

# Aveley Primary School

Stifford Road, Aveley, South Ockendon, Essex, RM15 4AA

**Inspection dates** 25–26 June 2014

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Good</b>	<b>2</b>
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.

- Pupils make good progress from starting points which are often well below those typically found. Progress is rapidly improving due to the good teaching.
- Standards in reading, writing and mathematics are rising and the progress made by pupils has risen consistently for three successive years.
- The gap in progress between those entitled to pupil premium funding and their classmates has narrowed. In Year 6 they are making progress that is more rapid than that of their peers.
- Pupils' behaviour in and around the school is good and has a positive impact on their learning. The school takes great care to ensure pupils' safety.
- The quality of teaching is good with some that is outstanding. Teachers create a purposeful climate in which pupils are encouraged to try their best at all times and to enjoy their learning.
- The headteacher and senior leaders have had a significant impact on standards by improving teaching and learning across the school. They check very effectively on teachers' work and provide appropriate training for staff.
- The governing body, with robust support from the local authority, has rapidly improved since the last inspection. Governors are much more rigorous in how they hold the school to account.

### It is not yet an outstanding school because

- Some teachers lack subject knowledge and expertise in science. Work is not always pitched appropriately to reflect pupils' prior learning and there are too few opportunities for pupils to experiment and carry out investigations.
- Teachers do not have sufficient opportunities to observe and work alongside excellent practitioners in the school or in other schools.

## Information about this inspection

- The inspectors observed teaching in 16 lessons. A number of these were observed jointly with the headteacher and the deputy headteacher.
- Meetings and discussions took place with the headteacher, senior leaders, governors, pupils, staff, parents and a representative of the local authority.
- Samples of pupils' work were examined. Some pupils read books to the inspectors.
- The inspectors took account of the 12 responses to the online survey, Parent View, as well as the 29 questionnaires completed by staff.
- The inspectors looked at a range of documents, including data on pupils' progress and attainment produced by the school, procedures for safeguarding, the school's own evaluations of its work, reports to the governing body and leaders' plans for raising attainment.

## Inspection team

Geof Timms	Additional Inspector
Jane Richmond	Additional Inspector
Mandy Wilding	Additional Inspector

## Full report

### Information about this school

- Aveley Community Primary is a larger than average-sized primary school.
- A large majority of the pupils are White British.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average. The proportion supported through school action plus or a statement of special educational needs is also above average.
- An above-average proportion of pupils are supported by the pupil premium. This provides additional funding for pupils who are known to be eligible for free school meals or who are looked after by the local authority.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school shares the site with a children's centre and pre-school setting. These are inspected and reported on separately.
- The school runs a daily breakfast club for pupils.

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

- Make more of the teaching consistently outstanding by providing more opportunities for teachers to learn from the high quality practice already evident in this school and in other schools.
- Ensure pupils make more rapid progress in science by:
  - improving teachers' subject knowledge and understanding in this subject
  - providing activities that build on pupils' prior knowledge and learning
  - ensuring activities offer enough opportunities for investigation and experimentation.

## Inspection judgements

### The achievement of pupils is good

- When they start school, most children have levels of knowledge and understanding which are well below those typical for their age. They often have weak skills in reading, writing, speaking and listening, number and in their use of tools such as pencils. Children make good progress in the Reception classes although attainment remains below that expected by the end of the year.
- Standards attained at the end of Year 2 have been consistently below average in reading, writing and mathematics in recent years. However, the amount of progress being made by pupils is improving rapidly. Current Year 2 pupils, including the more able, are making good progress and more are attaining the higher levels than has been the case in the past.
- Attainment at the end of Year 6 in 2013 was broadly average although too few pupils reached the higher levels. However, this represented good progress from their starting points. The progress made by pupils has improved consistently over the past three years. In 2013, it was above average in writing and mathematics, while in reading progress was significantly above average. The small number of more-able pupils who attained the higher levels at Key Stage 1 made at least the progress expected of them in all three subjects.
- The progress made since Year 2 by the current Year 6 is above that expected in reading, writing and mathematics. The progress they have made during the past year has been marked, especially for girls' reading and mathematics and by girls and boys in writing. Pupils are on track to reach similar levels to last year and this again represents good progress from their different starting points.
- The results of the Year 1 check on pupils' skills in linking letters and sounds (phonics) show standards in 2013 were slightly below the national average, although this represented good progress given their attainment on entry to the school. Progress in reading throughout the school is good. Pupils in the school as a whole have good phonic skills and are able to read words accurately. The progress made in writing is good and pupils have good opportunities to write for a range of purposes. In Year 5, for example, high quality writing was observed when pupils wrote imaginative stories based on Greek myths.
- In mathematics, good achievement is evident throughout the school. Year 6 pupils found an activity involving the construction of a container to hold a specific measured volume very challenging and they learned a lot through this very practical activity. However, achievement in science is less good. The school's data shows pupils' progress here is below that in reading, writing and mathematics. Work in books is less well matched to pupils' different prior learning and pupils do not have sufficient opportunities to undertake practical and investigative activities.
- There is evidence of good achievement in other subjects. Some high quality art work completed by Year 6, as part of a project with a local high school, was particularly effective in illustrating pupils' understanding of a well-known poem. Writing skills are being further developed through very effective use of new technology, as each class contributes to a blog and communicates with pupils in other schools, including some in other countries.
- Disabled pupils and those who have special educational needs receive effective extra help, and the impact of this support is evident in their current progress. The school's pupils from minority ethnic backgrounds, especially those from a Roma heritage, make good progress and achieve well.

- Until this year, there was a significant gap between the attainment of pupils supported through the pupil premium funding and their classmates, with eligible pupils often being over a year behind especially in reading and writing. Even so their progress was good. The current pupils in Year 6 have successfully narrowed this gap by making more rapid progress than their classmates and are now just a term behind in writing and half a term in reading and mathematics.

## **The quality of teaching** is good

- Pupils' work, the school's assessment data and inspectors' direct observations in lessons all provide evidence that teaching is consistently good. Past inconsistencies have been addressed by the school and more of the teaching shows outstanding features. This matches the school's view, which is based on evidence drawn from the much improved monitoring procedures now used by leaders. This currently good teaching has a positive impact on pupils' learning and progress.
- Leaders fully intend to make more of the teaching outstanding. The work done to improve the way the school checks teachers' performance, to introduce new teachers to the staff team and to continue their professional development through training, such as that for talking and writing, is proving very effective. However, teachers have not had enough opportunities to observe and work with outstanding practitioners, within the school or in other schools, so that high quality teaching skills can be spread more widely.
- Teachers ensure pupils' attitudes to their learning, and their interest in their work, are strong. Pupils talk positively about how they enjoy lessons and how they learn new things. One explained how he had recently learned a new method for multiplication, for example. Other pupils spoken to talked about how much they enjoy mathematics and physical education, which reflects the recent improvements in the teaching of these subjects.
- Teachers' use of assessment information and other data is good and has improved greatly since the last inspection. They are aware of how well every individual in their class is learning over time. This helps them check the progress of different groups, such as those eligible for the pupil premium, disabled pupils and those with special educational needs, for example.
- Teaching in science is less good than in other subjects because some staff have insufficient subject knowledge and expertise to ensure consistently good quality teaching in this subject. Nonetheless, a recent 'science week', when pupils could experience a variety of topics, was effective and very popular.
- The regular marking of pupils' work provides them with clear suggestions for improvements and is constructive. Pupils talk positively about how helpful they find teachers' marking, and say they appreciate the way the 'green for growth' system gives them useful advice on how to improve. Pupils enjoyed talking about and sharing their work with the inspectors and showed a real pride in their efforts.
- Pupils who find learning more difficult and those who have specific learning needs are supported effectively. Teaching assistants work particularly well with the pupils who have a statement of special educational need. This helps those pupils take a full part in school life and make good progress.

## **The behaviour and safety of pupils** are good

- The behaviour of the pupils is good. In most lessons observed, pupils were well behaved and

showed very positive attitudes to learning. This has a positive impact on their learning and progress, and they thoroughly enjoy their work. Other evidence seen by inspectors confirms that this kind of good behaviour is typical of the school over time.

- Children in the Reception classes are clearly used to the school's routines and they start the day happily and productively, quickly settling down to a range of activities. This is supported by most parents' positive views about how much their children enjoy school. The children also demonstrated very good social development when they welcomed pre-school children who will join the school next year. One parent commented about how kind and helpful they were.
- Pupils talk openly about the lessons and other aspects of school life which they enjoy. They clearly like school. One described their class as 'one big family'. Older pupils praised the way teachers help them learn and said that 'there is always something different to do'.
- The school's work to keep pupils safe and secure is good. Pupils say they feel safe in school, and parents confirm this view. The school provides a good range of activities to help pupils' learn to stay safe, with a good emphasis on how to use new technology safely, such when using the class blogs.
- Pupils say bullying is uncommon but dealt with well if it occurs. There have been few exclusions in recent years, but when this has happened, it has been effective and in line with required procedures. The support for pupils facing a range of challenging circumstances is very effective, and case studies show these pupils are making good progress.
- The learning mentor provides pupils and families with a range of excellent support. She closely monitors and supports pupils and the data shows this has a positive impact on their progress.
- The well-managed and organised breakfast club provides pupils with a calm and productive start to the day as well as a healthy breakfast. On some days the sports coaches also take part to organise a range of sporting activities.
- Attendance is broadly average. This represents a good improvement over recent years and is the result of the school's strong and successful focus on monitoring attendance and addressing any persistent absenteeism. The majority of the parents appreciate the importance of full attendance.

## **The leadership and management** are good

- Since the last inspection, the headteacher, deputy headteacher, other senior leaders and the reconstituted governing body have provided a much clearer and more focused direction for the school. Leaders have worked hard and successfully to raise achievement, accelerate pupils' progress and ensure more of the teaching is consistently good or better.
- Staff, governors and parents talk very positively about the direction the school is taking. The headteacher is providing good leadership and is well supported by other senior leaders. The improvements made to the quality of teaching are having a clear impact on pupils' rapidly improving progress. The school actively seeks innovative ideas, such as the purchase of a double-decker bus to use as a library. Subject leaders, and others with leadership responsibilities, are developing their roles well and receiving high quality support from the senior leadership and appropriate training to develop their leadership skills.
- All staff who completed a questionnaire said they were proud to be working at the school. The

school's view of its successes and areas for improvement is accurate and leaders know what remains to be done to improve further. The planning for future improvement is detailed and contains appropriate priorities.

- Regular meetings are held at which teachers discuss their pupils' progress with senior leaders and action plans are drawn up to address any perceived weaknesses. The assessments made of pupils' work are checked by the school's own staff and those from other local schools, to make sure they are accurate.
- The local authority has provided the school with very effective challenge and support, both for senior leaders and for the governing body. Regular visits have been used to check on the improvements made and to validate the school's judgements. In addition, the school has been active in using external expertise to help develop leaders' skills in identifying strengths and weaknesses in the work of teachers.
- Funding available through the pupil premium is used effectively to help eligible pupils to take a full part in school life and benefit, where appropriate, from specific resources and additional help from adults. This has been successful in raising their achievement and their current progress is often above that expected. The good progress being made by these and other pupils is monitored closely by the headteacher and governing body.
- The money available to promote physical education and sporting opportunities is used effectively. Pupils are taking part in more sporting activities in school and in outside school activities, and this is having a positive impact on their well-being and on their skills, particularly in gymnastics and dance.
- The curriculum promotes pupils' spiritual, moral, social and cultural development well. Staff are working hard to ensure the school is ready for the imminent changes to the way subjects are planned. Well-planned enrichment activities, such as the Year 6 visit to the local 'Crucial Crew' event, teach pupils about the importance of keeping themselves safe in various situations.
- **The governance of the school:**
  - Since the last inspection the governing body has undergone significant change. The local authority appointed a number of experienced governors on a temporary basis to improve the way the governing body was holding the school to account. This was very successful and subsequently the governing body has been reconstituted to make its work more efficient. The current governors are having a significant impact on school improvement.
  - The governing body holds the school to account through a range of monitoring activities. There are regular visits, meetings with, and reports from, the headteacher and other staff. Because of this, governors have an improved understanding of the quality of teaching and of pupils' progress. For example, a recent visit has been used to monitor pupils' work in literacy, with governors observing lessons, looking at pupils' work and the teachers' marking system, and meeting with the subject leader.
  - Governors have a clear understanding of the system used to determine teachers' effectiveness in enabling pupils to make good progress. Decisions about teachers' pay are appropriately linked to performance and responsibilities and, where weaknesses have needed addressing, the governing body has been appropriately involved.
  - Governors track finances well and are fully involved in decisions about how to spend additional money, such as the pupil premium and sports funding. They ensure safeguarding procedures are in line with regulations in all respects.

## 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

<b>Unique reference number</b>	114836
<b>Local authority</b>	Thurrock
<b>Inspection number</b>	441994

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	380
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Daniel Jones
<b>Headteacher</b>	Nicola Shadbolt
<b>Date of previous school inspection</b>	9 October 2012
<b>Telephone number</b>	01708 865868
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