

Avenue Primary School

Meanley Road, Manor Park, E12 6AR

Inspection dates 17–18 September 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The headteacher, well supported by the deputy headteachers and governors, has established a culture of high expectations within this improving school so that pupils make good progress.
- The school's well-managed and rigorous system for checking teachers' work has made sure that weaknesses in teaching have been systematically addressed. This has led to clear improvements in pupils' achievement.
- Governors know the school and the local community well. They have an accurate view of the school's strengths and areas for improvement.
- Pupils' behaviour is good and makes a significant contribution to their learning. They listen well to adults and each other. Pupils feel safe and their parents agree.
- There is a strong sense of community, showing the school's high level of commitment to pupils' spiritual, moral, social and cultural development.
- Most teaching is good with some that is outstanding. Teachers have a good knowledge of a range of subjects and use questions effectively to assess pupils' understanding.
- From starting points, typically below those expected for their age, pupils reach standards that are broadly average by the end of Year 6. Some most able pupils achieved the highest levels in mathematics and writing in 2013.
- As a result of the good support they receive, disabled pupils and those with special educational needs make good progress.
- Pupils joining the school part way through the year, many who speak English as an additional language, make good, sometimes outstanding, progress.
- Children in the early years achieve well. Adults provide a calm, nurturing and stimulating environment in which children are happy and make new friends.

It is not yet an outstanding school because

- Improvements in pupils' writing do not yet match those made in reading and mathematics.
- Not all planned tasks allow pupils to write fluently and at length.
- Occasionally the work is too easy for some pupils.
- Not all teachers use the information they collect to analyse the progress made by pupils, particularly the most able.
- Pupils are not given sufficient time to act upon the advice that teachers give, particularly on their written work.

Information about this inspection

- Inspectors visited 29 parts of lessons, four of which were observed jointly with senior leaders. The majority of teachers present during the inspection were observed, as well as learning support assistants working with groups of pupils or individuals.
- Inspectors made a number of shorter visits to lessons, spoke to pupils during lunchtime and visited play areas at break times.
- Inspectors looked closely at pupils' work in all year groups, listened to pupils read and looked at the quality of displays in the classrooms and around the school. They also looked at information on the school's website.
- Meetings were held with two governors, the headteacher, the deputy headteachers and teachers with other leadership or management responsibilities. A discussion was held with a representative of the local authority.
- Inspectors spoke formally with two groups of pupils and informally with other pupils in lessons and around the school.
- A variety of the school's documents were examined. These included: the school's improvement plan; the school's information about pupils' progress and the support given to disabled pupils and those who have special educational needs; evidence about the quality of teaching; and records relating to behaviour, safeguarding and attendance.
- Inspectors also visited an assembly, the school's breakfast club and an information session for Year 3 parents.
- As well as looking at the school's own survey and the 28 responses to the online questionnaire (Parent View) inspectors took account of the views expressed by parents as they dropped off or collected their children at the beginning and end of the day. They also analysed 73 questionnaires returned by staff.

Inspection team

Christine Mayle, Lead inspector	Additional Inspector
Olson Davis	Additional Inspector
Sibani Raychaudhuri	Additional Inspector
Victoria Turner	Additional Inspector

Full report

Information about this school

- This is a larger than average-sized primary school with a Nursery and four Reception classes.
- Most of the pupils are from minority ethnic backgrounds. The proportion of pupils who speak English as an additional language is significantly higher than average.
- The proportion of disabled pupils and those with special educational needs on the school roll is about 17%. This is similar to that found in most schools.
- The proportion of pupils supported by the pupil premium is well above average. This additional government funding is for those pupils known to be eligible for free school meals or children looked after by the local authority.
- An above average number of pupils leave and join the school at times other than the usual entry year in Nursery.
- The headteacher was appointed in September 2013. There have been a number of other changes of staff since the previous inspection including the appointment of a second deputy headteacher, four assistant headteachers and subject leaders.
- The school meets the government's current floor standards which set the minimum expectations for pupils' attainment and progress.
- A small number of pupils are partly educated off site at the Re-integration into Education Team, Newham and at Eleanor Smith Primary School, Plaistow.
- The school runs its own breakfast club.

What does the school need to do to improve further?

- Increase teaching so that it is typically outstanding and enhance the quality of pupils' writing by making sure that:
 - teachers use the information they collect on pupils' progress to plan and set work that makes pupils think really hard, particularly the most able
 - planned tasks allow pupils to write more fluently and at length
 - pupils are given sufficient time to act upon the advice that teachers give, particularly on their written work.

Inspection judgements

The leadership and management are good

- The headteacher, well supported by the deputy headteachers and governors, has increased the rigour with which the school checks teachers' work and holds them to account for pupils' progress. This has successfully secured improvements in the quality of teaching. Expectations of what staff and pupils can achieve are high and clearly communicated to all staff. Staff morale is high.
- Leaders responsible for subjects and other aspects of the school, many joining the school since the previous inspection, are supported well. Recent changes to the leadership structure have clarified their responsibilities in checking pupils' progress and the quality of learning. As a result they are more effective in their roles and work well together as a team.
- The school uses a range of strategies to check the progress of individual pupils in detail so that effective support can be quickly provided for any in danger of falling behind in their work. It also checks different groups to make sure that pupils make good progress from when they join the school. Not all teachers use this information to analyse the progress made by their pupils, particularly the most able.
- There have also been changes in the teaching and support staff teams since the previous inspection and these have strengthened the school's capacity for further improvement. Leaders and managers link the professional activities and training that staff undertake to the improvements that need to be made in teaching and learning.
- The school provides a range of experiences to engage and enthuse pupils in their learning. Work in pupils' books shows how they learn across a range of subjects including history; geography; science and information, communication and technology and that they achieve well. Pupils are also able to take part in out-of-school activities such as sports clubs, visits and musical groups, including playing the ukulele. Consequently, pupils' spiritual, moral, social and cultural development is a strong feature of the school's work.
- The majority of parents who responded to Parent View, and all those spoken to during the inspection, valued the way that school cared for their children and kept them safe.
- Arrangements for protecting pupils are good and safeguarding procedures meet all statutory requirements.
- The school works well in partnership with the local authority, which provides effective support for this improving school. Successful training has been provided for a range of staff, including teachers with additional leadership or management responsibilities. Governors, also, have been helped to develop their roles and responsibilities.
- **The governance of the school:**
 - Governors have deepened their understanding and knowledge of their roles and responsibilities since the previous inspection. They have identified and undertaken appropriate training, particularly in the use of school data, so that they can check more closely pupils' progress and the quality of teaching. They have supported the headteacher since her appointment in addressing weaknesses in the quality of teaching and offer challenge where they feel that achievement needs to improve. This means they are able to keep an eye on the management of staff performance and make sure that teachers are accountable for their pupils' results. Together with the headteacher they have been clear in communicating their expectations for the school to staff and the wider community. They are also well trained in safeguarding and safer recruitment procedures. Governors manage the finances well, for example by checking the use of the pupil premium and primary school sports funding, so that they can measure its impact on pupils' well-being, attainment and progress. They are passionate that the school should provide a high quality of education for all pupils so that they can live responsibly and successfully in a multi-cultural, multi-faith modern Britain.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. This is a key feature of lessons and makes a significant contribution to their learning. Pupils take a pride in their work and present it carefully. Books are neat and tidy.
- Pupils are polite, kind and considerate towards others. They listen well to teachers, other adults and their peers. This is in direct response to the high expectations of the headteacher and her staff. Pupils' concentration only wavers on the rare occasions when teaching does not fully engage them.
- In the early years children enjoy sharing toys and equipment, reflecting the emphasis the school places on their personal, moral and social development.

- Pupils take on additional responsibilities through the democratically elected school council and other roles. They support each other to resolve concerns when playing together, show tolerance and respect for different faiths and beliefs, and uphold British values in a multi-ethnic community. Pupils are aware of others' needs so that playtimes are happy and harmonious.
- Adults and pupils from different backgrounds work well together, creating a strong sense of community within the school. This reflects the school's strong commitment to spiritual, moral, social and cultural development.
- The school's work to keep pupils safe and secure is good. Pupils say they feel safe and all the parents who responded to Parent View agree. Pupils say that bullying of any kind, including cyber-bullying, racism or name calling, is very rare. When it does occur they know they will be listened to and have confidence that it will be dealt with promptly.
- Adults in all areas of the school show by example the school's high expectations for the way pupils should conduct themselves in and outside the classrooms. Pupils arrive on time and are keen to learn. Attendance is average and there have been very few fixed-term exclusions.
- The breakfast club provides a safe and friendly place for pupils from which to start their school day.

The quality of teaching is good

- Since her appointment, the headteacher's systematic and rigorous checking of the school's performance has made sure that weaknesses in teaching have been tackled. She sets clear, high expectations for her staff so that most teaching is good and some outstanding.
- Classrooms are well organised and attractive. Lessons start promptly and are conducted efficiently. As a result, pupils feel valued and know what is expected of them.
- Literacy and numeracy skills are generally taught well. Teachers introduce new skills clearly and succinctly. The teaching of reading, especially for pupils who speak English as an additional language, has a high profile and pupils make good use of the library. Teachers encourage pupils to read for pleasure and information so they develop a love of reading, which helps them to make good progress.
- Homework is set for older pupils. This supports their acquisition of basic skills, for example recalling number facts and undertaking research, in preparation for their transition to secondary school.
- Teachers regularly check how well pupils are doing and if there is a sign of learning slowing, individual and small-group work takes place so that pupils catch up quickly.
- Pupils trust and respect the adults who support them so that there is a strong sense of partnership in the learning that takes place. This is particularly so for the disabled pupils and those with special educational needs. As a result there is equality of opportunity in all areas and no sign of discrimination of any kind.
- Teachers treat pupils with respect and lessons are calm and purposeful. They make clear what they expect pupils to do and outline the steps to get there. Teachers have good knowledge of a range of subjects and use questioning effectively as one way of assessing pupils' understanding. Not all teachers use the information they collect to accelerate pupils' progress, particularly for the most able, and their learning becomes slower.
- In most lessons, teachers set work so that pupils have to think and work really hard. Occasionally the work is too easy for some pupils, including the most able pupils, and they do not complete it with the same enthusiasm.
- Teachers' marking provides clear guidance for pupils about how well they are doing and how they can improve their work. Most pupils have sufficient time to act upon the advice they are given, revisit their work and make it better. However, this is not consistent throughout the school.

The achievement of pupils is good

- Children join the Nursery and Reception classes with skills and knowledge that are below those typical for their age. They settle into routines quickly and are keen to learn.
- By the time the children enter Year 1 their development is often in line with that expected for children of the same age, although weaker in literacy. They make good progress.
- Standards since the previous inspection have varied at the end of Key Stage 1. In 2013 they were still significantly below the national average in reading, writing and mathematics. The school's own information and evidence in pupils' books show that the gap between the school's results and the national average is closing rapidly. The rate of improvement in writing does not yet match that in reading and mathematics. This is because planned tasks do not allow pupils to write more fluently and at length. Pupils, from when

they arrive at the school, are making good progress and achieving well.

- As a consequence of the school's drive to raise achievement, there has been an upward trend in its results in the national check on phonics (how the letters in words relate to their sounds) at the end of Year 1. This trend has continued for 2014, with a significant increase in the proportion of pupils achieving the required standard.
- Pupils enjoy reading and talk enthusiastically about their favourite books and characters. The school encourages pupils to read at home daily and teachers use opportunities in all subjects for pupils to practise their reading skills.
- In 2013, standards in Year 6 in reading, writing and mathematics were broadly average. Pupils made good progress from their lower-than-average starting points in Year 3 and this has been the case for several years.
- The school checks that pupils partly educated out of school achieve well. This shows the school's commitment to equality of opportunity.
- The most able pupils generally make good progress, with some pupils at the end of Year 6 in 2013 achieving the highest levels in mathematics and writing. However, not all teachers use the information they collect to accelerate pupils' progress, particularly for the most able, and their learning becomes slower.
- Disabled pupils and those who have special educational needs make similar good progress to their classmates. They receive effective support from additional adults both in class and through individual help.
- The needs of those pupils who join the school part way through the year or who speak English as an additional language, are identified early and skilled adults provide targeted support on a one-to-one or group basis. These pupils make good and, at times outstanding, progress from the time they start at the school.
- The school has used the additional funding for primary school sport to appoint a specialist sports coach. He works with classes in their physical education lessons, supports teachers and provides lunchtime and after school clubs. As a result the quality of learning in physical education is improving. Pupils enjoy participating in sport and understand how developing physical skills helps them to lead healthier lives.
- The school uses its pupil premium funding very effectively to enhance the learning for the significant number of pupils eligible for support. In 2013 eligible pupils in Year 6 were less than a term behind other pupils nationally in mathematics and writing and two terms behind in reading. They did as well as their classmates in writing, were less than two terms behind in reading and nearly a year behind in mathematics. These pupils, often from lower starting points, make at least good, sometimes outstanding progress. The gap in attainment between these pupils and their classmates is smaller than, or similar to, that seen nationally and is reducing.

The early years provision

is good

- Since the previous inspection the early years provision has improved significantly so that it is now stimulating and engaging and helps children learn and achieve well.
- Adults provide a calm and stimulating environment in which children are happy to play and make new friends. Children enjoy working both indoors and outdoors, on their own and with adults. There are good opportunities for language and number development through talk, discussion and play.
- Strong, positive and caring relationships promote children's emotional and physical well-being. Children from a range of different backgrounds learn to respect and tolerate each other and work well together.
- The school works very effectively with parents and carers so that children feel safe. Home-visits and parents' meetings before the children start school help children to settle in well.
- Teachers plan a range of interesting and well-resourced experiences both for indoor and outdoor learning. As a result, all groups of children make good progress from their varied starting points. They are well prepared for Year 1.
- Strong leadership since the previous inspection means that teachers have a good understanding of what needs to improve and what has been achieved so far. Safeguarding and child protection procedures are good.

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

Unique reference number	102710
Local authority	Newham
Inspection number	448710

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	948
Appropriate authority	The governing body
Chair	Mr Denis Shea
Headteacher	Mrs Hafise Nazif
Date of previous school inspection	2–3 March 2010
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