

Walter Evans Church of England Aided Primary School

Inspection report

Unique Reference Number	112917
Local Authority	City of Derby
Inspection number	325717
Inspection dates	10–11 December 2008
Reporting inspector	Alison Cogher

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	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	335
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	Mr Phil Moncur
Headteacher	Mrs Hannah Simmons
Date of previous school inspection	1 November 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Darley Abbey Drive Darley Abbey Derby Derbyshire DE22 1EF

Age group	3–11
Inspection dates	10–11 December 2008
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Telephone number
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is a larger than average primary school with Early Years Foundation Stage (EYFS) provision for children in Nursery and Reception classes. A range of ethnic backgrounds is represented in the school although most pupils are from White British backgrounds. The number of pupils who speak English as an additional language is very low. The proportion of pupils with learning difficulties and/or disabilities is low and very few pupils have an identified specific need.

The school has gained a number of awards in recognition of its work. These include Healthy School status, Activemark Gold and the Sportsmark.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

The school provides pupils with a satisfactory standard of education. There are strengths in a number of aspects of the school's overall provision and issues from the last inspection have been addressed satisfactorily. The headteacher, other senior staff and the governors are successfully developing the school's currently satisfactory capacity for further improvement by building on what the school already does well, and implementing strategies that are rooted firmly in a shared sense of purpose and direction. Relationships throughout the school are good and contribute well to pupils' enjoyment of learning and the pride they have in their school.

The strong emphasis placed on developing pupils' confidence and self-esteem results in their good personal development. They like coming to school, feel confident to talk to adults about any concerns and feel safe. They behave well and are confident, polite and courteous. They know the importance of leading a healthy lifestyle and make a good contribution to their school and the wider community. Through the school council pupils are involved in school improvement and develop the skills of discussion and debate. The school's partnerships with parents, outside agencies, other schools and the wider world community are good overall. Most parents express their support for the school though a small minority has concerns about whether pupils are challenged to do their best. Inspection evidence shows that in some lessons pupils are not challenged enough but that action is being taken to improve this situation.

The standards pupils reach in Year 2 and Year 6 are often exceptionally high in reading, writing, mathematics and science whilst their achievement is satisfactory. An improving picture is emerging in writing as the school's focus on the use of small step targets to increase pupils' progress begins to take effect. This strategy is also being employed successfully in mathematics in Years 5 and 6 but not yet in other year groups. Although most younger pupils make at least satisfactory progress they are not always challenged enough to do better, especially in science.

Improved curriculum planning now provides pupils with the opportunity to practise their literacy and numeracy skills in a range of situations. This brings relevance to their learning as they use and apply what they know and can do to solve problems and present their work in a range of subjects. Whilst satisfactory overall, there is still some work to do to ensure the curriculum challenges pupils, particularly the more able, through the provision of tasks that require pupils to work independently or collaboratively to complete research, solve problems and find solutions. Teachers are increasingly using assessment information to guide their planning although practice is not consistent throughout the school. Teaching assistants work in close partnership with teachers for pupils' benefit, particularly those in need of additional support.

Leadership and management are satisfactory overall. The headteacher, other senior leaders and governors are effective and they have established a clear educational direction for the school. A good range of strategies has been introduced to check the quality of the school's work. Although some of the judgements made have been slightly too generous, the collection of increasingly accurate information is allowing the school's key areas for improvement to be clearly identified. The English subject leader has effectively led the school to secure good improvement in this subject. Other subject leaders do not have sufficiently well developed skills to enable them to contribute fully to whole school self-evaluation and improvement.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Effective leadership and management of the EYFS ensure that children get off to a good start. Productive links with parents and well organised admission arrangements ensure children feel secure and safe and they settle quickly and happily. This was clearly demonstrated by their confident performance of 'Baboushka' for their parents and grandparents. On entry to the Nursery, children's knowledge, understanding and skills in all areas of learning are typically much higher than those normally found. Their ability to use what they know and can do to support their learning is less well developed. The motivating curriculum and very effective teaching in the Nursery ensures children develop an eagerness to learn. Activities both inside and outside are well matched to children's interests and abilities. Children's imagination and enthusiasm is successfully captured and so they have fun and make good progress. They develop very good levels of independence as they are helped to use their knowledge and skills with increasing confidence to support their learning. Children continue to progress well in Reception although activities do not typically encourage pupils to use their imagination or to develop their independence as well as they do in the Nursery. Access to and use of the outdoor space is more restricted and adults are not so involved in supporting children's learning through interacting with them in play situations. Assessment information is used well to guide teaching and provide activities that children find interesting. The teaching of basics literacy and numeracy skills is firmly rooted in practical activities so children learn effectively and are well prepared for their work in Year 1.

What the school should do to improve further

- Develop the roles of subject leaders so they contribute effectively to school self-evaluation and improvement.
- Extend the use of target setting in mathematics in Years 1 to 4 to improve pupils' progress and achievement.
- Ensure that the most able pupils are suitably challenged in all lessons, particularly in science.

A small proportion of schools whose overall effectiveness is judged to be satisfactory but which has areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next Section 5 inspection.

Achievement and standards

Grade: 3

Children make good progress and achieve well in the EYFS to enter Year 1 with standards that are often well above expectations in reading, writing and mathematics. They make adequate progress and achieve satisfactorily in Years 1 and 2 to maintain these high standards.

Pupils' progress and achievement in Years 3 to 6 is satisfactory overall. In 2008 pupils in Year 6 secured very high standards overall in national tests in English, and mathematics and well above average standards in science. These results show a marked improvement on the 2007 results, particularly in English. The results for English were largely the consequence of the effective action taken to increase pupil progress in writing. In other year groups, pupils' progress in writing shows similar improvement, as effective use is made of small step target setting strategies to help pupils understand how good their work is and what they need to do to improve it. This approach is also being used successfully to support learning in mathematics in Years 5 and 6 where school tracking data clearly shows an increasing proportion of pupils are making

better than the expected progress. Whilst standards overall in science are well above the national average, the progress pupils make from Year 2 to Year 6 is broadly satisfactory as more able pupils are not always challenged enough to reach a Level 5 by Year 6. Throughout the school, pupils who need additional support for their learning achieve satisfactorily from their individual starting points.

Personal development and well-being

Grade: 2

Pupils' spiritual, moral, social and cultural development is good. Attendance is good. Pupils enjoy their lessons and the extra activities they have access to both during and after school. They develop constructive relationships with their peers and adults and generally apply themselves well to their work in lessons. Pupils feel safe in school and are well aware of the precautions they need to take to keep themselves safe, such as when using the internet. Pupils eat healthily in school and are enthusiastic participants in physical activities including a range of sports clubs. They take the responsibilities they are given very seriously and make a good contribution to the school community through the work of the school council. They are involved in the wider community, through, for example, their performance of 'Scrooge' and raising funds for charity. Links being forged with other schools in Derby and India extend pupils' knowledge and appreciation of other cultures and communities beyond their immediate experience. Key literacy and numeracy skills are very strong but opportunities for pupils to work collaboratively, to develop enterprise skills or learn about the world of work are adequate.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory. The teaching of writing is generally good as assessment information is used well to guide planning and pupils are given clear guidance about how well they are doing and what they need to do to improve. This is also true for mathematics teaching in Years 5 and 6. In the most successful lessons lively focused questioning helps to extend pupils' knowledge, resources are used effectively and the variety of activities ensure pupils are appropriately challenged or supported. Teachers have good relationships with pupils and manage them well. Pupils enjoy working together but opportunities for them to do so are not fully exploited. However, lesson planning is not consistently good because, despite some long introductory sessions, pupils are not always clear about their mathematical targets and what they are meant to be learning. Too few activities are planned that challenge pupils to use their imagination, knowledge and skills to solve problems. At times, this inhibits the learning, particularly in science. Teaching assistants work in close partnership with teachers and support individuals and small groups of pupils well.

Curriculum and other activities

Grade: 3

The school aims to give a firm emphasis to developing good literacy, numeracy and information and communication technology skills but not all teachers meet this expectation equally well. The organisation of the curriculum around topics with links made between subjects gives pupils' learning relevance and allows them to use their knowledge and practise their skills in a range of contexts. This approach is further developed during special cross curricular weeks which

have a specific focus such as the environment. The curriculum meets the learning needs of most pupils although activities do not always challenge them fully. The curriculum supports pupils' understanding of the local and international community well. Pupils benefit from an extended range of curriculum enrichment activities. These include a number of sporting and health related activities and a lively emphasis upon the performing arts through the school's plays, the choir and instrumental tuition. Visits and visitors are integrated well into curriculum planning to broaden pupils' experiences of other cultures and to complement the school's effective personal, social and health education programme.

Care, guidance and support

Grade: 3

Procedures for keeping pupils safe are thorough and rigorously implemented. Teachers know their pupils well and provide them with good pastoral care, guidance and support. Pupils trust the adults in school and know they will listen to them and support them if they have a difficulty. Good links to outside agencies and other schools serve to support pupils well. Safeguarding and child protection procedures meet requirements. Academic support and guidance for pupils is satisfactory overall as the use of assessment information and target setting are not equally well developed for all subjects. Teachers' marking of pupils' work is also inconsistent so pupils are not always clear about how well they are doing or what they need to do to improve.

Leadership and management

Grade: 3

The headteacher provides strong leadership and is ably supported by senior leaders and governors, all of whom clearly understand the school's strengths and weaknesses. There is a tight focus on improving the school's overall effectiveness and a number of initiatives have been introduced to improve pupils' progress. The impact of leadership at other levels is improving although further development is needed to ensure these members of staff have the necessary skills to monitor and evaluate, and then to take action to bring about improvement in their area of responsibility effectively. The use of data to track pupils' progress and to identify underperforming individuals and groups is improving but is not used well enough to guide improvements in teaching in all subjects. The school's promotion of community cohesion is good. The local community is welcomed into the school and links are being successfully forged with a school in India and a city centre school in Derby, where there is greater awareness of cultural and ethnic diversity amongst 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	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
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?	2
The capacity to make any necessary improvements	3

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	1
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and/or disabilities make progress	3

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?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	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	3

The quality of provision

How effective are teaching and learning in meeting the full range of 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

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 leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	2
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	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

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

11 December 2008

Dear Pupils

Inspection of Walter Evans Church of England Aided Primary School, Derby, DE22 1EF.

Thank you for making us feel so welcome when we visited your school. We enjoyed spending time with you and talking to you about your work.

We were very pleased to hear that you enjoy school and are very proud of it. We liked the way you all get along together and think that you behave well and usually do your best to work hard in lessons. You enjoy eating healthy school lunches and you take plenty of exercise. It was good to hear that you know how to keep yourselves safe. The adults in school are good at looking after you and you know you can go to them if you have a problem. We think you are polite, confident and caring and you do a lot to help your school and the local and world community. Well done!

Your school gives you a satisfactory education. This is because although there are good things about your school there are things that could be better. Children in the Nursery and Reception get off to a good start and learn well. Almost all of you make good progress with your writing because your teachers show you how to make it better. Most of you in Year 5 and 6 make good progress in mathematics because your teachers tell you how to improve. However, although you make satisfactory progress, many of you in Years 1 to 4 could make better progress in your mathematics work and those of you who find learning easy could do better in science. We have asked your teachers to give you more guidance in mathematics, and work that is more challenging in science to help you improve.

Your headteacher, the other senior teachers and governors know what they need to do to make things better at school. Some of your teachers with responsibilities are going to improve their skills so they can help too. You can help by making sure you know what your targets are and by working hard in lessons to achieve them.

Thank you again for being so helpful.

Yours sincerely

Alison Cogher

Lead inspector