

# Evenwood CofE Primary School

## Inspection report

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<b>Unique Reference Number</b>	114221
<b>Local Authority</b>	Durham
<b>Inspection number</b>	338319
<b>Inspection dates</b>	11–12 May 2010
<b>Reporting inspector</b>	Margaret Shepherd

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>	Voluntary controlled
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	61
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Andrew Kay
<b>Headteacher</b>	Mrs Anita Boyd
<b>Date of previous school inspection</b>	Not previously inspected
<b>School address</b>	New Road Evenwood Bishop Auckland DL14 9QZ
<b>Telephone number</b>	01388 832047
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<b>Email address</b>	evenwood@durhamlearning.net

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## Introduction

This inspection was carried out by two additional inspectors. Five lessons were observed, two assemblies and all the guided reading sessions; all four teachers were seen; discussions were held with parents and carers, groups of pupils, governors and all members of staff. Inspectors observed the school's work and looked at documentation relating to self-evaluation, safeguarding and tracking information. They also analysed 50 questionnaires returned from parents and carers.

- What features in teaching and the curriculum are leading to better mathematics standards than English in Key Stage 2 and whether pupils' progress in Key Stage 1 is improving.
- The key qualities of the senior leadership team.
- Whether pupils' contributions to the community were good.
- How far the new leadership and management of the Early Years Foundation Stage has improved provision in the unit.

## Information about the school

The school serves two local authority housing estates in the village. The proportion of pupils known to be eligible for free school meals is much larger than is usual. Pupils are predominantly White British. The proportion of pupils with special educational needs and/or disabilities is well above average and there currently no pupils with a statement of special educational needs. There are more boys than girls in the school, particularly in Key Stage 2. More pupils move in and out of the school during the year than is usual. The governors provide a breakfast club every morning. The school has had a large number of different headteachers over recent years but the current headteacher has been in post for two years. Several teachers have moved to teach in different age groups or are new to the school this year. The governing body has also had several changes of personnel.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

This is a good school. The headteacher provides very effective leadership and management in driving improvement and embedding ambition. All staff appreciate these qualities and are keen to play their part in making the school a better place. They particularly value the opportunities she provides for their own specific professional development. Governors are equally enthusiastic about their role in moving the school forward and are pleased to receive detailed information about the school's work. Self-evaluation is sharply focused and has ensured that the school has tackled key weaknesses since the previous inspection. All these features result in a good capacity for future improvement.

Children make a good start in the Early Years Foundation Stage unit because the teaching team work very well together to provide a stimulating and well-balanced curriculum to meet children's different needs. On entry to Nursery, children's skills are well below the expected level. They make good progress and by the end of Reception standards are below expectations. Standards at the end of Year 2 have been consistently below average over time, but they are now rising. Progress in lessons is now good and a scrutiny of work shows that this has been sustained over time. Progress in reading is particularly good because the school now operates a very well-organised daily session where pupils work in small groups to develop their knowledge and skills. The improved progress in Key Stage 1 is also evident in Key Stage 2. Standards rose last year and this is a continuing trend. The increase in progress is due to the improved quality of teaching and the curriculum, both of which are now good. A key strength in teaching is the thorough planning and a good balance between whole-class sessions and group work. Teachers do not, however, check well enough that every pupil is playing a full part when pupils are working in pairs. Teaching assistants play a valuable role in supporting pupils in group work although opportunities are missed for them to work with individuals in whole-class sessions. Pupils with special educational needs and/or disabilities make equally good progress as their peers because they receive carefully targeted support for their learning. The more able pupils' progress is inconsistent. They do not always receive challenging work.

Pupils' personal development is a strength of the school. They behave well and are very courteous to adults. They make positive contributions to the community, taking responsibility for decision making and enjoying activities in the local community such as picking up litter. The school has developed good links with Gambia. Pupils talk confidently about specific children in their linked school. This extends their understanding of the global community very well. The school works hard to create a

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safe context for learning and provides good care, guidance and support for individuals. Pupils say that they feel safe and are confident to express their concerns either through talking directly to adults or through the class worry boxes. They have a good understanding of human rights and values, with assemblies providing valuable opportunities for this learning. Pupils say that they feel that they are part of one big family.

**What does the school need to do to improve further?**

- Increase the progress of the more able pupils by:
  - - providing a consistently challenging curriculum that matches their particular needs
  - - providing more complex questions in whole-class sessions
  - - recording the assessment of their progress more effectively.
- Further improve the quality of teaching by:
  - - deploying teaching assistants more systematically in whole-class sessions
  - - ensuring that all pupils play a full part when working with talking partners.

**Outcomes for individuals and groups of pupils****2**

Pupils achieve well through the school and standards are rising in both key stages. Pupils enjoy their lessons and work hard to complete their tasks. They listen carefully in whole-class sessions and respond well to learning presented through the electronic whiteboards. They settle quickly to their group work and appreciate the detailed comments they receive from teachers' marking in their written work. Older pupils are very clear about what they need to do next to reach the next level. They enjoy identifying when they have reached their next set of targets. Throughout the school pupils produce a very interesting range of work in their learning logs, where they take responsibility for choosing areas for research in their homework. Pupils' progress in mathematics began to improve last year because the school concentrated on providing better teaching and an improved curriculum. Progress is now also accelerated in writing and reading. Pupils thoroughly enjoy discussing the contents of their fiction and are now producing interesting extended pieces of writing.

Pupils have a good understanding of keeping healthy. They regularly use the school's healthy tuck shop where pupils enjoy taking responsibility for selling the fruit juices. Key groups, such as the school council and the worship working party, are confident about consulting other pupils about their needs and preferences and then taking practical decisions to find good-value resources to improve the school. Pupils are keen to take part in termly charity projects, such as the 'buckets of love', where they filled buckets with objects to send to the children involved in the Haiti disaster. Attendance and punctuality rates are improving, with pupils enjoying the breakfast club and understanding the importance of not missing their schooling. They respond very well to spiritual opportunities, particularly when the school's leaders work with members from the local church.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Teachers plan carefully to provide pupils with different work when they move into their group tasks. This helps to meet the needs of pupils with special educational needs and/or disabilities well and teaching assistants support them sensitively to complete their activities. Group work also assists in meeting needs of pupils of average ability effectively, but it does not consistently demand a higher level of learning for more-able pupils with some work being too easy for these pupils. In whole-class sessions teachers do not consistently provide more difficult questions for the more able pupils. Lessons proceed at a good pace. All staff manage pupils' behaviour well and create a calm and purposeful context for learning. Teachers ensure that pupils receive regular opportunities to assess their own learning.

The curriculum is lively and is relevant to pupils' interests. Although the school has identified its more able pupils, it does not consistently track their achievement closely enough. Neither has it analysed the curriculum sufficiently to provide regularly the right level of challenge to meet their needs. The use of a production at the end of term provides good opportunities for learning in different subjects. For example, in

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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mathematics pupils had to solve problems related to a character from the play. The curriculum provides a wide range of different opportunities for personal development. For example, all Key Stage 2 pupils gained a great deal from singing to a large audience in a very big choir from local schools. The school provides carefully targeted support for vulnerable pupils and this has had a significant impact on improving behaviour. It is particularly good at supporting pupils who move into the school during the year. There is a clear emphasis on helping families to support their children's needs.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The headteacher systematically tackles the school's weaknesses by using a range of skilled external specialists to extend staff's skills and understanding, setting up systems to run consistently through the school and providing a model of very good primary practice herself. Members of the senior leadership team have clear roles and responsibilities and are keen to play their part in bringing about improvement. Although many governors are new to their roles, they are very enthusiastic and are now in a good position to play their part in the early stages of the school's self-evaluation procedures. The school has a clear commitment to equal opportunities although the more able pupils do not currently have a consistently good provision to match their needs. There are well-developed safeguarding systems in place and pupils, and parents and carers have regular opportunities to express their views. Community cohesion has been a key focus for improvement and now makes a strong contribution to the school's provision.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>

<b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b> Please turn to the glossary for a description of the grades and inspection terms	
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

The Early Years Foundation Stage leader has a clear commitment to improving provision in the unit. She is supported very effectively by the teaching assistant and together they plan a range of stimulating activities for children's learning across the curriculum, both indoors and outdoors. There is a good balance between adult-led and independent activities chosen by the children. Creative development provision is very good, with a range of stimulating activities. For example, children thoroughly enjoy their sessions when a member of the community supports their singing. Some opportunities are missed to extend children's writing and numeracy skills in the independent learning activities. Progress in personal development is particularly good, with children having very positive attitudes, confidently choosing activities and sustaining their concentration. There is a strong emphasis on promoting children's welfare and keeping them safe. The team values its partnership with parents and carers, and provides well-organised systems for communication and for keeping them informed about their children's progress. The displays of individual children's recent progress across the different areas of learning are very effective.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

Parents and carers are pleased with the provision of the school. They have great confidence in the work of the headteacher and feel that their children are happy to come to school and that they make good progress. A typical comment was, 'Evenwood School puts the child first every time and every child and family is important to the school and teachers.' The inspectors agree with parents' and carers' positive views. As can be seen from the questionnaire responses below, a very small minority of parents



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and carers who responded disagreed that the school deals effectively with unacceptable behaviour. Inspectors judge that the school works well to support individuals in handling their behaviour and that it is good.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Evenwood CofE Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 50 completed questionnaires by the end of the on-site inspection. In total, there are 61 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	31	62	16	32	1	2	0	0
The school keeps my child safe	31	62	17	34	2	4	0	0
The school informs me about my child's progress	25	50	22	44	3	6	0	0
My child is making enough progress at this school	26	52	23	46	1	2	0	0
The teaching is good at this school	27	54	23	46	0	0	0	0
The school helps me to support my child's learning	25	50	23	46	1	2	0	0
The school helps my child to have a healthy lifestyle	24	48	26	52	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	19	38	30	60	0	0	0	0
The school meets my child's particular needs	27	54	23	46	0	0	0	0
The school deals effectively with unacceptable behaviour	22	44	23	46	5	10	0	0
The school takes account of my suggestions and concerns	25	50	24	48	1	2	0	0
The school is led and managed effectively	24	48	24	48	2	4	0	0
Overall, I am happy with my child's experience at this school	33	66	15	30	2	4	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



13 May 2010

Dear Pupils

Inspection of Evenwood C of E Primary School, Bishop Auckland, DL14 9QZ

The inspectors would like to thank you very much for giving us such a warm welcome when we came to your school. We were delighted to talk to you and thoroughly enjoyed listening to your views. You really helped us to understand what you think about your school.

You told us that you think that you go to a good school and we agree. The headteacher, governors and all the staff are working hard to make your school a better place. You make good progress in all the different classes because the teaching is good and the curriculum is interesting. Your reading is getting better because the sessions after lunch every day help you to improve. We have asked the school to make the work harder for those of you who are working at a higher level and those of you who find learning easier. You can try to make sure that you answer the more difficult questions and complete the more complicated tasks. We think that the teaching assistants are very effective when they support you in your groups and we have asked the teachers to get them to work with you more in whole-class sessions. We saw that you were very interested in learning from the interactive whiteboards and we have asked your teachers to make sure that when you work in pairs that everyone is involved. You can make sure that you start straight away to talk or listen to your partner about the task given to you. Your behaviour is good, in lessons and around the school. We agree with you that the school gives you lots of opportunities to contribute to the community. We know that you are really looking forward to using the worship area when all the new resources you have chosen arrive and we think that you take up your responsibilities conscientiously. You try hard to keep safe and healthy. We were impressed with how much you understood about your rights and values when you were in assembly and you all know the school prayer very well.

We wish you all the best for your future as you move through the rest of your education.

Yours sincerely

Margaret Shepherd

Lead Inspector

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