Inspection of Eversley Primary School

Chaseville Park Road, London N21 1PD

Inspection dates:	1 and 2 July 2025
The quality of education	**Outstanding**
Behaviour and attitudes	**Outstanding**
Personal development	**Outstanding**
Leadership and management	**Outstanding**
Early years provision	**Outstanding**
Previous inspection grade	Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding for overall effectiveness at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since January 2015. Since September 2024, schools have not been awarded an overall effectiveness grade.

What is it like to attend this school?

The school's philosophy of 'aim high and be kind' is evident as soon as you enter the building. Pupils are friendly and excited to learn. Staff support pupils to do their very best. Parents and carers are delighted by the varied, high-quality opportunities that the school provides for their children.

The ambitious curriculum at this school inspires pupils to learn and remember more. Pupils, including those who are vulnerable, learn this curriculum very well. Their achievements in national assessments are strong. Pupils' secure and in-depth understanding also shows in the work that they produce in school across subjects.

Pupils' behaviour helps to support them and their peers to learn well. Both inside and outside of lessons, behaviour is exemplary. Staff make sure that they know pupils very well. They see relationships built on kindness and respect as essential to both pupils' academic success and well-being. Pupils flourish because of this. They feel safe and are kept safe at this school.

The school has developed a rich array of extra-curricular opportunities. These run alongside and complement the academic curriculum, cultivating and extending pupils' learning. The school ensures that there are no barriers to pupils taking part in this wider offer. Pupils are especially positive about the three residential trips that they go on.

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

The school has designed and implemented a curriculum, which at least meets the ambition of the national curriculum and exceeds this in some areas. Staff receive timely and well-targeted training, which supports them to deliver this curriculum in an assured, expert manner.

The knowledge and skills that pupils learn are organised astutely from the Reception Year to Year 6. This supports them to be very well prepared for the next stages of their education. Across subjects, pupils take great delight in learning and building successfully on secure prior knowledge. They achieve exceptionally well.

The school evaluates pupils' understanding of knowledge effectively. Its approaches are used in a way that supports pupils' learning and staff well-being in equal measure. From the early years through to Year 6, staff use assessment adeptly to identify any gaps in learning. They then adapt how they teach the curriculum to fill these gaps in a timely manner. Parents appreciate how the outcomes of assessments are used to inform them about how well their children are learning the curriculum.

Children start learning phonics at the very beginning of the Reception Year. Staff deliver the curriculum with thoroughness and precision. This helps pupils to become confident readers. Checks on pupils' reading, including in class, identify any areas where pupils have gaps in their knowledge. The school fills these quickly to keep pupils' reading

development on track. A love of reading permeates the school. Pupils read because they find it enjoyable and they know that it helps them to learn more.

Pupils with special educational needs and/or disabilities (SEND) learn the curriculum well. Their needs are identified quickly when they join the school. Through the school's training and guidance, staff are supported well to know how to provide the most appropriate help for pupils with SEND. The school regularly reviews the suitability of support in place. It acts on the views of families, staff and other professionals to ensure that additional help has the intended impact on pupils' achievements.

Pupils love coming into school to learn and to socialise with their peers. This is because the school has high expectations of behaviour that are communicated and explained clearly to pupils, parents and staff. Pupils' attendance levels are high. The school has made sure that there are rigorous and well-understood procedures in place to support pupils to attend regularly.

The school has placed promoting pupils' personal development at the heart of its curriculum. Pupils are challenged to learn thought-provoking ideas about the world that they live in. They learn about equality and fundamental British values from their first days in Reception, gaining an excellent understanding of key ideas and principles over time. Through their personal, social and health education lessons, pupils learn how to live healthy lives and keep themselves safe, both online and in the real world. The school also ensures that pupils have the opportunity to take on leadership roles. These responsibilities include, for example, being members of the pupil parliament. Pupils' opinions contribute to significant changes in school life, such as the closure of the school street during drop off and pick up times.

The school ensures that staff well-being is well supported and that staff receive training to help them to be successful in their roles. The governing body knows the school well and provides strong support and challenge. The actions of leadership at all levels promote and sustain excellence in the quality of education provided by this school which, in turn, has a very positive impact on pupils' outcomes.

Safeguarding

The arrangements for safeguarding are effective.

How can I feed back my views?

You can use Ofsted Parent View 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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the definition of children in need of help and protection; pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's pupil premium funding (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	102025
Local authority	Enfield
Inspection number	10345767
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	639
Appropriate authority	Local authority
Chair of governing body	Michael Florides
Headteacher	Samantha Williams
Website	www.eversley.enfield.sch.uk
Dates of previous inspection	15 and 16 January 2015, under section 5 of the Education Act 2005

Information about this school

- The headteacher has been appointed since the last inspection.
- The school uses no alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors met with a representative from the local authority, the headteacher and other senior leaders based at the school. The inspectors also met with members of the school's governing body.
- Inspectors carried out deep dives in these subjects: design and technology, early reading, history and mathematics. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also discussed the curriculum in some other subjects.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector considered the views of parents shared through the online survey, Ofsted Parent View, including parents' free-text comments. The inspector gathered the views of pupils and staff through Ofsted's online pupil and staff surveys, as well as through discussions conducted throughout the inspection.

Inspection team

Luke Stubbles, lead inspector	His Majesty's Inspector
Carly Rissen	Ofsted Inspector
Amanda Ruthven	Ofsted Inspector
Polly Haste	His Majesty's Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at http://reports.ofsted.gov.uk/.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: http://eepurl.com/iTrDn.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025