

# Evelyn Street Community Primary School

Inspection report

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<b>Unique Reference Number</b>	110968
<b>Local authority</b>	Warrington
<b>Inspection number</b>	378207
<b>Inspection dates</b>	18–19 October 2011
<b>Reporting inspector</b>	Sarah Quinn

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>	187
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Dave O'Connor
<b>Headteacher</b>	Louise Smith
<b>Date of previous school inspection</b>	26 June 2007
<b>School address</b>	Evelyn Street Warrington WA5 1BD
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## Introduction

This inspection was carried out by three additional inspectors. They observed 14 lessons taught by seven teachers. The inspectors held meetings with groups of pupils, staff, members of the governing body and school partners. They also spoke informally with some parents and carers. They observed the school's work, and looked at a range of documentation relating to pupils' attainment and progress, the curriculum, school management and safeguarding. They also took into account the views expressed in questionnaires returned by 56 parents and carers along with those returned by staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Children's attainment on entry into nursery and how they progress through the school.
- The current learning and progress in Key Stage 1 and how well all groups of children are supported in attaining their expected targets.
- How effectively the school promotes attendance.
- The quality of teaching to support the learning and progress of children.
- How effectively leaders and managers challenge and support the school to sustain improvements.

## Information about the school

This is a smaller than average-sized primary school. The proportion of pupils known to be eligible for free school meals is well-above average. There are below-average numbers of pupils from minority ethnic backgrounds. However, the proportion of pupils who speak English as an additional language is average. The proportion of pupils with special educational needs and/or disabilities, including those with a statement of special educational needs, is below average. The school has Healthy School status. It has gained the following awards: Becta ICT Mark; Active Mark; Arts Council Gold; and the TES best e-learning initiative. The school is also a leadership development school for those undertaking the National Professional Qualification for Headteachers, and a leading aspect school.

Following a period of significant staffing changes, the school now has a settled workforce with the most recent appointment being the new deputy headteacher who started at the school in September 2011. The school has recently registered a childcare provision with Ofsted to enable them to take children aged two in the near future. The school operates its own breakfast club. Little Treasures, a private day-care provider, operates from the school site and is subject to a separate inspection. The report is available on the Ofsted website.

**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?**

**1**

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

**1**

## Main findings

Evelyn Street Community Primary School is an outstanding school. Pupils, staff, parents and carers are unfailingly proud of their school. They work as a highly cohesive unit continually to drive improvement. The school's innovative curriculum makes an excellent contribution to pupils' outstanding personal development and learning. Staff work very hard to develop and maintain creative partnerships to enhance and enrich pupils' wider experience of school. All staff know individual pupils and families very well and carefully tailor support packages for each pupil to ensure that their welfare and learning needs are exceptionally well met. This is a happy school; from staff to pupils, smiles and laughter are evident throughout the day.

High expectations lead to exemplary behaviour and outstanding learning and progress. From starting points that are generally well below those expected nationally, children make very rapid progress to attain above national averages by the end of Key Stage 2. This is because the school monitors each pupil's performance regularly and quickly identifies those who need help. Teaching is excellent and a variety of strategies is used to ensure pupils remain fully engaged and inspired. Pupils are safe and exceptionally well cared for. A typical parental comment describes the school as being 'an oasis'. This is because all staff prioritise the safety, well-being and happiness of each pupil. Pupils thoroughly enjoy coming to school and are punctual. Although strategies for improving attendance have been highly successful in the main, some pupils are absent too often.

The school is central to the community and strives to provide support for local families. There are adult-learning opportunities and community allotments on the school site whose produce is sold to the community. There is an exciting range of enrichment opportunities for pupils such as visits to the Houses of Parliament and to link schools in differing communities. A wide range of partners works with the school, for example the Centre for Independent Living. These partners enable the school to promote tolerance and understanding of disability. Specialist sports coaches and singing teachers enrich the curriculum, and local environmental educators raise awareness. The pupils use the latest technology to link with schools in France, Spain and especially a school in South Africa. Staff take part in reciprocal visits to share cultural information and expertise which are shared with the pupils.

Leaders and managers are inspirational at all levels and talk about 'what will happen next' even when targets are met and exceeded. They are continually looking to the

future and finding innovative ways to make the primary school experience even better for each pupil. Leaders and managers evaluate the school's effectiveness accurately and self-evaluation documentation and plans are detailed, well-focused and are reviewed regularly. The governing body provides rigorous external assessment of the school's performance and challenges it when appropriate. The detailed on-going evaluation of performance and the continual drive for better methods and experiences to enhance learning means that the school's capacity for continuous improvement is outstanding.

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

- Develop even more effective strategies to improve the attendance of the minority of pupils who are too often absent from school.

## Outcomes for individuals and groups of pupils

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Most children enter nursery with skills and abilities that are well below expectations for their age. Very detailed and targeted assessment enables staff quickly to identify what each child's next steps in learning and development are and these are quickly planned. Those with significant speech and language difficulties are very effectively supported by well-trained staff; they make rapid progress as a result. Pupils go on to receive highly individualised levels of support throughout Key Stage 1 and Key Stage 2 where they continue to make exceptional progress. By the end of Key Stage 2, attainment is above national averages and sometimes significantly so. The progress of pupils who speak English as an additional language and for those with special educational needs and/or disabilities is also outstanding. The school is effective in ensuring pupils with specific needs are extremely successful in their learning. As a result, achievement and the extent to which pupils enjoy their learning are outstanding for all pupils.

Pupils show high levels of interest and enjoyment. They work very well together supporting each other's learning and behaviour. For example, younger children fasten each other's coats and older pupils remind each other to listen to the teacher during lessons. Pupils are highly aware of safety issues. They confidently tell inspectors how they stay safe while using computers. Their excellent behaviour contributes significantly to their learning. Pupils are successful in maintaining their own excellent behaviour using well-taught and embedded strategies. Pupils tell adults what constitutes a healthy diet and enthusiastically participate in a range of sporting activities including rugby and, recently, yoga and circus skills. Although pupils enjoy coming to school and are punctual, there are still a few persistent absentees.

Pupils are attentive in assembly and passionately participate in singing together. External visitors ignite pupils' curiosity in environmental issues. Pupils confidently explain how to recycle and save energy. Pupils show great enthusiasm when explaining the enterprise and community activities that they are involved in. For example, caring for their bees and selling the honey. Pupils enjoy periods of reflection and sensitively listen to one another sharing personal feelings and

thoughts, for example about courage. Their spiritual, moral, social and cultural development is outstanding.

*These are the grades for pupils' outcomes*

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

## How effective is the provision?

Teachers throughout the school use a wide range of interesting and innovative strategies to interest and excite pupils. Warm relationships and high expectations combine to ensure that pupils make excellent progress. Regular reference to pupils' targets and helpful marking keep pupils well-focused on what they need to do to improve their work. Teaching assistants and visitors make an outstanding contribution to all pupils' learning, including those with special educational needs and/or disabilities. In one lesson, for example, pupils were captivated as a visiting governor explained how the eye works. Questioning is used exceptionally and consistently well to develop pupils' thinking skills. Excellent support for learning is provided by the artist in residence. Pupils' artistic success can be seen, for example, in a superb three-dimensional map of Warrington on display in the school. Learning is active and teaching is well-paced to maintain pupils' interest. Assessment in lessons is swift and enables the teacher to change strategy to support a pupil, or move a pupil's learning forward more quickly. The handheld devices in each class support learning very well.

Pupils, staff and governors have all contributed to the creation of a curriculum that inspires pupils' interest and supports them very effectively in developing their basic skills across a wide range of different themes. The curriculum evolves with technological advances, and with each cohort of pupils, and curriculum design responds to pupils' changing interests. This means that pupils' interest is maintained and they also know that their ideas and passions are valued and important.

Excellent care, guidance and support are provided for all pupils, particularly those with identified needs or whose circumstances may make them vulnerable. The management of transition into other stages of pupils' education is very effective and

<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

this ensures that pupils feel safe and secure at all times. A range of experienced and qualified support staff helps identify where support is needed and ensures that needs are quickly met. There are confidential means by which pupils can ask for support. Pupils know that their concerns are taken seriously and are confident that they will receive the support they need. Pupils are encouraged and praised and the school is incredibly effective in raising self-esteem. Staff also recognise that some pupils have low aspirations and the 'visitors' assembly' every week is used to invite guest speakers to raise pupils' awareness and their aspirations.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>1</b>
Taking into account: The use of assessment to support learning	1
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

Inspirational leaders and managers are successful in driving improvement. Very focused plans and evaluations show that the school has made significant improvements in a short space of time and plans for the future are ambitious and focused on the development of pupils' learning and development. Leaders and managers monitor teaching and learning closely and gather very detailed information about cohorts and individuals. Lesson observations and work-book analyses enable leaders to identify how best to make teaching and learning even more effective. Teachers are accountable for the achievement of each pupil in their class and regular update meetings with the headteacher enables all to identify quickly where pupils may be under-achieving and why. Close monitoring results in swift, well-focused action and measurable improvement. Giving all pupils equal access to opportunities and the very best start in life are at the heart of everything the school does.

The governing body is highly effective and operates cohesively, making the very best of the individual skills of each member. The governing body challenges the school to improve and this is demonstrated by their independent scrutiny of its performance. For example, an independent review of the school's performance data was used to gain information from the school about how they will move pupils' performance on even further. Governors are proud of the school and are keen for the school to keep improving. They play an active role in the day-to-day life of the school and can be seen in classrooms sharing knowledge with pupils, or observing what is happening. Effective leadership and management ultimately lead to the school providing outstanding value for money.

Parents and carers are exceedingly positive about the school. They are welcomed into the school and use the school for support when needed. The school uses a variety of partnerships very effectively to enhance learning and to support pupils' well-being. The school is highly regarded in the community. Staff maintain detailed information about their efforts to secure their place in the local, national and global communities and how this impacts upon the learning and development of pupils.

They have excellent on-going plans for the future to broaden the horizons of pupils even further.

Excellent safeguarding procedures go above and beyond expectations to quality assure and risk assess all aspects of the environment and the school’s work. A very wide and detailed range of policies and procedures supports a rigorous and meticulous approach to the safeguarding of each pupil. The knowledge and understanding of staff are exemplary in relation to child protection procedures.

The highly-successful promotion of equality and diversity ensures that all pupils receive personalised care and education and also that each pupil learns about tolerance and respect. Again, partnerships are used effectively to support the promotion of diversity and equality and pupils demonstrate a very strong depth of understanding. Discrimination is never tolerated and is challenged by staff and by pupils.

*These are the grades for the leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<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>1</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## Early Years Foundation Stage

Children in the Early Years Foundation Stage thoroughly enjoy a variety of exciting and enriching activities, cleverly planned and designed to support their progress towards the early learning goals. They show persistence as they put on their wet-weather coats, trousers and wellingtons to splash in the rain. They co-operate and play very well together as they use trolleys to lift and move crates. They sing beautifully to adults using finger puppets and make cookies out of dough. The Early Years Foundation Stage is a very happy place to be and children make excellent progress. High levels of mobility between nursery and reception means that tracking data for a cohort is not always accurate. Leaders and managers recognise this and, therefore, analyse individual children’s progress to ensure their learning is sufficient during their time in the Early Years Foundation Stage. Observation, assessment and planning are extremely effective in supporting rapid learning. Leaders and managers are inspirational role models and support staff to enable practice continually to improve. All staff interact effectively with children asking pertinent questions and learning alongside children as role models and mentors to them. Children feel safe and well-loved and show enjoyment and wonder in the environment around them.

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

<b>Overall effectiveness of the Early Years Foundation stage</b>	<b>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management in the Early Years Foundation Stage	1

## Views of parents and carers

There was a broadly average rate of returned questionnaires from parents and carers. Despite a very few concerns, the vast majority of returned questionnaires show that parents and carers are very pleased with the education the school provides. Concerns were considered throughout the inspection and form part of the evidence collected.

Many favourable comments were made on the questionnaires such as, 'My daughter absolutely loves coming to school here', 'This is a wonderful school' and 'The school has consistently gone above and beyond for our children'. Many parents and carers agree with the comment that 'the school keeps getting better and better.'

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

Ofsted invited all the registered parents and carers of pupils registered at Evelyn Street Community 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 56 completed questionnaires by the end of the on-site inspection. In total, there are 187 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	43	77	11	20	2	4	0	0
The school keeps my child safe	42	75	14	25	0	0	0	0
The school informs me about my child's progress	39	70	16	29	1	2	0	0
My child is making enough progress at this school	40	71	14	25	1	2	0	0
The teaching is good at this school	41	73	13	23	1	2	0	0
The school helps me to support my child's learning	39	70	16	29	0	0	0	0
The school helps my child to have a healthy lifestyle	38	68	18	32	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)	41	73	11	20	1	2	1	2
The school meets my child's particular needs	39	70	15	27	1	2	0	0
The school deals effectively with unacceptable behaviour	32	57	21	38	0	0	2	4
The school takes account of my suggestions and concerns	33	59	20	36	0	0	2	4
The school is led and managed effectively	40	71	14	25	0	0	2	4
Overall, I am happy with my child's experience at this school	44	79	9	16	1	2	1	2

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 all 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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 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. Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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 pupils' 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.**



20 October 2011

Dear Children and Pupils

**Inspection of Evelyn Street Community Primary School, Warrington WA5 1BD**

I will start by saying a very big thank you to each and every one of you for making all of the inspection team so welcome. Your behaviour and your manners are excellent and you should be very proud of yourselves.

Your school is outstanding. You enjoy school and make outstanding progress. This is because your teachers care very much about how well you do and want you to achieve your very best. You help each other in class and listen to your teachers very well. We are very impressed by some of the extra activities that you take part in. Keeping bees and chickens and growing fruit and vegetables takes patience and you must have learned lots about how to do this. The marrows that you grew are amazing and the honey is beautiful. You also have lots of exciting visits and visitors to inspire you and excite you. It is very exciting having a singing teacher, Spanish teacher and other excellent people to teach you interesting subjects.

The headteacher and other managers at your school, including the governors, are dedicated to finding ways to make your school even better all the time, like the links that you have with schools in other countries. It was exciting to see the headteacher from the school in South Africa visiting. Leaders and managers keep a very close eye on how you are doing and offer lots of help and support when you need it. Most of you come to school every day. However, there are still a few pupils who do not attend regularly enough. We have asked your school to find ways to support every pupil in coming to school every single day. I hope that this is something that you can help the adults in your school to do.

Well done to everyone and best wishes for the future.

Yours sincerely,  
Sarah Quinn  
Lead inspector

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