

# Evington Valley Primary School

## Inspection report

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<b>Unique Reference Number</b>	120005
<b>Local Authority</b>	Leicester City
<b>Inspection number</b>	339577
<b>Inspection dates</b>	15–16 March 2010
<b>Reporting inspector</b>	Ian Jones

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>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	360
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Stephen Byrne
<b>Headteacher</b>	Mrs Jill Griffin
<b>Date of previous school inspection</b>	12 September 2006
<b>School address</b>	Evington Valley Road Leicester Leicestershire
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## Introduction

This inspection was carried out by three additional inspectors. The majority of time was spent looking at learning and twelve lessons were observed, with eleven teachers seen. Meetings were held with the headteacher, the chair of governors and one other governor, senior staff, pupils, the special educational needs coordinator and the Early Years Foundation Stage coordinator. Inspectors observed the school's work, and looked at records for the tracking of pupils' progress, the school improvement plan, individual education plans, local authority reviews and a range of school documents.

The inspectors took account of the 97 returned parental questionnaires. The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- whether achievement reflects teaching which is sufficiently challenging for all groups of pupils
- how well personal targets enable pupils to increase their responsibility as learners and engage with learning
- attendance and how effectively it is promoted
- how well leaders and managers at all levels make use of monitoring activities to improve outcomes for pupils.

## Information about the school

This is a large primary school located close to the centre of the city. Almost all pupils are from a range of Asian backgrounds. Most pupils speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is broadly average, as is the proportion of pupils who have statements of special educational needs.

**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?**

**3**

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

**3**

### Main findings

The school provides a satisfactory education and school leaders have the trust and respect of pupils and parents. In recent years attainment has remained broadly average, however the school is showing some improvement this year and standards are beginning to rise. The committed headteacher enjoys the support of senior colleagues. The school has successfully focused on raising attainment in English and the rate of progress made by pupils is quickening as a result. However, standards in mathematics and science at Key Stage 2 continue to fluctuate from year to year. The proportion of pupils who reach the higher levels is not as high as it could be because pupils do not have enough opportunities to use their skills to investigate and solve problems. Recent successes are due in part to a more regular and systematic monitoring and evaluation programme, which has enabled leaders to gain an accurate view of the strengths and weaknesses of the school. Senior leaders are developing their leadership skills well but are aware that their skills of monitoring, evaluating and improving all aspects of the work of the school are not yet fully developed. The school demonstrates a satisfactory capacity to improve.

A focus on training for staff is having a positive impact on the quality of teaching and some pupils are receiving an increasing challenge in lessons. Consequently, although pupils' achievement in all year groups is still satisfactory, increasingly higher proportions of pupils are making good progress. Although some good teaching was seen during the inspection, most remains satisfactory. This is mainly because most teachers are not clear enough about what they want more able pupils to learn in lessons and the degree of challenge is not high enough. In some classes, teaching assistants give good support, especially to those pupils who find learning difficult. These pupils are well supported by the special needs coordinator, who ensures that a range of external support is effective in enabling pupils with learning difficulties and/or disabilities to make good progress. The policy for marking work is inconsistently applied and the use of improvement targets for pupils is also inconsistent.

Spiritual, moral, social and cultural development is satisfactory. Strengths are in social and moral understanding, but some pupils demonstrate a limited understanding of the faiths and cultures of Britain. Pupils are cared for well and they show a helpful and supportive attitude towards each other. Most pupils say that they feel safe and secure, and enjoy coming to school. The low attendance figure is the result of a few children being taken out of school each year for extended family trips to the south-east Asian sub-continent. Strong relationships between adults and pupils are evident in lessons and around the school. Pupils behave well and show good attitudes to their learning. The school works hard to promote good attendance which, whilst remaining low, has

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improved markedly.

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

- Raise levels of achievement at Key Stage 2 by ensuring that:
  - all lessons provide activities which develop thinking skills and extend the level of challenge, especially for more able pupils
  - teachers' marking and pupils' targets for improvement have a positive impact on helping pupils learn
  - there are regular opportunities for pupils to investigate and solve problems in mathematics and science.
- Provide pupils with regular, meaningful experiences of other faiths, cultures and traditions in Britain.
- Continue to work with parents who withdraw their children from school for extended trips to the south-east Asian sub-continent to emphasise the importance of full time education.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## Outcomes for individuals and groups of pupils

**3**

Children achieve well in the Early Years Foundation Stage and they make good progress at Key Stage 1. The rate of progress slows at Key Stage 2 and is satisfactory. Some previous underachievement by pupils in English is being tackled through better teaching and an improved curriculum, however there are still gaps in pupils' mathematical and scientific knowledge and understanding in some classes. Pupils with speech and language difficulties and those pupils learning English as an additional language achieve well. Pupils feel confident and enjoy learning because of the supportive relationships that exist with their teachers and the caring ethos of the school.

In most lessons pupils respond enthusiastically to their teachers. They are attentive, keen to learn and eager to answer questions. However, where teaching is not so effective, pupils tackle tasks with little enthusiasm and some become restless and inattentive.

Pupils from all backgrounds get on well together. Through assemblies, class discussions and programmes for personal and social education, pupils develop a good awareness of moral and social issues. Pupils feel confident to approach adults in the school if they have a problem, and know that the adults will listen to them.

Pupils are polite and courteous and have a clear understanding of the difference between right and wrong. They are thoughtful, caring and responsive to each other's feelings and needs. They grow in confidence and enjoy taking responsibility through the school council or as playground monitors and helpers. Pupils adopt healthy lifestyles appropriately, and the school offers suitable opportunities to take regular exercise.

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Pupils' positive attitudes, together with their satisfactory academic achievement, make a sound contribution to the development of skills for their future economic well-being which is effective overall, despite a small number of pupils being withdrawn every year for extended family trips. Despite the school having effective systems for monitoring attendance and addressing the issue of family holidays during term time this continues to be an issue that has a detrimental impact on the attendance and learning of a small minority of pupils.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
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>3</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>	4
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

### How effective is the provision?

Pupils are treated sensitively and this helps them grow in confidence. In some lessons pupils are encouraged to evaluate what they have achieved, although this is inconsistent across the school. Marking is often celebratory. In the best examples it links to learning objectives, but rarely makes clear to pupils what they need to do next to improve. Some pupils know that they have targets for improvement. However, many of the targets are not matched well enough to pupils' current attainment and, consequently, their impact on learning is limited.

<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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The curriculum provides pupils with a broad range of experiences and helps them to develop personally and socially. Statutory requirements are fully met. There is a strong emphasis in the curriculum on pupils' personal and social development. Some pupils have limited experiences and the school successfully counteracts this by providing a good use of visits and visitors to support provision. However, there are not enough stimulating and thought provoking activities to enhance pupils' cultural and spiritual development. The planned visits are effective in their aims to broaden pupils' experiences. Progression of pupils' development of skills and knowledge is improving and is often good.

The family ethos of the school helps support an environment where pupils flourish as individuals. Teachers know the pupils well. All pupils, regardless of faith, culture, background or disability are treated respectfully and included in all aspects of school life. Pupils who are learning English as an additional language receive good support to enable them to access all that the school has to offer. Pupils who are potentially vulnerable are supported well through effective links with a range of external agencies.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<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 is enthusiastic in her aim to improve the life chances of pupils, and this ambition is shared by her colleagues. Satisfactory progress has been made since the last inspection although there is further work to do in raising standards and in developing the use of pupils' personal learning targets. The recently introduced monitoring system and information on pupils' progress is beginning to be used more rigorously to hold teachers to account for the progress made by the pupils and to provide support for those pupils who are not making enough progress. A good range of partnerships exist, effectively helping pupils with special educational needs and/or disabilities to make good progress.

Parents are regularly consulted on a range of issues and their views are taken into account. They are confident that their children are in safe hands and that staff will deal effectively with any problems which may arise. Parents appreciate the advice provided by the school to help them support their children's learning.

Governors have a sound understanding of the challenges faced by the school and where further improvement is required. They play a useful role in supporting the development of the school, such as successfully supporting the planning of the new school building.

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The school successfully ensures that safeguarding is effective, because, for example, good arrangements ensure that relevant training is up-to-date and policies are regularly reviewed; consequently, staff have a high level of awareness regarding pupils' safety. The school promotes equal opportunity and tackles discrimination well. It works satisfactorily to promote community cohesion and is developing a range of initiatives to engage pupils with others beyond the school and the immediate community.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<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>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children typically enter the nursery class with attainment well below that usually found, making good progress in most areas of learning. Attainment on entry remains below average on entry into Key Stage 1, especially in communication, language and literacy. Observations and close monitoring of children's progress help teachers plan work which is well matched to the needs of individual children. Provision promotes learning well, although the use of questioning is not always effective in encouraging pupils' thinking skills. There is a good balance between activities initiated by children and those instigated by adults. Opportunities for children to explore new experiences independently are effective. Constructive partnerships with parents support children's learning and progress well.

Children work well together and form caring and trusting relationships with other children and adults. Children obviously enjoy attending and parents agree. Because of the welcoming environment and good provision, children behave well and develop positive attitudes towards learning. They routinely use the outdoor area in all weathers. Good teamwork ensures that children's learning and development are promoted well,



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and there are good links established with a range of support agencies.

*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

The very large majority of the 97 questionnaires returned from parents were very positive and parents believe that this is a caring and supportive school. Although very few comments were made, they are especially pleased with the way they are kept informed about their children's progress and how the school helps them to support children's learning. A few parents did not feel the school managed behaviour well, although inspectors found that pupils' behaviour is good.

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

Ofsted invited all the registered parents and carers of pupils registered at Evington Valley 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 97 completed questionnaires by the end of the on-site inspection. In total, there are 360 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	55	56	40	41	3	3	0	0
The school keeps my child safe	58	59	35	36	4	4	1	1
The school informs me about my child's progress	58	59	39	40	0	0	1	1
My child is making enough progress at this school	50	51	46	47	2	2	0	0
The teaching is good at this school	53	54	44	45	1	1	0	0
The school helps me to support my child's learning	49	50	47	48	2	2	0	0
The school helps my child to have a healthy lifestyle	46	47	47	48	3	3	1	1
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)	38	39	58	60	1	1	0	0
The school meets my child's particular needs	40	41	54	56	2	2	1	1
The school deals effectively with unacceptable behaviour	40	41	49	51	6	6	2	2
The school takes account of my suggestions and concerns	30	32	58	61	4	4	3	3
The school is led and managed effectively	39	41	54	57	1	1	1	1
Overall, I am happy with my child's experience at this school	55	57	40	41	1	1	1	1

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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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.**



17 March 2010

Dear Pupils

Inspection of Evington Valley Primary School, Leicester, LE5 5LL

Thank you for making the inspection team so welcome when we visited your school recently. We certainly enjoyed talking with you, and we were impressed by your politeness and the way you get on with each other and your teachers. We think yours is a satisfactory school and we know from talking to you and reading your questionnaires that you enjoy school and being with your friends.

Mrs Griffin and the staff make sure that you get along well with each other around school and that you make satisfactory progress. They are good at ensuring that those of you who sometimes find learning difficult receive the help you need. We were pleased to see how well you take pride in your school and look after it. We were also pleased to see how you take responsibility and are willing to do jobs and help around the school.

We have asked Mrs Griffin, the staff and governors to improve your school by doing the following things:

Make sure you make better progress in lessons by challenging you in your work, giving you helpful guidance and by regular opportunities to investigate and solve problems in mathematics and science.

Help you improve your understanding of other faiths and cultures in Britain through regular first-hand experiences.

We hope you will play your part by continuing to work hard and do your best.

We wish you every success in the future.

Yours sincerely

Ian Jones

Lead inspector

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