, elsewhere in the school, time and timetables are not used well enough. Too much time is devoted to English at the expense of other subjects, thus reducing the potential to make school life more interesting by way of variety. Pupils say that long gaps between studies in a subject make it difficult for them to remember what they have learnt earlier. The curriculum plans are not implemented consistently between classes in the same year group. The few pupils who have learning difficulties and disabilities receive sufficient attention but more needs to be done to push on the large number of talented and gifted pupils. There is a satisfactory range of educational visits and visitors and activities outside school, mainly for the juniors.

## **Care, guidance and support**

### **Grade: 3**

The care, guidance and support of pupils are satisfactory overall, with some good features. Pupils are supported satisfactorily in their academic studies and useful information is provided to parents about the progress their children make over the school year. The arrangements for safeguarding pupils are effective. Child protection and health and safety procedures are clear and there is regular training for all staff. Ongoing alterations to the site are improving the facilities. Pupils feel that the school provides a safe environment for them and there is always a trusted adult to whom they can talk. The school cares for its pupils' physical and emotional needs very well. The lunch-time supervisors play a valuable role in caring for and protecting pupils. The pupils particularly appreciate the work and care of the teacher who acts as a learning mentor, supporting them when they have problems. The 'worry box' provides a secure anonymous method for pupils to communicate their worries.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory. The headteacher and deputy headteacher are focused on raising standards and recognise that not all pupils reach their potential.

They work closely together and have a developing understanding of the school's effectiveness. The methods for evaluating the school's work are appropriate, but not sufficiently rigorous. Therefore, while the overall view of the school is accurate, the view of leadership and management is over-generous. Evaluations of lessons give a sound view of the quality of the teaching; suitable points are given for improvement and, where teaching was found to be unsatisfactory, support was provided. However, for most teachers, the advice has not been followed up frequently enough to measure its effectiveness. Through the analysis of test results, the school has a reasonable view of the relative strengths of subjects. The strategies employed to raise standards in mathematics and science had the desired impact after they fell in 2004. The English subject leader provides sound direction and has made relevant changes to the reading curriculum. However, the initiatives to improve writing are not far-reaching enough and there is a lack of consistency in their implementation. No-one has a clear enough overview of the curriculum and so the weaknesses have not been identified. Much work has been done to improve the building so that pupils can concentrate more effectively on their work. However, the planning for school improvement lacks rigour because, whilst the plan shows suitable priorities, the way in which success is measured and the arrangements for monitoring are not sharp enough. Governance is satisfactory. The governors are hard-working, have a sound understanding of the school and are developing their ability to hold it to account.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> reached by learners	1	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	NA
<b>How well are learners cared for, guided and supported?</b>	3	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

### **Text from letter to pupils explaining the findings of the inspection**

We enjoyed our visit to your school very much and want to thank you for the polite and friendly way you welcomed us. We particularly liked the talks we had with you and thought you were full of good ideas and had done some really interesting things. We thought you would want to know what we found out about your school. We were very impressed by the way you behave and the way that you look after each other. We thought that you were really good at working on your own and doing the jobs you have. Everyone in school takes good care of you, but we thought that some of your lessons could be a bit more interesting. We agree with you that you ought to spend more time doing subjects like art, history, geography and music. Mathematics is one of the subjects we thought you did best in and you read well, but some of you do not write as well as you could. So we think that you could work a little harder at this, especially in writing in more interesting ways. It would really help you if your teachers told you how you could make your writing better and how to improve your work in other subjects. Thank you again for our very interesting visit to your school, and I would like to send you our best wishes for the future.