

Evelyn Community Primary School

Inspection report

Unique Reference Number	104446
Local Authority	Knowsley
Inspection number	324050
Inspection date	23 September 2008
Reporting inspector	Derek Aitken

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	291
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mrs Leslie Hunter
Headteacher	Mrs C Arnold
Date of previous school inspection	23 November 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Evelyn Avenue Prescot Merseyside L34 2SP
Telephone number	0151 477 8570
Fax number	0151 477 8571

Age group	3–11
Inspection date	23 September 2008
Inspection number	324050

© Crown copyright 2008

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.

The inspector evaluated the overall effectiveness of the school and investigated the following issues: pupils' achievement at the higher levels in Key Stage 1 and similarly at the higher levels in science in Key Stage 2; pupils' personal development and well-being and the quality of the Early Years Foundation Stage (EYFS). The inspector gathered evidence from the school's self-evaluation, national published assessment data and the school's own assessment records, policies and minutes. The school was observed at work and discussions were held with senior members of staff, pupils and representatives of the governing body. The parents' questionnaires were also considered. Other aspects of the school's work were not investigated in detail but the inspector found no evidence to suggest that the school's assessments, as given in its self-evaluation form, were not justified and these have been included where appropriate in the report.

Description of the school

This slightly larger than average school is situated close to the town centre. Pupils come from a wide range of social and economic backgrounds. This is reflected in the proportion of pupils eligible for free school meals, which has increased to average. The proportion of pupils with learning difficulties and/or disabilities is below average. Few pupils are of minority ethnic origin. Pupils join the part-time Nursery before proceeding into Reception. The school holds numerous awards including the National Healthy Schools Award, Artsmark (Gold), Activemark and the Eco-Schools Green Flag.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

This is an outstanding school, in which pupils achieve exceptionally well both academically and in their personal development. Amongst the school's many strengths, its unflagging and very successful efforts to ensure all pupils develop their personal and social skills to the full, are most impressive. Parents feel privileged that their children attend Evelyn and commend especially, in their words, 'Its exceptional staff and inventive curriculum which is designed to stimulate and motivate all pupils whatever their ability.'

Standards reached by pupils by the time they leave school in Year 6 are consistently high and the progress they make is outstanding. This applies not only to pupils' achievement in English, mathematics and science, but also to their success in other subjects such as history. Children make exceptional progress in the EYFS and their skills and knowledge are often above what is expected when they join Year 1. By the end of Year 2, almost all pupils have gained the expected levels in reading, writing and mathematics. Only an average proportion, however, reach the higher levels. This secure grounding, allied to pupils' developing maturity, is the bedrock for their excellent progress in Key Stage 2. The 2007 national tests results dipped a little but this largely reflected the spread of attainment in the year group. Provisional results for 2008 indicate substantial improvement on those of 2007. Unvalidated data shows increased proportions of pupils doing better in English, mathematics and science and impressive numbers reaching the yet to be confirmed higher Level 5 in all subjects. The attainment of pupils with learning difficulties and/or disabilities is also significantly above average and they make the same outstanding progress as their classmates.

Pupils' personal development is exceptional. Pupils' great enjoyment in their education, reflected in their consistently good attendance, is a tribute to the excellent care, guidance and support they receive and also an outstanding curriculum. The school exercises great ingenuity in providing pupils with an enormous range of opportunities to help them develop a broad range of skills and interests. Good examples of these are the weekly broadcasts of Radio Evelyn, the school magazine and training for peer mediators. Older pupils have made excellent use of business enterprise programmes, for example, to produce a widely praised video, 'Save our Frogs' for the local safari park. Pupils have an exceedingly good understanding of healthy lifestyles, as reflected in their national awards. Pupils' spiritual, moral, social and cultural development is excellent. Projects linked to global theme weeks or days reflect pupils' deepening understanding of other cultures and religions. Pupils have an excellent awareness of how to stay safe and they behave exceptionally well. Respect for diversity and mutual tolerance underpin the school's 22 values for living. These values are exceptionally well supported by all members of the school community. Pupils say, 'There are no best friends here, because otherwise some would be left out. Everyone has lots of friends.' The valued work of the Wise Owls (school councillors) and Eco-group are further testament to pupils' strong sense of community. For example, the results of interviews conducted by Wise Owls with business partners to find out what skills they would like to see in future employees, have been incorporated into curriculum plans. The successful, separate focus, which the school places on the development of key skills such as communication and problem solving, sets pupils up very well for their future lives.

The school has very effective liaison with outside agencies to support pupils with identified needs. Relevant required procedures are in place for child protection, safeguarding pupils and health and safety. Transition and teamwork arrangements are very fully developed in all phases and these enable pupils to transfer smoothly from year-to-year and onward into secondary

school. The progress of pupils with learning difficulties and/or disabilities is carefully assessed and regularly reviewed. Highly effective teaching assistants ensure that no one falls behind. School leaders analyse data accurately. They use this information very effectively not only to track pupils' progress closely but to focus resources and actions appropriately. Targets for pupils' progress, based on the above average standards pupils reach in Year 2, set strong expectations. Nonetheless, pupils regularly meet and often exceed these challenging targets.

The quality of teaching and learning is outstanding. Staff are dedicated to doing their best for all pupils and make excellent use of further training and outreach work with other schools to enhance their own expertise. They manage pupils well and have high expectations for their progress. Lessons are very well planned to meet the needs of all pupils and to promote collaborative skills. Teachers use methods and resources imaginatively to ensure pupils work hard throughout the lessons. Pupils learn very well because teachers' sharp, probing questioning keeps them on their toes and provides them with a solid grasp of key vocabulary and concepts. Pupils have very good opportunities to develop their thinking and oral skills. This fosters excellent attitudes to learning by building pupils' self-confidence and independence and encourages them to try out new ideas.

A further key factor in the success of the school lies in its outstanding leadership and management. The headteacher and her senior leaders have built up, over several years, secure systems for monitoring and reviewing the work of the school. These systems are rigorously linked to performance management to ensure all staff are aware of the high expectations. The headteacher's colleagues follow her example by constantly seeking to extend the boundaries of their practice and introducing new innovations, such as personalised learning programmes, to develop pupils' skills in all subjects. The staff's energy, enthusiasm and quest for further improvement underpin the school's success. Governors are fully involved in the work of the school. Their detailed knowledge of the curriculum enables them to identify accurately priorities for action. The school has maintained the outstanding quality of its provision since its previous inspection, has excellent capacity to improve further and provides excellent value for money.

Effectiveness of the Early Years Foundation Stage

Grade: 1

When children join the part-time Nursery, their skills and knowledge vary but they are generally below those expected for their age, especially in mathematics and reading. They flourish in the EYFS and make excellent progress, particularly in the Reception class. Carefully considered induction arrangements ensure children settle very happily into the Nursery and quickly learn classroom routines. They develop excellent relationships with the staff and are quick to help each other out and support each other very well in their learning. Teachers use methods and resources, including information and communication technology, imaginatively to capture and sustain children's interest and concentration. For example, children had great fun working out if the 'hairdryer-wolf' could move straw, sticks and bricks. Lessons are well planned, questioning is precise and teachers make particularly good use of follow-up questions to develop children's thinking and oral skills. Resources are carefully prepared and teaching assistants are well briefed to help children reinforce and develop their understanding in group-work sessions. The curriculum is carefully planned to exploit the varied outdoor resources and to ensure children receive a well balanced education. Children are looked after very well in secure premises. Assessment and recording procedures are clear and very well focused to ensure continuity in children's progress. Excellent leadership is reflected in the very effective steps which have been

taken since the previous inspection to ensure that the quality of education received by the children matches that of the older pupils.

What the school should do to improve further

- Increase the proportion of pupils achieving at the higher levels in Key Stage 1.

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?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	1

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	1
How well do children in the EYFS achieve?	1
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

Achievement and standards

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

¹Grade 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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	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 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

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 leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	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

Annex B**Text from letter to pupils explaining the findings of the inspection**

Inspection of Evelyn Community Primary School, Prescott, L34 2SP

Thank you all very much for the friendly way in which you greeted me and helped me when I visited your school recently. I really enjoyed chatting to you in the playground and talking to you about your work in your classrooms. I was also lucky to get the chance to have a longer conversation with some of you at lunchtime. You all told me how much you enjoy school and what a great place it is – and I agree! I think your school is outstanding in all parts of its work. After the excellent start the young children make in Nursery and Reception your school helps you to make excellent progress and reach high standards by the time you move to secondary school. Along the way, Evelyn gives you lots of great chances to develop your skills and talents, whatever they may be. It also supports very well those children who need extra help with their learning. Your school has a real family feel to it with everyone getting on so well together and making full use of opportunities to contribute to the school and wider community.

You have super, hard-working teachers who, as you say, make your learning, 'not only fun but stretching'. This helps you to work hard and complete tasks well. The training in key skills you receive – and you gave me examples of these! – prepares you very well for the future.

All this does not happen by accident. The headteacher and her staff keep a close eye on your progress and are always looking out for new ways to make your learning even better. New French lessons for Year 1 and Year 2 are an example of this. I have, however, asked the headteacher to make sure that more of you reach the higher levels in Year 1 and Year 2.

You can help by continuing to work hard and trying to get a 100% attendance certificate.