



Evington Valley Primary School

Inspection Report - Amended

Unique Reference Number 120005
Local Authority Leicester City
Inspection number 291601
Inspection dates 12–13 September 2006
Reporting inspector Anthony Dobell

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

Type of school	Primary	School address	Evington Valley Road
School category	Community		Leicester
Age range of pupils	3–11		LE5 5LL
Gender of pupils	Mixed	Telephone number	0116 2736971
Number on roll (school)	349	Fax number	0116 2733461
Appropriate authority	The governing body	Chair	Steven Burn
		Headteacher	Jill Griffin
Date of previous school inspection	1 October 2001		

Age group	Inspection dates	Inspection number
3–11	12–13 September 2006	291601

Amended Report Addendum

Report updated to resolve formatting inconsistency

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This large primary school serves an area close to the centre of the city of Leicester. Most pupils are from a range of Asian backgrounds. A very high proportion of pupils speak English as an additional language and almost one third of these are at an early stage of learning English. The proportion of pupils leaving and joining the school during the year is above average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Evington Valley is a satisfactory school with a clear view of what it does well and where it has weaknesses. The headteacher and her colleagues have accurately analysed the school's needs and have put into place sensible initiatives to meet them. There is a good unity of purpose in the school and all adults want standards to improve. The school has been through a turbulent period with staff changes and difficulties with the behaviour of a significant number of pupils, but it is now in a secure position to improve further.

Good progress in the Nursery (F1) and Reception (F2) classes and Years 1 and 2 means that standards are broadly average by the end of Year 2. This is because pupils are well taught, feel confident in school, and work at their interesting learning activities with real enthusiasm. However, a significant outcome of the school's recent problems has been that pupils have not made enough progress in Key Stage 2. Achievement is now satisfactory but standards are below average at the end of Year 6 because pupils have underachieved in the past. In Years 3 to 6, some good teaching helps pupils to make satisfactory progress but this is not consistent. Pupils are beginning to make up some lost ground, but lack of challenge in some activities means that progress is not as good as it should be.

The school has introduced new personal, health and social education programmes which have improved pupils' self-confidence and commitment to learning. As a result of these programmes, behaviour has improved well and is now good. Pupils' personal development and well-being are good because they are well cared for and they are enthusiastic about school. These positive attitudes are also enabling pupils to make better progress in Years 3 to 6.

The school has introduced new systems to track pupils' progress and to set targets to help them to make further progress. These systems are not yet fully embedded and not all pupils are aware of their targets for improvement. Marking does not consistently show pupils how to improve their work although the headteacher has planned more staff training to improve this.

Teaching and learning are satisfactory with some good features. The curriculum is satisfactory with some good features but activities are not always sufficiently challenging for pupils in Years 3 to 6. Throughout the school, teaching assistants work effectively with teachers to support pupils identified as having learning difficulties to make good progress. Pupils at an early stage of learning English are also supported well and make good progress.

What the school should do to improve further

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- Raise standards in Years 3 to 6 by ensuring that learning activities are challenging for all pupils so that they make good progress.
- Ensure that pupils are aware of their targets and are given clear guidance on how to achieve them.

Achievement and standards

Grade: 3

Achievement is satisfactory although standards are below average. Pupils leaving the school in recent years attained standards in the national tests that were below those normally found. The school has developed appropriate strategies to improve progress and pupils are now making satisfactory progress in Key Stage 2 and good progress in Years 1 and 2 and in the Nursery and Reception classes.

Children enter the Nursery with levels of understanding and learning skills that are well below those normally found. They make good progress in the Nursery and Reception classes because their activities are lively and well planned to meet their needs. Pupils continue to make good progress in Years 1 and 2.

In Years 3 to 6, there are examples of good teaching where pupils at different stages of learning are given different learning tasks to enable them to make progress from their existing levels of understanding. On other occasions, teachers do not expect enough from pupils and activities do not stretch and challenge them enough. Although standards are beginning to improve, this is the main factor that slows the rate of progress.

Throughout the school, careful teaching and effective support from teaching assistants mean that pupils at an early stage of learning English make good progress in the language so that they learn at the same rate as other pupils. Those identified as having learning difficulties also make good progress because their needs are accurately analysed and they are well supported in class.

Personal development and well-being

Grade: 2

Pupils' good attendance shows that they enjoy school. They have a good understanding of the need to eat healthily, to exercise regularly and to stay safe. Their social skills are good, which is good preparation for their future lives, although weak skills in literacy and numeracy mean that they are not best equipped for the next stage in their learning. Pupils look after each other caringly at play and enjoy their responsibilities, for example, as 'playground pals'. One said, 'I like the responsibility of being a playground pal'.

Behaviour is good in class and at play. Pupils appreciate the role of the school council in helping them to express their views and older pupils feel that this has supported their personal development. One success of this has been the creation and equipping of 'zoned' play areas which enable all pupils to play safely and confidently. Pupils much appreciate this provision.

Pupils' spiritual, moral, social and cultural development is good, reflecting the school's caring ethos. Pupils contribute well to the school community and enjoy raising funds for charities, but their involvement in the wider community is limited.

Quality of provision

Teaching and learning

Grade: 3

Teaching is good in the Nursery and Reception classes and children learn effectively and achieve well. They continue to make good progress in Years 1 and 2 because teaching is carefully targeted to their needs. Teachers and teaching assistants divide their time skilfully between different groups of pupils so that those at different stages of learning are able to achieve well.

Teaching and learning are satisfactory in Years 3 to 6. Some good teaching in English and mathematics challenges different groups of pupils so that they learn effectively. However, teaching is inconsistent and there are occasions when teachers do not expect enough from pupils and do not challenge them enough.

Marking, while satisfactory overall, varies in quality from good to inadequate. Much is clear and helps pupils to raise their standards. However, sometimes work is not marked so that patches of misunderstanding are not corrected. Suggestions for improvement are sometimes vague and are not always followed up in future pieces of work.

Curriculum and other activities

Grade: 3

The curriculum meets all statutory requirements. Practical activities, visits and visitors help pupils to become aware of the wider world. Many speak fondly of their visit to the seaside as an intriguing new experience. Pupils value clubs and activities and opportunities to work with a range of professionals, for example, from the health service. These experiences improve pupils' awareness of the world in which they live. However, the range of activities is limited and largely confined to sports, and so does not meet the needs of all pupils with different interests. In Years 3 to 6, learning activities are not consistently planned to challenge all pupils so that they make the progress of which they are capable.

Care, guidance and support

Grade: 3

Care, guidance and support are satisfactory. Pupils are cared for well as individuals and this promotes their good personal development. The provisions for first aid, health and safety and child protection are good. Pupils feel safe and secure in school and this promotes their self-confidence well. Support for their academic progress is satisfactory. Assessment is used well in the Nursery and Reception classes and in Years 1 and 2 to help pupils to make progress. However, not all pupils in Years 3 to 6 are clear about their targets for improving their work and this adversely affects their progress.

Leadership and management

Grade: 3

The headteacher has worked effectively to enable the school to emerge from its recent difficulties. She is well supported by all adults in the school who are keen to raise standards. Some areas of the school's work benefit from good leadership at different levels. The provision for pupils who are at an early stage of learning English is led and managed well so that these pupils make good progress. Good leadership in the Nursery and Reception classes ensures that children have a good introduction to their education. The provision for pupils with learning difficulties and disabilities is also led and managed well because teachers and teaching assistants are alert to their needs.

Sound evaluation of the school's needs has resulted in a number of initiatives that are bringing improvements in other areas. For example, release time for staff has been organised so that all teachers in particular year groups can plan together. This is improving consistency of provision, although there are still some weaknesses in planning work to challenge all groups of pupils. The senior management team is working well to support the headteacher in her initiatives to improve the school.

Governors are supportive, appreciate the school's recent difficulties and recognise the need to raise standards. Working with the headteacher, they have put strategies into place and are successfully tackling the weaknesses that have led to pupils underachieving in the past.

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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?	3
How well does the school work in partnership with others to promote learners' well-being?	3
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
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	2
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	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

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

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?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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

13 September 2006

Dear pupils

Evington Valley Primary School Evington Valley Road Leicester LE5 5LL

Thank you for welcoming us into your school, being so friendly and polite to us, and talking to us about your learning and your lives in the school. I thought you would like to know what we thought about your school. We think that it provides a satisfactory education for you.

- What we liked about the school
- You are happy in school, attend regularly and enjoy your lessons.
- You get on well with each other and with the adults in the school.
- You behave sensibly, play well together and are kind to each other.
- You try hard to do well in your work.
- You enjoy opportunities to take responsibilities and you carry them out well.
- Your teachers and other adults look after you well so that you feel safe and secure in school.
- You understand the importance of keeping healthy and safe.
- Your headteacher and teachers are working hard to make the school better.
- What we have asked the school to do
- We have asked teachers to help you to make better progress in Years 3 to 6 by giving you work that really makes you think and work hard.
- We have asked staff to help you to understand how well you are doing and how you can improve your work.

We enjoyed our two days in your school very much and wish you well for the future.

Best wishes

Mr A J Dobell Lead Inspector