

Everton Primary School

Inspection report

Unique Reference Number	122641
Local Authority	NOTTINGHAMSHIRE
Inspection number	292465
Inspection dates	22–23 May 2007
Reporting inspector	Roger Sadler

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	101
Appropriate authority	The governing body
Chair	Mr D O'Connor
Headteacher	Miss J Lane
Date of previous school inspection	26 February 2002
School address	Chapel Lane Everton Doncaster South Yorkshire DN10 5BJ
Telephone number	01777 817350
Fax number	01777 817350

Age group	3–11
Inspection dates	22–23 May 2007
Inspection number	292465

© Crown copyright 2007

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

All pupils are from White British families and speak English as their main language at home. Pupils are taught in four mixed-age classes. The proportion of pupils with learning difficulties and disabilities (LDD) is below average. The area's socio-economic conditions are above 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 where the headteacher provides a clear and effective lead so that the school provides good value for money. Good leadership and management have resulted in a consistently effective approach to important aspects, such as how behaviour is managed or how reading is taught.

Children achieve well and make good progress. In most year groups, children entered the Nursery with knowledge and skill levels a little above what is nationally expected. Very good induction arrangements help children make a good start to school and progress well. Most children exceed standards expected for their ages by the end of Reception. In the Foundation Stage children respond well to the carefully planned curriculum and thoroughly enjoy the exciting activities that are provided. Consequently, from the age of 3, children work and play happily and soon learn to cooperate and take turns in speaking and in listening to others. Pupils continue to progress well in Years 1 to 6. By the end of Year 2 standards are above the national average. By the end of Year 6, standards are above average in mathematics and writing and well above average in science and reading. School records and pupils' work indicate that standards are rising, especially in writing. Higher attaining pupils and those with learning difficulties make good progress and achieve very well because staff make careful assessments and ensure that they are well supported. Although standards of presentation up to Year 3 are consistently good, sometimes older pupils do not take enough pride in their work and poorly presented work is too readily accepted from them.

Pupils' personal development and well being are good. The curriculum is outstanding overall and results in very interesting lessons. This encourages pupils to enjoy learning and attend regularly. Pupils work hard and behave with consideration for their own and others' safety and feelings. The school's increasing emphasis on exercise and healthy eating is helping pupils adopt healthy lifestyles. Throughout the school, teaching, learning, care, guidance and support are good. Teachers plan lessons well to ensure that the learning needs of pupils of all ages and abilities are met. Work is marked carefully and constructively and many pupils show a clear understanding of their learning targets. However, teachers do not always clarify exactly what they are looking for in pupils' work and pupils themselves are given too few chances to evaluate their work against clear criteria or checklists.

Because monitoring and evaluation are good, the school improvement plan focuses on the most important areas and contains appropriate actions to improve standards. Almost all parents and carers are fully supportive of the school. Parents' views reflect the inspection findings and the positive picture of a school which is improving aspects of its provision and standards and has good capacity to continue to improve further.

What the school should do to improve further

- Ensure all teachers regularly specify what a good piece of work should look like so pupils see how to evaluate and improve particular aspects of their work.
- Ensure that pupils in Years 4, 5 and 6 present their work to as consistently high a standard as the younger pupils in the school.

Achievement and standards

Grade: 2

By the time they leave in Year 6, pupils achieve well and have made good progress. Standards by Year 6 are above average overall and well above average in reading and science. Inspection evidence indicates that standards are rising, especially in writing where the school has improved provision this year. Ambitious targets in English and mathematics have been set for the current Year 5 and 6 pupils. School assessment information and pupils' work indicate that they are on track to reach significantly above expected standards this year. Progress in reading is strong throughout the school because reading is consistently well taught and home reading is well organised to enable many parents to provide good support for their child's progress and enjoyment of reading. In the Foundation Stage, because they are sensitively cared for, well taught and carefully assessed, children quickly grow in confidence and make good progress. Because Year 2 pupils in 2006 attained lower standards than are normal for the school, the school allocated additional staff to work with them this year. As a result, as they reach the end of Year 3, these pupils have made very good progress and are attaining well above standards expected for pupils of their ages in English and mathematics.

Personal development and well-being

Grade: 2

Pupils' personal development, including their spiritual, moral, social and cultural development, is good. By the time that they leave school, most are mature, confident, well rounded and hard-working. Older pupils, however, are not always encouraged to take sufficient pride in the way they present their work. Pupils have good insights into human emotions and act on a clear understanding of what is right. They are well informed about safe and healthy lifestyles and show this, for example, in their understanding of the importance of school behaviour rules, knowledge of dangers of substance abuse and in their good uptake of healthy snacks. Pupils make a positive contribution to helping the school run smoothly and enjoy being involved in local community events and national charity projects. They respond well to high expectations and behave well. Pupils are well prepared for their secondary education, the world of work and for life in adult society. The school council provides pupils with a voice in the running of the school and they are, rightly, proud to be involved in decision-making.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. Teachers mostly have high expectations and pupils benefit from challenging tasks that allow them to develop independence and to take responsibility for the aspects of their work. Positive relationships with staff encourage pupils to grow in confidence, enjoy school and concentrate well in lessons, so that they make good progress and do their best. Teachers often use interesting resources and starting points for learning that help motivate pupils and help sustain their concentration. Teachers also use interactive whiteboards well to add interest and impact to lessons. Teaching assistants work well with teachers and both give sensitive support to lower attaining pupils and those with LDD, which enables many of these pupils to progress at a similar rate to other pupils. Although high standards of handwriting and presentation are evident from entry to school up to the end of

Year 3, presentation is weaker in Years 4 to 6. Staff subject expertise is used especially well at the upper end of the school to help improve the quality of teaching and learning.

Curriculum and other activities

Grade: 1

The curriculum and other activities are outstanding and lead to good progress of basic skills. The school provides pupils with a broad range of exciting opportunities for learning and enjoyment. Equal weight is given to the progress of pupils of all abilities. The needs of pupils with LDD are carefully assessed and well-tailored individual education plans help them make good progress. The curriculum in the Foundation Stage is rich and varied. Children choose from a well-planned range of purposeful, exciting play activities and receive good guidance in adult-led tasks. Throughout the school, pupils develop enthusiasm for learning through the well-planned themes that link subjects together. Teachers who share responsibilities for classes plan very carefully to ensure a consistent approach.

Reading is given high priority throughout the school and this helps pupils enjoy reading, read frequently and make good progress. The curriculum is very well enriched through well-chosen visits, including residential. There are also frequent visitors to the school, including sports coaches, and a very good range of club activities is provided. The school places strong emphasis on planning with other local schools to support continuity of pupils' learning from the age of 3 to 16. Due to the very effective arrangement for transition to secondary education, Year 6 pupils are benefiting from working on topics that will be continued when they move to their next school.

Care, guidance and support

Grade: 2

Good care, guidance and support facilitate pupils' learning and personal development well. Pastoral care is outstanding and pupils thrive in the very positive atmosphere that the school promotes. New entrants to school settle quickly, because induction arrangements work really well. Pupils feel secure because teachers and other staff respond to their needs and readily provide guidance, especially in matters of personal development. There are extremely good arrangements for safeguarding pupils. Pupils say that incidents of bullying are rare and are dealt with quickly. The school has thorough and effective systems for tracking each individual pupil's progress. Potential underachievement is identified early and effective support guides pupils to do their best. Staff set targets and, through constructive marking and on-going dialogue, ensure that pupils understand and use their learning targets. Pupils are sometimes not given enough chances to evaluate their work against clear criteria or checklists.

Leadership and management

Grade: 2

Good leadership and management have resulted in all staff sharing a commitment to improving the school. The school knows itself well. It has well developed and effective strategies for accurately judging its success and checking that all pupils are doing their best. Effective monitoring and evaluation ensures that the school improvement plan focuses on improving appropriate aspects but the success criteria in the plan are not always precise enough. All staff play an important part in improving the aspects of the school for which they are responsible.

For example, because writing was identified as an area requiring improvement, the deputy headteacher has led staff to ensure that that pupils enjoy writing, and spell and punctuate more accurately and use more lively vocabulary when writing. Consequently, standards of writing are improving throughout the school. The governors are closely involved with the school and are well informed about the quality of provision. Although monitoring and evaluation are good overall, the governing body shows a limited understanding of how to use data to compare the performance of the school with similar schools.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

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

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	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	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?	1
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.

Annex A

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

24 May 2007

Dear Pupils

Inspection of Everton Primary School, Everton, Doncaster DN10 5BJ

Thank you for making me so welcome when I came to inspect your school. I am pleased that you enjoy school and attend regularly. I thoroughly enjoyed talking with you and your teachers and watching you learn. I think your school is a good school, is well run and is giving you a good education. Adults provide good teaching and care for you so that you make good progress. You read well and many of your parents help you learn to read. You are being well prepared for the next stage of education and the world of work beyond. You show good understanding of the importance of eating the right food and exercising regularly. Your behaviour is good, you know right from wrong, show consideration for others and are friendly and helpful to each other. Those of you who need extra help make good progress because the school gives good attention to helping you learn. The work you are given is often very interesting and the school works hard to give you an excellent range of chances to learn including interesting lessons, clubs, day visits, residentials and special visitors to school.

There are two things that I have asked your school to work on.

- Make sure that all teachers show you what your work should look like to help you assess and improve particular aspects of your work.
- Make sure, especially in Years 4, 5 and 6, that you always take pride in your work and present your work to the best of your ability.

With very best wishes for the future,

Mr Sadler

Inspector