

# Evelyn Street Community Primary School

Inspection report

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<b>Unique Reference Number</b>	110968
<b>Local Authority</b>	Warrington
<b>Inspection number</b>	288814
<b>Inspection date</b>	26 June 2007
<b>Reporting inspector</b>	Marie Cordey

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	144
School	
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Nigel Woodyatt
<b>Headteacher</b>	Mrs Louise Smith
<b>Date of previous school inspection</b>	30 April 2001
<b>School address</b>	Evelyn Street Warrington Cheshire WA5 1BD
<b>Telephone number</b>	01925 495567
<b>Fax number</b>	01925 495564

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<b>Age group</b>	3–11
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## Introduction

The inspection was carried out by one Additional Inspector.

## Description of the school

This is a small school that provides extended community provision. It is set in a disadvantaged area of mixed housing near to the town of Warrington. A period of turmoil because of staffing instabilities has now ended. The majority of the pupils are White British and there are a small number of pupils who are at an early stage of learning English. Above average numbers of pupils are eligible for free school meals and the proportion of pupils who have learning difficulties and/or disabilities is high. The school has gained a number of prestigious awards including Investor in People and the Basic Skills Quality Mark Silver.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Evelyn Street provides a good standard of education for its pupils and some aspects of its work are outstanding. The headteacher's belief is that pupils will make better progress if they enjoy learning and this is reflected in the vibrant character of the school. Children settle in to school very quickly because of excellent care and outstanding teaching in the Nursery class. Standards are rising throughout the school particularly in Key Stage 1. By the end of Year 6 standards are broadly average and pupils make good progress compared with their low starting points. Pupils' skills in mathematics continue to be a strength and there has been sustained improvement in reading. Writing standards have risen although not to the same extent and pupils' spelling and grammar are still comparatively weak.

Pupils' personal development and well-being are good and include some outstanding aspects. The pupils' spiritual, moral social and cultural development is outstanding. They develop a commitment to equality and thrive on competitiveness and a sense of fair play. Large sums of money have been raised to support 'Family Learning' and parents are keen participators. They support the school and the concerns of a small number of parents about behaviour are unfounded. Pupils are welcoming, polite and communicate well with each other, and with all staff and visitors. All these qualities provide a positive framework for learning. The quality of teaching is good. It is characterised by clear planning to match the needs of all the pupils, and the use of exciting and stimulating resources. Although pupils are encouraged to judge the quality of their work this is still at an early stage. Some pupils are not sure how they are doing in their subjects or exactly what to do in order to make their work better.

The curriculum is outstanding. It is an excellent example of what can be done, even in a small school, to invigorate and enrich the pupils' learning and personal development. Artists in residence for art, drama and dance inspire creativity and confidence as well as developing skills in the arts. The pupils' work has been displayed in the Tate Modern art gallery twice, an indication of the high standards they attain. Many other extras to the curriculum, paid for through the school's numerous and successful bids for funding from external sources, further enrich pupils' learning.

Care, guidance and support are good and include some outstanding features. All this reflects the vision of the headteacher who is a role model for staff and pupils. Leaders and managers make a good contribution to the school's performance. The school knows itself well and judges itself accurately. The one exception is the curriculum which was under estimated because of the school's reticence to judge it as outstanding. Governors are hard working and supportive. They give credit to the headteacher for the improvement to the school and support her unstintingly. Their involvement is hampered because at present there is not a full complement of members. There has been good improvement since the previous inspection and good capacity to improve still further. The school provides good value for money.

### What the school should do to improve further

- Raise standards in writing.
- Ensure that all pupils are aware of how they are doing in their work and what to do to make it better.

## **Achievement and standards**

### **Grade: 2**

Achievement and standards are good. Children enter the Nursery with skills that are low when compared with those usually seen. By the time children leave the Reception class their skills improve to below average with particularly good improvement in their social development. Previously low standards in Key Stage 1 are much improved this year and have halted a two year decline. This is because effective tracking of the pupils' standards have enabled individual pupil's needs to be identified and effective action taken. Targets are frequently reviewed and any gaps in the pupils' learning are swiftly dealt with. Standards are broadly average in Key Stage 2 and pupils perform best in mathematics. They are keen and skilled problem solvers. Pupils' writing is developing but lags behind standards in most other subjects. Good progress is made by pupils who have learning difficulties and/or disabilities and pupils who are at an early stage of speaking English. This is because of precise deployment of well-planned support and good partnerships between teaching assistants and teachers. Pupils reach their challenging targets.

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

### **Grade: 2**

Pupils enjoy school and feel safe and cared for. Attendance is average and despite the best efforts of the school a small number of pupils are frequently absent. Pupils adopt healthy lifestyles because of the promotion of healthy food and exemplary provision for sport. Opportunities to take on responsibility such as answering the telephone and interviewing staff develop their personal qualities and prepare them well for the future. Their behaviour is good and playground activities keep pupils active and involved at break times. Pupils are keen fund-raisers and are responsible for selecting some of the charities they would like to support. The extended provision involves large numbers of people from the local community who are treated with courtesy and respect by the pupils. In turn, the parents and local citizens praise and value the pupils. Pupils are thoughtful and considerate because of the respect shown to them by the school.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Children in the Foundation Stage make good and some children make outstanding progress because of the high quality teaching they receive. Pupils in Years 1 to 6 also make good progress and are keen to participate in a wide range of exciting activities. Work is tailored to the needs of each individual and therefore all pupils succeed including those with learning difficulties and/or disabilities and those at an early stage of speaking English. Good relationships provide a positive learning atmosphere and high expectations lead to success. Pupils are less motivated when they are not as involved in their lessons and marking does not always make it clear what they need to do to improve their work.

## **Curriculum and other activities**

### **Grade: 1**

'Personalised learning' is a cornerstone of the school's work and every pupil knows that they are treated as an important person in their own right. Planning is closely matched to their needs and preferred learning methods. Success in gaining additional funds has resulted in each pupil having their own hand held computer that they can also take home. Pupils are thrilled and very proud of their new skills in using this technology. It reflects the good improvements to information and communication technology resources since the previous inspection. Creative and 'themed' days provide a wealth of enrichment. These have included contributions from the disabilities partnership, African artists, the Guardian newspaper and strong support from the local high school. A sports coach from a local university develops multi-skills on the school field encouraging cooperation and team work as well as skills and a determination to win. Enjoyment and achievement are reflected in the obvious relish of the pupils for the opportunities available to them. Extended provision before and after school has fostered positive community links. There are many extended school clubs ranging from judo to circus skills which further enrich pupils' learning experiences.

## **Care, guidance and support**

### **Grade: 2**

The pupils' health and safety is rigorously safeguarded and procedures are in place to ensure pupils' safety and well-being. The school works exceptionally well with other agencies, including the local authority, to make sure that pupils make good progress and to provide a high level of care. Vulnerable pupils are identified quickly and looked after well to ensure that they make the same gains in their learning and in their personal development as their classmates do. Systems for tracking the pupils' performance are thorough but pupils' involvement and understanding of the quality of their work is inconsistent.

## **Leadership and management**

### **Grade: 2**

A period of turmoil and staffing instability has come to an end, during which the outstanding leadership of the headteacher kept a stable atmosphere. During this period standards in Key Stage 1 fluctuated but standards in the Foundation stage and Year 6 improved dramatically. The headteacher's vision is now supported by a strong senior leadership team. Middle leaders have recently been given more responsibility for school improvement and are developing well. Challenging targets are met through good teaching and learning and through checking and evaluating progress. The headteacher's determination to provide an exciting and vibrant curriculum to raise standards has been the bedrock of the school's success. All pupils learn as well as they can and thrive in an atmosphere of respect and value for them as individuals. The headteacher is a role model for staff who share her vision for the care and achievement of the pupils.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</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>	2
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	3
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

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	2
The attendance of learners	3
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	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	1
<b>How well are learners cared for, guided and supported?</b>	2

<sup>1</sup> 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.



## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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**

Inspection of Evelyn Street Community School, Warrington WA5 1BD

I would like to thank you all very much for the kindness you showed me when I visited your school. You were polite and welcoming and made sure I enjoyed my time with you. I found your school to be a good school with some excellent parts. You settle in to school quickly and make good progress in your work. The number of different things you do in lessons and after school is outstanding. Dance, drama, music and sport, exhibits in the Tate Modern, are just a few! The changes that have been made by your headteacher have ensured that the school is a good place to learn and both you and your parents agree. Your headteacher provides excellent leadership and she is supported well by all the staff in the school.

I want the school to help you to improve your writing even more. I know that you can do this because the school has already helped you to improve your reading a lot. Some of you are not sure how you are doing in your work and what to do to make it better. Perhaps you could help your teachers by asking about your work and taking part in setting targets to improve it.