

# Avenue Primary School

## Inspection report

---

<b>Unique reference number</b>	102960
<b>Local authority</b>	Sutton
<b>Inspection number</b>	376788
<b>Inspection dates</b>	21–22 March 2012
<b>Lead inspector</b>	Penny Spencer

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>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	730
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jeremy Randall
<b>Headteacher</b>	Alexander Clark
<b>Date of previous school inspection</b>	8–9 May 2007
<b>School address</b>	Avenue Road Belmont Sutton SM2 6JE
<b>Telephone number</b>	020 8642 5138
<b>Fax number</b>	020 8643 6716
<b>Email address</b>	head@avenue.sutton.sch.uk

---

<b>Age group</b>	3–11
<b>Inspection date(s)</b>	21–22 March 2012
<b>Inspection number</b>	376788



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)  
[Store St](#)  
[Manchester](#)  
[M1 2WD](#)

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012



## Introduction

Inspection team

Penny Spencer Additional inspector

Peter Thrussell Additional inspector

Susan Senior Additional inspector

Peter Sowery Additional inspector

This inspection was carried out with two days' notice. Inspectors observed 33 lessons, seeing all 27 teachers. They also listened to pupils read, observed assembly and undertook several learning walks. In addition, meetings were held with pupils, members of the governing body, the headteacher, senior leadership team, staff and the local authority's Early Years Lead Inspector. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection. They observed the school's work, and looked at its self-evaluation documents and school development plans. They also scrutinised the school's own data analysis of pupils' achievement, headteacher's records of the monitoring of teachers' performance, safeguarding information, behaviour records and minutes of governing body meetings. They considered the 317 responses from parents and carers to the questionnaires plus those from pupils and staff.

## Information about the school

Avenue Primary School is a much larger than average primary school and the roll is rising. The school expanded to four forms of entry in Reception and Year 1 this year, at the request of the local authority. The proportion of pupils known to be eligible for free school meals is lower than average. The proportion of pupils at school action, school action plus or with a statement of special educational needs is lower than average. Approximately 60% of pupils are White British, with the remainder of pupils coming from a range of different ethnic backgrounds. The proportion of pupils from a minority ethnic heritage is increasing, reflecting the changes in the local community. The school is currently undertaking consultation to become an academy and with regard to becoming a permanent four-form entry primary school. The school has a strong focus on the use of technology to enhance learning, including its own radio station. The headteacher, a national leader of learning, was appointed in September 2011 and there have been several changes to the senior leadership team since the last inspection. The school meets the current government floor standard, which sets the minimum expectations for pupils' attainment in English and mathematics.

**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

<b>Overall effectiveness</b>	<b>1</b>
<b>Achievement of pupils</b>	<b>1</b>
<b>Quality of teaching</b>	<b>1</b>
<b>Behaviour and safety of pupils</b>	<b>1</b>
<b>Leadership and management</b>	<b>1</b>

## Key findings

- This is an outstanding school. Pupils flourish both academically and socially and mature into responsible members of the school and wider community. The vast majority of parents and carers who gave their views were extremely positive about all aspects of the school.
- Achievement is outstanding. When pupils join the Early Years Foundation Stage, they make rapid progress and this is sustained as they move through the school. Consequently, by the time they leave at the end of Year 6 all groups of pupils achieve standards that are significantly above those of their peers nationally.
- Excellent behaviour in and out of lessons, very positive attitudes to learning and pupils' consideration for each other, contribute to outstanding achievement. Pupils say they feel safe and secure; parents and carers agree and inspectors endorse these views.
- Rigorous, accurate assessment systems allow teachers to plan lessons that match pupils' needs effectively. Outstanding teaching, overall, allows these lessons to be delivered in interesting and inspiring ways that ensure pupils are motivated to learn. The imaginative and stimulating curriculum, particularly in the Early Years Foundation Stage and Key Stage 1, further enhances all pupils' enjoyment and leads to their high achievement, including in reading.
- The drive and commitment of leaders and managers have ensured that high levels of achievement for all pupils have been sustained over time. The recently appointed headteacher has swiftly articulated his vision for the school into action by restructuring the leadership team to improve capacity and rigorously monitoring the performance of teaching to ensure that standards are maintained and further improved. The curriculum is constantly under review to ensure it reflects the needs of all pupils, particularly those from minority ethnic heritages and continues to provide rich meaningful experiences.

**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

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

- Ensure the redesigned creative curriculum continues to reflect fully the changing multicultural nature of the school within the wider community.

## Main report

### Achievement of pupils

Children enter the Early Years Foundation Stage with skills that are broadly in line with those expected for their age. They make rapid progress across all areas of learning. By the end of their Reception Year, children's skills are above those expected for their age, particularly in communication, language and literacy, problem solving, reasoning and numeracy and in their personal development.

All pupils, including disabled pupils and those with special educational needs, achieve standards that demonstrate sustained high achievement based on their starting points as they move through Key Stages 1 and 2. Parents and carers agree that their children achieve highly.

A systematic approach to the teaching of reading ensures that pupils' attainment in reading is well-above average by the end of Year 2 and Year 6. All pupils who read to inspectors were keen and enthusiastic and showed developing skills appropriate for their age. The best readers in Year 6 could confidently discuss favourite genres and favourite authors.

At the time of the previous inspection, attainment was high at the end of Key Stage 2 in English and mathematics and this has been sustained and improved, especially in mathematics. Progress of all groups is outstanding. There is little or no difference in achievement between different groups of pupils including disabled pupils and those with special educational needs. The proportion of pupils achieving at the higher levels of attainment is significantly higher than that of their peers nationally. There is a regular and comprehensive whole-school approach to assessment of each pupil's achievement that enables senior leaders to rigorously track and monitor progress, ensuring no child falls behind.

Pupils' work in books shows they make sustained progress in lessons and that they are keen to reflect on and improve their work. This was particularly evident in the new Year 1 class where pupils, who had only started school in October, had already made significant progress in their writing, allowing them to catch up with their peers.

The thoroughly integrated use of technology across the curriculum allows pupils to demonstrate their understanding through a variety of means and is used to overcome any barriers to learning. Pupils take home electronic-reading devices to motivate them and improve their reading skills.

**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

## Quality of teaching

As a result of teaching over time that is outstanding but with a proportion that is good, but improving, all pupils make sustained and rapid progress. All staff have high expectations of what pupils can achieve.

Teachers have excellent subject knowledge and the interesting and developing curriculum engages and motivates pupils. Teachers' thorough understanding of the ability of their pupils, through their rigorous use of assessment data, enables them to plan lessons that fully meet their needs and interests. The consistent expectation that pupils learn and use correct technical vocabulary when discussing their work is a strength. For example, pupils in Year 2 confidently used correct technical vocabulary to explain the features of non-chronological reports to support their own writing. In a Year 4 information and communication technology lesson, pupils' understanding of the terminology, connected with producing high-quality multi-media presentations, was particularly impressive. The strong understanding by teachers of the needs of their pupils fully supports their spiritual, moral, social and cultural development.

Inspectors noted the enthusiasm and resilience of pupils towards their learning, and their cooperation with their peers. This is evident throughout the school. In observation of the Reception classes, children, skilfully supported by the teacher, encouraged each other in role play to make a restaurant and become waiters taking orders and being customers. This developed into discussions about how you behave in a restaurant and good manners.

Teachers and teaching assistants in all classes regularly check pupils' understanding through effective use of questioning. As the relationships between adults and children are excellent, pupils are willing and able to seek guidance. The vast majority of parents and carers think that their children are well taught and inspection evidence supports their views. Teaching assistants' professionalism and their effective deployment in group sessions contributes significantly to pupils' learning.

The school has a structured approach to marking that develops through the key stages. Pupils are familiar with the method and, as a result, quickly become adept at assessing their own work against success criteria and the carefully planned learning objectives. By the time they reach Key Stage 2, they suggest their own improvements which are endorsed by the teacher. Even in Key Stage 1, pupils assess the work of their peers with sensitivity and understanding, as observed in Year 1 when pupils used 'one star and a wish' to assess a pupil's story board, leading to improvement by the end of the lesson.

There is a positive impact across the school of the imaginative and well-planned curriculum and the school's commitment to pupils' spiritual, moral, social and cultural development. Observations in lessons show that pupils work extremely co-operatively with each other.

Educational visits and homework are often linked to pupils' curriculum work and this

**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

makes it more meaningful. Year 6 pupils are visiting the pier in Brighton to see the fairground to link their learning on forces with real life. They are then making their own fairground rides during design and technology lessons.

## **Behaviour and safety of pupils**

Pupils make an exceptional contribution to the atmosphere of mutual respect and consideration for others that make this school a calm and orderly learning community. This reflects the school's excellent promotion of pupils' spiritual, moral, social and cultural development and pupils' application of it. Pupils are friendly, polite and welcoming to visitors and show great consideration and respect for others. Secure and consistent approaches to behaviour management by all staff mean that any minor lapses in behaviour are dealt with quickly. New systems in Key Stage 2 for rewards for good behaviour using tokens and house points are popular and pupils look forward to the reward assemblies. Pupils in Key Stage 1 were keen to show inspectors their class behaviour charts and certificates and explain how they worked. Their attendance and punctuality are above average. A very small minority of parents and carers expressed concerns about bullying and these were shared with the school. Pupils were wholly in agreement that there was no bullying and evidence from behaviour records seen by inspectors endorsed this view. Pupils on the school council were instrumental in securing improvements in the playground to ensure behaviour was always good and they could play safely.

Pupils have an excellent understanding of how to assess risks and keep themselves safe in a variety of situations including when using the internet. They know who to turn to if they have any concerns. They have a good understanding of the different forms of bullying, including cyber bullying. Analysis of the comprehensive records kept by the school, scrutiny of risk assessments and observations during the inspection confirm that the behaviour and safety of pupils are a strength of the school. This is reflected in the highly positive attitudes observed in all activities.

## **Leadership and management**

The headteacher, senior leaders, managers and staff, including the governing body, lead by example and share high aspirations for sustained and even greater improvement in achievement for all pupils. The professional expertise and commitment of the governing body provide a high level of informed support and challenge. They share a sense of purpose and drive and ensure that an outstanding curriculum provides a wide range of rich, memorable experiences and opportunities for high-quality learning for all pupils. There is a wide range of sporting, music and creative opportunities for pupils that particularly promote pupils' cultural development. The curriculum encompasses all pupils and ensures equality of opportunity and no discrimination. This was verified during the inspection. There is a concerted approach by all leaders to make sure the school has a cohesive family feel despite the constrictions of a building that has been extended in a piecemeal fashion to accommodate more pupils.

**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

Since the previous inspection, their rigorous monitoring and effective professional development strategies have continued to raise the achievement of all pupils in all subjects and ensured that teachers are held to account. Consequently, senior leaders have demonstrated a strong and relentless capacity to improve. This has been further extended by the recent appointment of an experienced headteacher who is a National Leader of Education.

The strong commitment to professional development and the recognition by the local authority and the Department for Education of the school's strengths in this area have enabled staff to develop their leadership skills to support others, both internally and in other schools, to improve their practice. The school runs regular training courses for teachers from other schools in improving pedagogy and practice.



## 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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**



23 March 2012

Dear Pupils

### **Inspection of Avenue Primary School, Sutton, SM2 6JE**

Thank you very much for the friendly welcome you gave us when we visited your school. We enjoyed talking with you and seeing you at work and play. We particularly enjoyed talking to you about what it is like to be a pupil in your school, hearing you read and coming to see your lessons. Your parents and carers are very pleased with the school.

This letter is to tell you that we found that Avenue Primary School is an outstanding school. Some of the things that make it outstanding are that:

- you behave extremely well and you are very helpful, thoughtful and polite
- you work hard and you make outstanding progress all the way through school and reach high standards
- you enjoy your lessons and your curriculum topics are interesting and exciting
- you have excellent school leaders, managers and teachers who make sure you are safe
- you have excellent opportunities to use information and communication technology, including your own radio station!

To help your school to be even better we have asked your headteacher and senior leaders to:

- ensure that your developing curriculum reflects the changing multicultural nature of your school.

You can help your school leaders by continuing your very good work and enjoying everything you do at school.

We send you our best wishes for the future.

Yours sincerely

Penny Spencer  
Lead inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234**, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**