

# Evercreech Church of England Primary School

Paradise Crescent, Evercreech, Somerset, BA4 6EH

## Inspection dates

19–20 March 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Standards have declined since the last inspection in writing and mathematics at Key Stage 2.
- Until the 2013 tests, pupils' attainment has been below that of pupils nationally at the end of Key Stage 1 and Key Stage 2.
- Not enough pupils have been reaching higher levels in writing and mathematics at the end of Year 6, indicating that the most able pupils had not been challenged sufficiently.
- Only a small percentage of children reached a good level of development by the end of their Reception year in 2013.
- Teaching requires improvement because, over time, pupils have made too little progress in their learning, especially in writing and mathematics.
- Some teaching assistants are not deployed effectively in lessons.
- Staff changes have resulted in middle leaders not yet all being fully effective in supporting other colleagues to raise pupils' attainment and achievement.

### The school has the following strengths

- Strong leadership by the headteacher has resulted in greater emphasis being placed on tracking and accelerating pupils' progress.
- Pupils' behaviour is good. Pupils have a good understanding of personal safety.
- The school is providing effective education for those pupils with a range of complex learning needs.
- There is currently some effective teaching on which the school can build, including marking which helps pupils to improve their work.
- Sport and physical education are a high priority. This means that all pupils have ample opportunities to develop a healthy lifestyle.
- The governing body checks on the work of the school and is working effectively with the headteacher to improve pupils' achievement.

## Information about this inspection

- The inspector observed seven lessons, all of which were joint observations with the headteacher. In addition, the inspector made a number of shorter visits to lessons. She also looked at pupils' books and heard some pupils in Year 2 read.
- Meetings were held with members of the governing body, staff, groups of pupils and a local consultant headteacher.
- The inspector observed the school's work and looked at a wide range of documentation, including the data the school has collected on pupils' attainment and progress, procedures for keeping pupils safe and the school improvement plan.
- The inspector took account of the 26 responses to the online questionnaire (Parent View) and three letters from parents and also spoke with some parents and carers during the inspection.
- The inspector reviewed 17 staff questionnaires and six letters from members of staff.

## Inspection team

Joyce Cox, Lead inspector

Additional inspector

## Full report

### Information about this school

- The school is smaller than the average-sized primary school.
- Most pupils are of White British heritage. The remaining pupils come from a number of different minority ethnic backgrounds.
- The proportion of pupils who speak English as an additional language is well below average. A very small number is at an early stage of learning English.
- The proportion of disabled pupils and those who have special educational needs supported through school action is slightly above average. The proportion identified for additional support through school action plus or with a statement of special educational needs is below average.
- The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress.
- A well-below-average proportion of pupils are known to be eligible for the pupil premium, which provides additional government funding to support pupils known to be eligible for free school meals, those in local authority care and children with a parent in the armed services.
- The school provides daily breakfast and after-school clubs.
- The school shares the site with a privately run nursery. The nursery did not form part of this inspection.
- There have been a number of changes in staff in recent years.

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

- Improve teaching and learning by checking that all teachers give more able pupils harder work in mathematics, and by making more effective use of teaching assistants in all lessons.
- Make sure that all pupils make faster progress and reach higher standards in mathematics.
- Improve leadership and management by making sure that:
  - recently-appointed middle leaders have more opportunities to support colleagues in raising standards
  - changes in staffing do not adversely affect pupils' attainment and achievement
  - making sure that all teachers work more effectively with the most able pupils, especially in mathematics.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Pupils' attainment in writing and mathematics at the end of Key Stage 2 has fallen since the previous inspection because pupils have not been making fast enough progress in their learning across the school.
- Progress was faster in 2013, resulting in higher attainment especially in writing. Progress has continued to accelerate this year due to improved teaching and learning; consequently, standards are higher. However, pupils' work in mathematics books shows that tasks are still sometimes too easy for more able pupils and do not challenge them to make the progress of which they are capable.
- After disappointing results last year, most Reception children now achieve a good level of development from starting points broadly expected for their age. This is because staff have a greater knowledge and understanding of how to plan, deliver and assess children's learning in relation to the new Early Years Foundation Stage.
- Pupils make expected progress, and some better than expected progress, in writing. This is because pupils are now encouraged to talk about their writing before they start, have clear targets to improve their work, and valuable prompts and guidance to aid success.
- The small numbers of pupils in each year group who are supported by pupil premium funding are insufficient to provide reliable comparisons with national figures. However, they do, overall, make expected progress in reading, writing and mathematics and reach the same levels as their classmates. This is because of the individual and small-group support that is provided by the extra funding, and which has led to an improvement this year, especially in writing.
- Pupils make good progress in reading across the school. This includes disabled pupils and those who have special educational needs, pupils who are learning English as an additional language and pupils who receive the pupil premium. A greater proportion of pupils than found nationally reached the expected standard in the Year 1 phonics check in 2013. (Phonics is the knowledge of letters and the sounds that they represent.)
- The most able pupils make good progress to reach the higher levels of which they are capable in reading and writing but not in mathematics.
- Regular sport and physical education lessons, partly funded by extra money from the government, are used well. They help pupils to understand the importance of eating healthy food as well as the advantages of taking regular exercise. Pupils develop their good computer skills by researching and presenting their learning across a range of different subjects.

### The quality of teaching

### requires improvement

- Teaching requires improvement because, since the last inspection, pupils have made too little progress in their learning especially in writing and mathematics.
- Not all teachers use what they know about how well each pupil is doing to set work that is at the right level of challenge. Moreover, they do not always adapt lessons to meet the changing needs. As a result, some pupils find their work too easy, especially in mathematics.
- At times, particularly at the start and end of lessons, teaching assistants are not used effectively enough to help pupils learn as well as they might.
- Teachers regularly talk with the headteacher about their teaching and its impact on pupils' progress. There is some effective teaching on which the school can build.
- Where learning is most effective, teachers have high expectations and explain clearly what they expect pupils of different abilities to achieve. Questioning is used well to ensure the pupils are clear about what they are expected to do and to deepen their knowledge and understanding.
- Teachers use a good range of strategies to manage and promote pupils' good behaviour. Relationships are good. Teachers and pupils treat each other with respect. This contributes

much to the pupils' spiritual, moral, social and cultural development and calm classes.

- Teachers make sure that all groups of pupils are fully included and have equal access to the same learning opportunities.
- There are many examples of good marking of pupils' work. Pupils' good work is celebrated and pupils are usually offered clear guidance about how to improve their work and reach their targets.
- The approach to the teaching of phonics has been reviewed and revised. Staff have attended training which is proving effective in ensuring that the younger pupils are now making better progress in their reading and writing skills.

### **The behaviour and safety of pupils are good**

- The behaviour of pupils is good. Pupils are keen to learn and say they enjoy school, especially all the sports activities. Their attendance has improved steadily this year and is now average for primary schools. This is helping pupils to make better progress.
- All pupils are very polite, respectful and well mannered in their classes and in the playground. They respond quickly to instructions. Lessons are never interrupted by incidents of poor behaviour.
- Pupils say that they all get on well together. There have been no bullying incidents in recent years, such as racial, religious or cyber bullying. Pupils are confident that if an incident occurred it would be dealt with quickly and fairly.
- Pupils know how to keep themselves and others safe because they have attended first-aid training and take responsibility for supporting their friends at lunch and break times.
- They have a good understanding of potential dangers, for example when using computers to access the internet, around the school or when approached by strangers.
- The school's work to keep pupils safe and secure is good. Pupils and most parents are confident that the school is a safe place. Discrimination of any kind is not tolerated. Pupils are well cared for, especially those pupils whose circumstances make them vulnerable.
- Older pupils are good role models for younger ones. Pupils are confident to let the school know what they do and do not like, informally through conversations with teachers, and formally through the school council.
- The breakfast and after-school clubs give pupils a healthy start to the day, and a nurturing and safe environment when school is over. Staff are warm and very welcoming and provide well-planned activities for all ages, which are much appreciated by parents.
- Pupils' behaviour is not outstanding because older pupils say they receive work that is too easy in mathematics, which means that they do not always work as hard as they could in lessons.

### **The leadership and management requires improvement**

- As a result of changes in staffing, established members of staff have taken on additional responsibilities as special educational needs and mathematics coordinators. They know what has to be done to secure further improvements, but they have not all, as yet, ensured that teaching is consistently good so that all pupils make good progress.
- The headteacher provides strong leadership and is working effectively with the governing body to bring about improvements. Pupils' progress is now being recorded and analysed systematically and teachers are required to explain if their pupils do not make at least the expected progress.
- Lessons are regularly observed and teachers are provided with clear feedback which identifies strengths and areas to develop. Where appropriate, additional support has been provided so that there is no inadequate teaching. This information is used by the headteacher and the governing body when reviewing staff salaries.
- Parents who responded to the online questionnaire (Parent View) were positive about most

aspects of the school and said they would recommend this school to others. Not all parents, however, are happy with the way the school has responded to their concerns, for example about changes in staffing.

- Opportunities for pupils to take part in a broad range of activities in a number of different subjects help to promote their spiritual, moral, social and cultural development strongly. Topics, clubs and varied artistic and musical activities enable pupils to learn about different countries and cultures.
- Pupils say they thoroughly enjoy their physical education lessons and the wide range of sporting clubs on offer. Leaders are spending the new primary sports funding well. For example, they have used it to improve teachers' subject knowledge and confidence. They have also paid sports coaches to run competitions and made productive links with local specialist coaches in a nearby secondary school.
- The headteacher has employed effective local authority consultants to support the leadership team in reviewing the school's work to identify strengths and weaknesses and to secure further improvements.
- **The governance of the school:**
  - Governors rigorously monitor leaders' progress towards addressing weaknesses and the areas for development identified in the school improvement plan. They have a secure understanding of how targets are set for teachers to improve, and the process for rewarding good teaching. They have attended effective training to understand the data on pupils' attainment and so have a clear understanding of the school's increasing effectiveness and pupils' improving achievement.
  - Minutes of the governing body meetings show that searching questions about pupils' progress and the quality of teaching are being asked. The governing body monitors the school's budget appropriately and makes sure that the pupil premium funding is spent as it was intended. There are suitable processes in place to monitor the expenditure of the primary school sports funding. The governing body makes sure that pupils are kept safe and that the school meets the latest requirements for safeguarding.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	123755
<b>Local authority</b>	Somerset
<b>Inspection number</b>	441050

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	128
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Andy Bartin
<b>Headteacher</b>	Norma Anselm
<b>Date of previous school inspection</b>	27–28 September 2010
<b>Telephone number</b>	01749 830447
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