

Evington Valley Primary School

Evington Valley Road, Leicester, LE5 5LL

Inspection dates 5–6 December 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school

- Achievement is good and improving. As a result, standards are rising and an increasing number of pupils reach average or higher standards.
- Pupils, including children in Nursery and Reception, make good progress from their starting points, which are usually low, because teaching is engaging and is now consistently good.
- Leadership and management, including that of the governing body, are good. Well-focused plans and their persistent pursuit are at the heart of the school's continuing improvement of teaching and pupils' achievement.
- Pupils are keen to learn. All groups of pupils relate well to each other and show respect for the different cultural traditions represented in the school.
- Adults successfully create a secure and positive climate for learning, which promotes pupils' self-confidence and good behaviour, in and around the school.
- Good quality of provision for pupils who do not speak English as their first language ensures that they make rapid progress in English and confidently take part in all lessons.

It is not yet an outstanding school because

- A higher proportion of outstanding teaching is required to speed up pupils' achievement further, especially in their spoken language and reading.
- Occasionally, there is not enough challenge for pupils of average and lower ability and opportunities for pupils to work independently are limited.
- Attendance remains below average.

Information about this inspection

- Inspectors observed 19 lessons, two of which were jointly observed with the headteacher.
- Meetings were held with a group of pupils, the Chair and Vice-Chair of the Governing Body and a representative of the local authority, as well as senior and middle leaders.
- Inspectors took into account 10 responses to the online Parent View questionnaire together with outcomes of the school's own survey of parents' views.
- Inspectors looked at a wide range of documents, including the school's own data on pupils' current and recent progress, planning and monitoring documentation, and records relating to behaviour, attendance and safeguarding arrangements.

Inspection team

Krishan Sharma, Lead inspector

Additional Inspector

Aileen King

Additional Inspector

Anna Smith

Additional Inspector

Full report

Information about this school

- This is larger than the average-sized primary school.
- An above average proportion of pupils come from a wide range of ethnic backgrounds. The largest group is of Indian background, followed by those of Pakistani, Bangladeshi and other Asian backgrounds. A few are from African, mixed and White East European backgrounds.
- Over 90% of pupils speak English as an additional language; this is well above average.
- The proportion of pupils who are supported at school action is below average as is the proportion of those supported by school action plus or with a statement of special educational needs.
- The proportion of pupils known to be eligible for additional income through pupil premium funding (additional income provided to the school) is average.
- Evington Valley Primary meets the government's current floor standard, which is the minimum expected for pupils' attainment and progress at the age of 11.

What does the school need to do to improve further?

- Raise the proportion of outstanding teaching so that pupils make rapid and sustained progress in all lessons and that it raises their attainment in basic skills further by:
 - increasing opportunities for pupils to learn independently and for longer periods
 - adjusting teaching during lessons to increase the levels of challenge for all pupils, especially for the pupils of average and lower ability
 - maximising opportunities for pupils to gain greater fluency in their spoken language in all subjects
 - strengthening pupils' understanding of the underlying meaning of any text they read.
- Increase attendance so that it is consistently at least close to the national average by:
 - working more closely with the small number of parents and families whose children's attendance is frequently erratic
 - linking with leaders in the local community to make parents and families aware of their responsibility in ensuring regular attendance.

Inspection judgements

The achievement of pupils is good

- Children join Nursery with skills that are considerably below the levels typically expected for their age, particularly in communication and language. A large majority of those starting in Nursery have limited or no English. Children make good progress, with an increasing number getting close to or achieving the goals expected of them by the end of Reception.
- Good progress during Years 1 to 6 ensures that an increasing number of pupils now reach at least average standards in reading, writing and mathematics by the time they leave the school. Attainment is now broadly average in mathematics and in writing at the end of Year 6. Attainment in reading has shown an occasional dip, but it is now close to the national average. The proportion of pupils making better than expected progress continues to grow. As a result, the number of pupils gaining above average standards is rising.
- Reading is improving. Pupils, including the weaker readers, know how to tackle unfamiliar words. Those who are at the early stages of learning English find teaching about letters and sounds particularly helpful in building up words. However, the reading skills required for understanding the meaning in the texts pupils read are not always secure.
- Progress in writing is consistently strong. Pupils write correctly punctuated sentences and know how to make their writing more interesting by a conscious choice of vocabulary.
- Pupils' speaking skills are not as strong as they need to be. Their responses to teachers' questions and conversations with their peers during lessons show some lack of fluency. Although pupils are keen to talk and unhesitatingly engage in discussions, their explanations are not always as full as they could be.
- Achievement in number work is strong. Pupils enjoy working with numbers and handle their calculations well. They are beginning to put their mathematical skills to good use in solving practical and real-life problems.
- Disabled pupils and those who have special educational needs, and those for whom the school receives pupil premium funding, make good progress. All minority ethnic groups and those who speak English as an additional language achieve well. The extra help given to them is effective in meeting their varied and individual needs. Occasionally, pupils of average and lower ability make slower progress because activities are not adjusted quickly enough to provide them with a suitable challenge.

The quality of teaching is good

- Teaching is typically good and it has some outstanding features. It has improved since the last inspection and has been the key factor in the school's success in improving pupils' achievement. As well as helping pupils to acquire basic skills, particularly in literacy, the teaching promotes pupils' personal skills and raises their self-esteem.
- Typically, teachers have high expectations and their planning moves pupils' learning further forward. In some lessons, pupils of average and lower ability make slower progress because teachers do not adapt their planning quickly enough to provide them with greater challenge to promote faster progress.

- Where learning is best, teachers are very effective in securing high levels of pupils' engagement. The feedback given to pupils is of a high quality and contributes to pupils' deeper commitment to their learning and working independently. In some other lessons, teachers prompt pupils too often, and too soon, thus limiting their opportunities to work on their own and for a sustained period of time. As a result, some pupils become over-reliant on adult support and do not have the opportunity to make decisions for themselves.
- The teaching of phonics (letters and the sounds they make) is regular and systematic. It contributes to pupils' good progress and rising standards. A range of opportunities is provided for pupils to read for enjoyment and to look for information in topics that interest them.
- The teaching of writing is conscientious. The clear reasons for writing and the step-by-step guidance given during lessons effectively contribute to pupils' good progress and achievement in writing.
- Teachers and other adults are conscious of the need to promote pupils' speaking skills. However, adults do not always make enough use of opportunities that present themselves in lessons to extend pupils' oral skills in different subjects. As a result, pupils' spoken language is not as fluent as it could be.
- Teachers and teaching assistants are highly skilled and experienced in the teaching of English. Consequently, pupils who speak English as an additional language make good progress. The bilingual staff use their expertise in helping pupils understand new ideas in their home tongue, if it is necessary.
- Careful planning and well-focused support ensure that disabled pupils and those who have special educational needs, and those who are supported through pupil premium, make rapid and sustained progress. Their progress is regularly checked and tracked.

The behaviour and safety of pupils are good

- Typically, pupils' behaviour in lessons, and in and around the school is good. The school's guidelines are clear and pupils know what is expected of them.
 - Pupils, staff, governors and a very large majority of parents rightly believe that behaviour at school is good. A few parents expressed some concerns with behaviour, which the inspection evidence was not able to endorse.
 - Good behaviour and pupils' positive attitudes to learning are central to the school's success in raising achievement. Harmonious relationships generate an environment in which all groups of pupils, irrespective of their backgrounds, feel included.
 - Pupils say that there is no bullying and that adults are on hand to sort out disagreements, when they arise. They have a good understanding of different types of bullying, including that which is prejudice-based or that which relates to cyber-bullying. Pupils feel safe at school in the secure knowledge that if they had any concerns, they would be listened to.
 - Attendance is improving but it is still below average over time, as the current improvement is not yet fully established as a trend. Senior leaders and governors acknowledge that there is more
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work to be done, particularly with those parents and families whose children's attendance is irregular and those who take term-time holidays.

The leadership and management are good

- The headteacher has given the school strong leadership through her relentless focus on securing improvement in pupils' achievement and the quality of teaching. As a result, the school has improved on both fronts. Areas for improvement identified during the previous inspection have been successfully tackled. Self-evaluation is accurate and reflects the school's good capacity to improve further.
 - Pupils' progress is regularly checked. These checks show that all groups make good progress. Extra funds available to support those who are eligible for pupil premium are judiciously used. Additional staff are deployed to provide extra help, individually and in small groups, and it boosts pupils' achievement in basic skills.
 - Performance management is effective because it is directly linked to the impact of teaching on pupils' achievement. The quality of teaching is checked regularly; the findings are used to provide appropriate training for individual teachers as well as for the whole school. Recent training in literacy has strengthened the teaching of phonics and writing.
 - The school's links with parents are varied and effective. The presence of bilingual staff and the multi-ethnic makeup of staff promote the engagement of parents who do not speak English. Parents appreciate the practical guidance provided for them on how they can help their children's learning at home. As the school enjoys parents' confidence, it is in a good position to seek the support of leaders in the community in making parents and families aware of their responsibilities in ensuring good attendance at school.
 - The range of subjects and activities provided rightly focus on developing pupils' basic skills. Enrichment through educational visits, visitors to school, assemblies, art activities and the celebration of various cultural traditions promote pupils' spiritual, moral, social and cultural development.
 - Safeguarding procedures meet requirements. Adults ensure pupils' safety, in and around the school.
 - The local authority has maintained regular contacts with the school, including checking on the quality of teaching. The recent contacts have been robust in challenging and supporting the school's self-evaluation by testing, together with the headteacher, the evidence on which it is based.
 - **The governance of the school:**
 - The governing body has an accurate understanding of the school's strengths and weaknesses, including the overall quality of its teaching. It has a good understanding of the school's data and how its performance compares with that of other schools. The governing body has good control of the budget. Governors know that the pupil premium funds are being used to provide extra staffing and resources for learning, and that this allocation is helping this group of pupils to achieve well. They have a clear understanding of how the gap in attainment between these and other pupils is being closed. Governors have had a range of training and are already in contact with the local authority to update their skills further.
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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

Unique reference number	120005
Local authority	Leicester
Inspection number	401897

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	346
Appropriate authority	The governing body
Chair	Stephen Byrne
Headteacher	Jill Griffin
Date of previous school inspection	15 March 2010
Telephone number	0116 2736971
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