



Everton Lower School

Inspection Report

Unique Reference Number 109450
Local Authority BEDFORDSHIRE
Inspection number 288377
Inspection date 11 September 2006
Reporting inspector Mr. John Godwood

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

Type of school	Primary	School address	Potton Road
School category	Community		Everton, Everton
Age range of pupils	4-9		Sandy, Bedfordshire SG19 2LE
Gender of pupils	Mixed	Telephone number	01767 680534
Number on roll (school)	39	Fax number	
Appropriate authority	The governing body	Chair	Mrs.D Gurney
		Headteacher	Mrs. J Johnson-Clarke
Date of previous school inspection	9 July 2001		

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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

This is a very small village school. There are two mixed-age classes and a small Reception class. The proportion of pupils eligible for free school meals is very low. Almost all pupils are from White British backgrounds. The proportion who have learning difficulties or disabilities is broadly average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school. Pupils feel secure and happy. They enjoy school and appreciate the fact that 'everyone is kind'. They behave well and their attendance is outstanding. The school has a strong ethos, in which all staff work well together to reinforce the school's values through their teaching and by their own example. There is a very good level of care for individual pupils, including those with learning difficulties. Parents' views are very positive, many feeling that the small school environment and high expectations give their children an ideal start to their education. Pupils achieve well and reach above average standards. In the Foundation Stage, activities are well planned to meet individual pupils' needs; as a result, they concentrate well and exceed national expectations. Through the rest of the school, pupils make good progress as a result of good teaching and good care. In Year 2 national tests and when they leave in Year 4, standards are above average in reading and writing, but average in mathematics. Writing has improved since the last inspection through careful planning and by giving pupils clear targets and advice on how to reach them. In mathematics, however, where progress is currently satisfactory, pupils do not have sufficient guidance on what they are aiming for and how well they are doing. Teaching and learning are good. Teachers plan carefully for the wide range of age and ability in each class. They manage pupils sensitively and pupils respond well. Activities and resources are well organised. In many lessons pupils are encouraged to speak clearly and listen to one other, but in some lessons the class discussion does not involve all pupils sufficiently. The curriculum and other activities are well planned to give pupils a broad education. For such a small school, there is a good range of clubs and trips. Music and physical education are popular. Pupils are encouraged to be independent and responsible. The school council, for example, raises its own funds through school and village activities and decides how to spend them. As a result of the good care and opportunities for responsibility, pupils grow in confidence and are keen to express their views. Leadership and management are good. The headteacher provides a clear direction and has established good teamwork among teachers and support staff. The work of the curriculum coordinators in planning and evaluating their subjects is developing well. The headteacher and coordinators regularly observe lessons and check pupils' work in order to give each other feedback. However, these reports are not sharp enough in evaluating the quality of the work and areas for improvement. In other respects, the school's self-evaluation is good. The headteacher has a good understanding of what needs to be improved and has already planned to address the issues identified by this inspection. The school has good capacity for further improvement.

What the school should do to improve further

- Provide pupils with clear targets for mathematics and guidance on how well they are doing in relation to them.
- Ensure that teachers receive clear feedback on the quality of their work.

Achievement and standards

Grade: 2

Pupils achieve well and attain standards that are above average. On entry to Reception, their knowledge and skills are broadly average. They make good progress and by the end of Reception they reach levels slightly above the national expectation. National test results at the end of Year 2 are usually above average, although the small size of each year group means that the results vary somewhat. The most recent results were above average in reading and writing, but average in mathematics. Throughout the school, pupils' progress is good overall, but satisfactory in mathematics. Pupils with learning difficulties are well supported and make good progress. Pupils are set challenging targets, which last year were exceeded in reading and writing but not in mathematics. Pupils' progress in writing has improved since the last inspection, when it was less good than in other aspects of English. Standards when pupils leave at the end of Year 4 are above average in reading and writing and average in mathematics.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. They feel safe and happy in the school, and appreciate its strong community values. They behave well and care for one other. The staff work well together to model the kindness and respect that they expect from pupils and to make their expectations clear. Pupils are taught well how to keep safe and healthy - physical education is well organised and popular. They enjoy most of their lessons. Pupils have good opportunities to make a contribution to the community and are encouraged to be independent and enterprising. The school council, for example, organises fundraising activities for all pupils, and decides how to spend the proceeds, having recently improved the playground games markings. Older pupils take turns to be 'playground friends' for younger pupils. Pupils' spiritual, moral, social and cultural development is good. Through religious education lessons and visits, pupils develop a satisfactory awareness of different cultures.

Quality of provision

Teaching and learning

Grade: 2

Teaching is good. Lessons have a clear purpose and generally keep pupils actively engaged. In the Reception class, pupils' concentration and cooperation is particularly good. Resources are well organised and enhance learning. Independent reading at school and home is encouraged effectively through attractive reading books that are well matched to pupils' abilities. The use of the interactive whiteboard is beginning to make an effective contribution. Individual support for pupils with learning difficulties is managed well. Pupils are encouraged to express themselves clearly and to listen to one another. In some lessons, however, class discussion is not managed well enough

to ensure that all pupils are fully involved. Pupils' work is marked regularly but the quality of marking varies. In writing, it gives pupils helpful guidance on how to improve, linked to their writing targets. In mathematics, however, pupils are not given enough pointers for improvement.

Curriculum and other activities

Grade: 2

The curriculum is good. It gives appropriate emphasis to literacy and numeracy and a balanced approach to other subjects. It is well planned to bring out the links between different subjects, and these are further explored during events such as art day and book day. The use of information and communication technology is a current school priority and is developing well. The school is well resourced with computers in each classroom. In relation to its small size, the school offers a good range of clubs; these are popular and well attended. Pupils also enjoy several trips, including a residential, that make a good contribution to their academic and social development. Personal, social and health education is given a high priority that reinforces the school's ethos and promotes good personal development of pupils.

Care, guidance and support

Grade: 2

Care, guidance and support are good. Teachers and support staff know the pupils very well and the care provided for individual pupils is very strong. This is one of many things that parents appreciate about the school. There are rigorous procedures for child protection and ensuring safety in school. Pupils with learning difficulties are supported well and their progress is monitored closely. Pupils' academic progress is tracked carefully each term. In writing, pupils are given clear targets for what they should achieve and are well informed through individual discussions about how well they are doing. Both pupils and parents find this helpful and it has contributed to a rise in the standard of writing. The school is rightly planning to introduce a similar procedure in mathematics, where standards are currently less high.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher sets high expectations and is supportive of staff and pupils. Staff work well together to create a positive ethos and in planning and evaluating their teaching. The headteacher has an accurate knowledge of the school's strengths and the areas that need developing. Pupils' attainment and progress are evaluated accurately. Subject coordinators receive clear guidance and, as a result, their role is becoming increasingly effective. Lessons are observed regularly but the procedures are not rigorous enough to give staff and governors a clear picture of how good teaching is and its strengths and weaknesses. The school communicates well with parents, who are very supportive and appreciative of what it offers. Pupils' views also are sought through the school council and

questionnaires. Governors know and support the school well, both in their formal meetings and in monitoring specific areas such as finance and special educational needs. Finances are well managed. Governors' contribution to planning is satisfactory, but does not involve all the governors sufficiently.

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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?	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	1
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

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?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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

Dear Children I enjoyed visiting your school. Thank you for your friendly welcome and for sharing your thoughts with me. You told me that the school is happy and safe. I could see that this is true. You behave well and are kind to each other. The teachers and other staff take good care of you. Many of you help each other and the school. The playground friends help younger children. The school council does a very good job in raising funds and discussing ideas for improving the school. You enjoy most of your lessons and particularly like PE. I saw some good lessons while I was there. You learn a lot and do well in your tests. Maths is not quite so good as reading and writing. You told me that you like your target sheets for writing, because they help you improve. I am pleased that the school is going to give you target sheets for maths as well. Mrs Johnson-Clarke and the other teachers run the school well. They work very hard to make sure you are happy and keep improving the school. They visit each others' lessons to talk about how to make the lessons even better. Yours is a good school. Please keep up the good work. Be kind to each other and do your best, particularly in maths. Yours sincerely John Godwood Lead Inspector