



Eversley Primary School

Inspection Report

Unique Reference Number 102025
Local Authority Enfield
Inspection number 286250
Inspection date 15 November 2006
Reporting inspector John Earish

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

Type of school	Primary	School address	Chaseville Park Road
School category	Community		London
Age range of pupils	4-11		N21 1PD
Gender of pupils	Mixed	Telephone number	02083605159
Number on roll (school)	429	Fax number	02083602502
Appropriate authority	The governing body	Chair	Mrs Ingrid Cranfield
		Headteacher	Mrs Patricia Wood
Date of previous school inspection	24 June 2002		

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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

This large primary school is situated in the London Borough of Enfield where social circumstances are broadly average. The school admits pupils from a variety of social backgrounds. About two thirds of pupils are from minority ethnic groups. The proportion of pupils eligible for free school meals is well below the national average. When children start school, their skills and abilities are broadly similar to those expected of four year olds. The proportion of pupils with learning difficulties and disabilities [LDD] is below to that found nationally.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

Eversley is an outstanding school. Some of the oldest pupils commented, 'this is a very good school.....we are helped to improve our work in every way....and we are determined to succeed.' Parents agree and are overwhelmingly positive in their views of the school and one wrote that, 'I feel proud to be associated with Eversley Primary School'.

Leadership and management are outstanding. Excellent leadership by the headteacher and her deputy gives a clear direction to the work of the school, and is a significant factor behind the school's success. Challenging targets are set and achieved with a constant aim to raise standards still further. This has resulted in outstanding achievement for all groups of pupils and well above average standards for the past six years. Pupils make a very good start to their learning in the Foundation Stage which helps them settle quickly and effortlessly into school life.

Outstanding achievement is rooted in the excellence of the teaching and the wide range of interesting and challenging tasks which encourage pupils to work hard. At the heart of this success lies the skilful use of assessment information to set work that corresponds to the pupils' varying needs and abilities. Pupils commented on the quality of the teachers' marking and were adamant that it helped them improve their work. As one pupil said, 'Teachers show me where I have gone wrong and this helps me get it right next time.... and they also tell me when I have done well'.

Personal development is outstanding. Pupils treat each other with respect and willingly respond to the many opportunities to accept responsibility. They enjoy coming to school and attend very well. As a result, they feel happy, safe and secure and quickly become confident, independent learners

Care, guidance and support are outstanding. The school has developed systems for judging and tracking how well pupils are doing and teachers use this information exceptionally well to plan tasks and activities. A particularly good feature is the way pupils are being helped and encouraged to improve their work by sharing targets with them. This is particularly well developed in English and mathematics. Pupils understand them and are aware of the implications of what they must do to improve. This makes a significant contribution to their outstanding achievement. However, target setting is less well developed in other subjects.

The curriculum is outstanding. Pupils appreciate the interesting and varied activities that are organised for them which they find inspiring and motivating. They are particularly proud of the recently awarded 'Artsmark Gold' and the very many clubs and activities that are organised for them. This has a very positive effect on pupils' behaviour, motivation and relationships which are excellent.

What the school should do to improve further

- Capitalise on the exceptionally well developed procedures in English and mathematics to set challenging targets within other areas of the curriculum.

Achievement and standards

Grade: 1

Achievement is outstanding. Children start school with skills and abilities that are expected of four year olds. They make rapid progress in all areas of the Foundation Stage curriculum and by the end of the Reception year most exceed the goals expected for their age.

Standards are well above average in all classes. The school's performance in the national tests by the end of Year 6 has been well above the national averages for the past six years. Throughout the school, pupils achieve outstandingly and sustain these high levels of performance. The value added between Year 2 and Year 6 is significantly above average and continues to increase year on year. This occurs because of the excellent teaching, the challenging targets in English and mathematics which pupils strive hard to attain, and the regular checks on their rates of progress in meeting these targets. Very good standards are also achieved in art and design. Pupils with learning difficulties and disabilities meet the challenging targets set for them. Indeed, pupils of all abilities benefit from the school's careful attention to their individual needs. Pupils from minority ethnic backgrounds do at least as well as their peers.

Personal development and well-being

Grade: 1

Pupils' spiritual, moral, social and cultural development is outstanding. Pupils are helped to understand their feelings and actions and how they affect others. Their behaviour and relationships are outstanding. Pupils care for each other and for members of the community. Although a very small number of parents raised concerns about bullying, pupils across the school were adamant that bullying is extremely rare. They all agreed that if it occurs it is dealt with very quickly by the adults. Attendance is well above average and is further evidence that pupils enjoy coming to school.

Pupils are well aware of the importance of healthy eating and staying fit. They participate fully in games, physical education lessons and the very good range of clubs the school offers. The pupils contribute extremely well to community decisions through the school council. They are aware of how important it is to help others both in school and the wider community and, for example, raise money for national charities and Operation Christmas Child. Pupils rapidly acquire literacy, numeracy and information and communication technology skills (ICT) that will equip them well for later life and learning.

Quality of provision

Teaching and learning

Grade: 1

Teaching is very effective because teachers know pupils well, have high expectations of them and plan work that matches their individual needs and capabilities. Pupils are given tasks that encourage them to work together and learn from each other. These are interesting, enjoyable and challenging because teachers use a variety of teaching styles and methods. Classrooms abound with stimulating displays, which promote learning and celebrate pupils' achievements. Teachers increasingly use ICT in lessons and pupils said that this was having a positive effect on their learning. This was evident in an outstanding lesson in Year 6, where the teacher used the interactive white board to set a mathematical challenge for an able group of pupils. Pupils' work is marked to celebrate success as well as to identify areas for improvement. Pupils find this particularly helpful as it gives them a much clearer idea of what they need to do to improve their work.

Curriculum and other activities

Grade: 1

The school provides an outstanding curriculum that motivates the pupils and promotes their enjoyment of learning. Basic skills are taught very effectively. Teachers plan tasks and activities that build on previous work and enable pupils to make rapid progress. A very strong feature is the opportunities to develop pupils' independence and skills in collaborative work during lessons. Also art is very strong and pupils draw and paint with sensitivity and creativity. The quality and range of the planned activities in the Foundation Stage provides a very good balance between the work chosen by the teacher and activities selected by the children.

The school ensures that all pupils have the opportunity to participate and enjoy an outstanding range of enrichment activities and school clubs. Such experiences, together with learning in personal, social and health education, and the emphasis on staying safe and healthy, teach skills that contribute to their future economic well-being.

Care, guidance and support

Grade: 1

The school gives its pupils outstanding care, guidance and support. A close check is kept on pupils' well-being and they are taught how to take care of themselves and how to make healthy and safe choices through activities such as Junior Citizen. Health and safety and child protection procedures are effective and are reviewed regularly. There are very effective methods for assessing pupils' progress and these are used skilfully to set challenging targets, especially in English and mathematics. Pupils find this particularly helpful as it helps them assess their own progress and what they need to do to improve. There are very well developed systems to identify any individual

pupil who is not making as much progress as they should so that immediate action can be taken to address underachievement.

Leadership and management

Grade: 1

The headteacher is a very effective leader and she is ably supported by her deputy and senior management team. They are outstandingly effective and show a strong determination to ensure that all pupils reach their potential. They have high expectations of what can be achieved, and these are consistently realised. A clear and shared vision for improvement is based on rigorous self-evaluation, although on occasions some of their judgments are modest. This is translated into a comprehensive improvement plan which is reviewed regularly. All staff are involved, including subject leaders who identify how they can develop the curriculum and pursue initiatives to raise standards. For example, the recent work at using the curriculum more imaginatively to foster and encourage children as writers has helped raise standards for all groups of pupils.

The governors steer the work of the school very effectively. They work successfully with the headteacher and act as a critical friend. Statutory requirements are fully met. The school has maintained the many strong features identified at the time of the last inspection and continues to seek improvement. It is very well placed to improve further.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	1
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	1
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Following my visit to inspect your school I would like to tell you what I think about how well you are getting on and how well your school is helping you to learn. The inspection found that your school is outstanding. There are lots of things that I liked, and some of them are:

- You make excellent progress in your work because you are thoughtful and work very hard in lessons. You help and support each other in all that you do.
- You are able to learn in a very friendly and caring school. Your behaviour is excellent and you get on very well with each other.
- You listen very carefully to what your teachers have to say and try very hard in your lessons. You work very well on your own and also in groups.
- Your teachers spend a lot of time looking at what you have done in class and working out how to help you to make your work even better.

You told me that you find your individual targets in English and mathematics very detailed and helpful. I am asking the teachers to give you the same guidance in other subjects so you can improve your work even more.

I enjoyed being in your school. I hope that in the future it is even more successful in helping you to do as well as you possibly can.

Yours sincerely,

John Earish

Lead Inspector