

Inspection of Everton Primary School

Chapel Lane, Everton, Doncaster, South Yorkshire DN10 5BJ

Inspection dates: 25 and 26 April 2023

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

What is it like to attend this school?

Pupils and staff get on well at this school. Relationships are consistently positive. As one pupil said: 'Everyone looks out for each other. Everyone is treated equally.'

Pupils know the school's 'Ever Ten' characteristics. These 10 values permeate the school. Pupils know that they are part of the 'FOREVER Team'. They know that they will always be part of the school community, even when they have moved to secondary education. Pupils are proud of this sense of belonging.

Pupils behave well. They are eager to be recognised for displaying the 'Ever Ten' values. Pupils enjoy special mentions in assembly each Friday. They understand the sanctions that are in place for poor behaviour. Having your name removed from the green light is taken seriously. Pupils say that the use of 'reflection' helps them to think about any mistakes they may have made. However, this is rarely needed. Pupils who need help to follow the school's rules are well supported by staff and their peers.

Pupils know what British values are and why these are important. They are proud of the many roles that they play in school, such as school councillors, 'take five' ambassadors, librarians and helpers for younger pupils around the school.

What does the school do well and what does it need to do better?

Leaders have brought about many improvements in the school, within a relatively short period of time. There have been significant improvements in the quality of leadership and the curriculum. The improvements have resulted in pupils receiving a good quality of education.

The school's phonics programme is relatively new. Nonetheless, it is being implemented well. Pupils learn sounds in a logical order. They regularly revisit what they have learned to secure understanding. Reading books are matched closely to the sounds that pupils know. Pupils, including the least-able readers, quickly master phonics and begin to read fluently.

Pupils develop positive reading habits. They read often and widely. The new school library provides pupils with access to a wide range of books. There is a consistent approach to teaching reading. However, the reading curriculum is not fully sequenced. It does not make clear which aspects of reading pupils should learn about at each stage of their education.

The majority of the school's curriculum is well planned and sequenced. It precisely sets out what pupils are expected to learn each term. In most cases, pupils can recall what they have learned. However, in a small number of subjects, the curriculum does not set out clearly enough the precise knowledge that pupils are expected to acquire and remember. As a result, pupils recall in these subjects is inconsistent.

Children get off to a good start in the early years. They enjoy learning in the classroom and the recently improved outdoor area. The early years curriculum is well planned and sequenced across the majority of the areas of learning. The early years leader knows what is working well and what needs to improve further. However, senior leaders do not have a secure enough understanding of what constitutes high-quality education in the early years. As a result, they are unable to hold the early years team fully accountable for the curriculum and its implementation.

Pupils with special educational needs and/or disabilities (SEND) thrive. The special educational needs coordinator (SENCo) makes sure that all staff have an expert understanding of these pupils' needs. The SENCo carries out regular and detailed checks to ensure that the help in place is having the desired effect. Leaders, staff and pupils make sure that pupils with SEND are fully included in learning and the day-to-day life of the school.

Pupils' personal development is well catered for. A well-planned personal, social and health education (PSHE) programme ensures that pupils learn about relationships, and different beliefs and cultures from around the world. Pupils make good use of the wide range of extra-curricular activities that are available to them, including yoga, gardening, arts and crafts, and choir.

Senior leaders have created a positive and respectful climate in which everyone is valued. Staff are proud to work at the school and feel fully included in the decisions that are made. Staff and parents are unanimously positive about the school. One parent summed up many when they said: 'Everton primary is a supportive learning environment. The teachers really care about the children's well-being.'

The work of the governing body is well organised and systematic. It has ensured that it has a broad skill set. Governors routinely challenge and support leaders.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have created a culture where safeguarding is the highest priority. All staff, including those not directly employed by the school, know the school's safeguarding policies and procedures well. There is a shared responsibility to keep pupils safe.

Pupils are taught how to stay safe. They know how to recognise and assess a range of different risks, including when learning online, being in the community and from their peers. Pupils know what to do if they have a worry or concern. They appreciate the opportunity to speak to senior leaders. Pupils know that they can use the 'thrive room' to 'get anything off their chest' if needed.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school's reading curriculum is not fully sequenced. It is not as precise as it could be about the aspects of reading pupils should learn at each stage of their education. This means that leaders cannot be sure that content is being taught in the most logical or best order. Leaders should ensure that the reading curriculum is more explicit, which will improve the quality of this part of pupils' education.
- The vast majority of the school's curriculum is well planned and sequenced. However, in some subjects, the intent of the curriculum is too broad. It does not make clear the key knowledge that pupils are expected to know and remember. As a result, pupils' recall of the curriculum in these subjects is inconsistent. Leaders should ensure that the curriculum makes consistently clear the content that pupils are expected to know and remember, across all subjects.
- Senior leaders do not have a secure enough understanding of what constitutes high-quality education in the early years. As a result, they are unable to hold the early years team fully accountable for the curriculum and its implementation. Leaders should ensure that they have a secure understanding of the early years curriculum and pedagogy so that they are able to hold other leaders to account for its effectiveness.

How can I feed back my views?

You can use to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	122641
Local authority	Nottinghamshire County Council
Inspection number	10269264
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	113
Appropriate authority	The governing body
Chair of governing body	Richard Kirbyshaw
Headteacher	Andrew Green
Website	www.evertonprimary.co.uk
Date of previous inspection	1 February 2018, under section 8 of the Education Act 2005

Information about this school

- The headteacher took up post in September 2021.
- A new assistant headteacher took up post in January 2023.
- The school does not use any alternative education providers.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection that the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the headteacher, curriculum leaders, the early years leader and the SENCo.
- Inspectors conducted deep dives in four subjects: reading, mathematics, music and history. To do this, they met with curriculum leaders, visited lessons, looked

at pupils' work and met with teachers and pupils. Inspectors also spoke to leaders and looked at curriculum documentation for religious education and PSHE.

- The lead inspector met with representatives of the governing body, including the vice-chair. He also held telephone discussions with a representative of the local authority and the chair of the governing body.
- Inspectors took account of the responses to the Ofsted Parent View survey and written comments from parents. Inspectors spoke informally to parents outside the school. They considered the responses to Ofsted's staff and pupil surveys.
- Inspectors met with safeguarding leaders. They reviewed school documents, including those relating to safeguarding, governance, behaviour, the work of the local authority and attendance.
- Inspectors spoke informally to pupils at breaktimes, in the dining hall and on the playground. They visited the school's breakfast club and observed pupils in assembly.

Inspection team

Vic Wilkinson, lead inspector

His Majesty's Inspector

Kate Rouse

Ofsted Inspector

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