

# Aveley Primary School

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

## Inspection dates

21–22 March 2018

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Requires improvement
Early years provision	Requires improvement
Overall effectiveness at previous inspection	Good

## Summary of key findings for parents and pupils

### This is a school that requires improvement

- Leaders' view of the school's performance is too generous. They do not have clear strategies to ensure that groups of pupils make strong progress for the school to remain good.
- Governors do not possess enough information to enable them to hold school leaders firmly to account for the quality of education and how well groups of pupils achieve.
- Since the previous inspection, pupils' progress in mathematics has been too slow. In 2017, Year 6 pupils made significantly less progress than others nationally.
- Adults' expectations of pupils are, at times too low. The most able pupils are not provided with sufficiently challenging or stimulating work for them to excel.
- Disadvantaged pupils make slow progress. Leaders have not allocated funds well.
- Boys do not achieve as well as they should in Reception. Too many boys make less progress than the girls in many areas of learning.
- Since the previous inspection, the proportion of pupils reaching the required standard in the Year 1 phonic screening check has been below the national average every year.
- Pupils in key stage 1, especially boys, do not achieve as well as they should.
- Teachers do not use assessment or adapt the curriculum well enough to meet the needs of different groups of pupils in their class. For some pupils the work is too easy and for others it is too hard.
- Teachers do not deploy additional adults effectively enough to accelerate the progress pupils make in class.

### The school has the following strengths

- Pupils are safe, happy and well cared for. Leaders take great care in ensuring pupils' safety. Most parents wholeheartedly agree.
- Older pupils relish the appropriate challenge they receive in Year 6 and make better progress as a result.
- Children settle well into the Nursery class. They enjoy their learning.
- Pupils are polite, courteous and articulate. They conduct themselves well in class and at playtimes.
- Staff are proud to work at the school. Leaders support newly qualified teachers well.
- The needs of pupils who have special educational needs (SEN) and/or disabilities are increasingly well catered for.

## Full report

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

- Improve outcomes for all pupils by ensuring that:
  - the proportion of pupils who make good or better progress in mathematics improves rapidly so that pupils' attainment is at least in line with national averages at the end of all key stages
  - the most able pupils are consistently provided with appropriate opportunities to develop their skills and abilities across year groups and subjects, so they can excel
  - disadvantaged pupils make good or better progress rapidly from their starting points, from early years through to the end of key stage 2
  - the proportion of pupils who reach the required standard in the phonic screening check increases so it is at least in line with the national average
  - a higher proportion of boys consistently achieve a good level of development in the early years and are better prepared for Year 1 in mathematics, reading and writing.
- Improve the quality and consistency of teaching, learning and assessment by:
  - equipping all teachers with the strategies to use assessment information precisely and effectively and then provide pupils of all abilities with challenging and stimulating activities
  - using additional adults more effectively in class to accelerate the progress that pupils make.
- Improve leadership and management at all levels by:
  - increasing the pace of school improvement by having clear milestones and specific measures that are based on increasing the progress that groups of pupils make
  - governors rigorously holding leaders to account for the standard of education and the progress that pupils make in all key stages
  - middle leaders accurately analysing the progress that pupils make from their starting points and taking swift action to accelerate the progress of groups of pupils, especially those who are disadvantaged and boys.
- An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.
- An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

## Inspection judgements

### Effectiveness of leadership and management

### Requires improvement

- Since the previous inspection, senior leaders and governors have not ensured that the progress pupils make is good enough, especially in mathematics. The quality of teaching, learning and use of assessment varies too much across year groups. Consequently, pupils have too much ground to catch up by the time they reach Year 6.
- Leaders have an overgenerous view of the school's current performance. They have not focused well enough on raising pupils' achievement from an early age so that more pupils achieve the nationally required standards in reading, writing and mathematics in all key stages.
- Leaders have set pupil targets for this academic year that are again low in early years and key stage 1. Lower expectations of these younger pupils have resulted in slow progress over a number of years. Senior leaders understand the need to be aspirational, but their improvement plans lack specific objectives and milestones to increase pupils' achievement systematically. Consequently, governors are not able to fully hold leaders to account for increasing pupils' progress in all year groups.
- Leaders have an established system for monitoring the quality of teaching using their phase leaders and 'work streams'. They gather a wealth of information regarding pupils' achievement. However, they do not systematically evaluate or use the information swiftly enough to accelerate the progress that pupils make. Pupils' progress remains slower in some subjects, such as mathematics and science.
- Leaders' use of the pupil premium funding is not effective. Leaders and governors have not identified the precise barriers for learning that disadvantaged pupils at Aveley Primary face and how they could overcome these. The achievement of disadvantaged pupils has been consistently below that of other pupils nationally by the end of early years and key stage 1 for a number of years and remains low.
- The frequent changes in teaching staff have reduced the effectiveness of middle leadership. Phase leaders are dedicated and have clear capacity and skill for improving their areas of responsibility. They accurately highlight the areas for improvement and recognise that some of the school's effective strategies are not used consistently in all year groups. For example, the school's positive approach to improving pupils' enjoyment and skills in reading is not being implemented in all classes.
- Leaders ensure that PE and sports funding is used well. Pupils receive an improving range of activities than in the past and are becoming increasingly involved in competitive sports. However, there is currently little evaluation of the impact of the additional funds on raising the quality of provision and skills of teachers within the school.
- This academic year, leaders have reviewed and changed the curriculum provision for many subjects including mathematics. Early signs are that pupils are enjoying their topics in subjects such as history and are using their reasoning skills more frequently in mathematics. However, the information regarding what is taught for each subject, in every year group is currently not compliant on the school's website.
- This academic year, school leaders have also changed the school's assessment system. The deputy headteacher has a clear understanding of the new system and how it

works. She ensures the accuracy of assessment information by checking pupils' work in books together with other phase leaders. However, teachers do not use information held within this new system well enough to plan learning that helps groups of pupils make accelerated progress where they need to catch up.

- Pupils' spiritual, moral, social and cultural education is well provided for. Leaders ensure that pupils experience a wide range of suitable visiting speakers in assemblies and a wealth of additional trips to enhance their spiritual and cultural education. British values and the school's own values are an established part of pupils' daily life. Pupils speak easily and confidently about feeling respected and how 'it is safe to be different'.
- The leadership of pupils who have SEN and/or disabilities is effective and the funding for these pupils is used effectively. The needs of individual pupils are precisely identified and appropriate provision is in place, especially for those who have an education, health and care plan. Consequently, pupils who have SEN and/or disabilities are making good progress from their starting points and are well cared for.
- Many parents who spoke with inspectors or who responded to the online questionnaire, Parent View, agreed that their children are happy and well cared for. One parent expressed the view of others, 'This is a lovely school with a great community spirit.' A few expressed concern regarding the provision for pupils who are most able and the limited challenge that these pupils receive.
- Staff, who responded to their online questionnaire, agreed that leaders take into account teachers' workload when making changes, such as the implementation of a new assessment system. Newly qualified teachers spoke highly of the support they receive from leaders at the start of their career. Consequently, all staff are proud and enjoy working at Aveley Primary.

## **Governance of the school**

- Governors are dedicated and are led by an experienced chair of governors. They have the relevant skills and expertise to carry out their roles and there is capacity to improve. However, they have not been as effective in holding school leaders firmly to account for raising the achievement of pupils since the previous inspection.
- Governors ask relevant questions in meetings, but they are not provided with sufficient information to check that groups of pupils are making accelerated progress where necessary.
- Governors are not involved sufficiently well in setting and checking the strategic direction of the school. School improvement plans are not precise or measurable enough, and this means that governors are not able to easily verify the progress made against the priorities.
- Governors regularly visit to check that pupils are kept safe and safeguarding processes are in place and effective. Minutes of governors' meetings demonstrate that the headteacher provides comprehensive information on this aspect of the school's work.

## **Safeguarding**

- The arrangements for safeguarding are effective.

- Leaders place a high priority on keeping pupils safe and well and all statutory safeguarding requirements are currently in place.
- Staff are well trained in identifying and reporting concerns. The designated staff for child protection ensure that appropriate action is taken if required. Leaders make sure that safeguarding records are kept in good order.
- Pupils are provided with suitable guidance in assemblies and in lessons on keeping safe when using online technology. Those spoken with over the inspection were clear about what to do to keep themselves safe when using social media. Pupils were confident that adults would take their concerns seriously and act swiftly to solve issues of safety.
- Pupils told inspectors that they feel safe and well. Parents spoken with and most of the respondents to the online questionnaire, Parent View, also agreed that their children are safe and well cared for. One parent commented, 'My children find the school a safe and enjoyable place to learn and have a great feeling of "belonging" which fills me with great confidence.'

### Quality of teaching, learning and assessment

### Requires improvement

- Teachers do not make effective use of assessment information to plan learning that accelerates pupils' progress. In mathematics, for example, pupils often complete the same learning activities, irrespective of their starting points. The most able pupils are usually not provided with work that helps them to excel until they reach Year 6.
- In mathematics, pupils are not routinely provided with sufficient opportunity to use and apply their skills in a range of different and meaningful ways. In too many classes, pupils do not have sufficient resources to help them to develop their understanding of mathematical concepts for themselves. Where teachers question pupils well, for example in Years 4, 5 and 6, pupils are practising their reasoning skills successfully. In these classes, pupils are enjoying their lessons, persevering and making good progress as a result.
- Teachers do not consistently apply the school's chosen marking and feedback policy across all year groups and in all subjects. Pupils do not have a secure understanding of what they need to do to improve and often make similar mistakes over time.
- In many classes, the learning support teachers (LSTs) are not used as well as they could be. They tend to focus on pupils' conduct and listening skills rather than on improving the learning or helping groups of pupils make better progress. Where LSTs are more effective, such as those in upper key stage 2, they skilfully question and explain activities to deepen pupils' understanding.
- The teaching of phonics is too slow. At times, adults do not move pupils on quickly enough so more reach the expected standard by the end of Year 1. Disadvantaged pupils, especially those who are boys, are not developing their early reading skills quickly enough.
- Year 6 pupils read suitably challenging texts and choose to extend their own enjoyment of books. Pupils appreciate and spoke with enthusiasm about their current class books, 'Carrie's War' and 'Cogheart'. Pupils spoken with could easily explain how the teaching of reading is much improved this year and how they use the additional vocabulary to

improve their writing skills. The written work in pupils' books demonstrates that pupils are making better progress in Year 6.

- Adults who work on a 1:1 basis with pupils who have SEN and/or disabilities are effective. They demonstrate a thorough knowledge of individual pupil's needs and are suitably trained to support pupils, especially those with an education, health and care plan.
- Pupils write well in English across key stage 2. This is because they are provided with interesting topics that stimulate pupils' thinking. Adults weave grammar, punctuation and spelling into English lessons and show pupils how to construct their writing well. As a result, pupils apply their writing skills carefully and more pupils make good progress from their starting points.
- Teachers have good relationships with pupils. Pupils say that 'learning is fun' at Aveley. Pupils appreciate the many additional trips they have, such as the whole-school theatre visit, and the additional sporting activities they receive.

## Personal development, behaviour and welfare

**Requires improvement**

### Personal development and welfare

- The school's work to promote pupils' personal development requires improvement.
- Pupils, especially those in key stage 1, lose interest when activities are not demanding or stimulating enough. This is more often evident in mathematics where pupils complete their activity without needing to think hard.
- Although the oldest pupils are becoming increasingly confident and assured learners, this is not the case consistently in other year groups. The curriculum diet is too heavily weighted to pupils completing activities that limit the opportunity for pupils to deepen and extend their learning. Consequently, not enough pupils are developing their skills of resilience and perseverance.
- Fixed-period exclusions are higher than the national average and the majority of pupils who receive a fixed-period exclusion are those who have SEN and/or disabilities. School evidence shows that repeat exclusions are few.
- Pupils understand what bullying is and what it is not. One pupil explained, 'There is not much bullying now that we are taught how to get on with each other.' Other pupils were confident that any friendship issues are dealt with promptly and staff are willing to listen.
- Pupils take pride in the work they produce. They take care with presentation and their handwriting skills are precise. When adults' expectations are not as consistently high or in other subjects for younger pupils, then they do not present their work as well.

### Behaviour

- The behaviour of pupils is good.
- Pupils are polite, articulate and proud of their school. They respond well to the praise and rewards that they receive.
- Pupils conduct themselves appropriately during the school day. They move around the

school safely and correctly. Breaktimes and lunchtimes are suitably energetic occasions that are well supervised. Pupils socialise and play together well.

- Most parents agree that leaders ensure that pupils behave well. This view was supported by staff, most of whom felt effectively supported by leaders to ensure good standards of behaviour. In particular, newly qualified teachers considered that leaders support them well in managing behaviour consistently and well. Records of any serious behaviour incidents and those of a racist nature are few in number. Incidents are reported and recorded using the school's system consistently.
- Overall, attendance is broadly in line with the national average. However, the proportion of pupils who are persistently absent is above that found nationally and increased in 2017. School leaders work rigorously and effectively with families where pupils do not attend well. Leaders' work is successfully increasing some, but not all, pupils' attendance.

### Outcomes for pupils

### Requires improvement

- Pupils' progress in mathematics has slowly fallen year on year at key stage 2 since 2014. By 2017, the progress pupils made at key stage 2 in mathematics was in the bottom 20% of schools nationally. Although pupils in Year 6 make better progress than in some of the other year groups, they have too much ground to catch up. Consequently, although improving strongly this academic year, pupils' achievement in mathematics is not yet good.
- The proportion of pupils at key stage 1 who reached the required standard in writing was well below national figures in both 2016 and 2017. Under the previous accountability measure, pupils' achievement in writing at key stage 1 had been significantly below the national average also in 2014 and 2015. Currently, from the evidence seen in pupils' books, standards in writing at key stage 1 are improving and more pupils are making better progress.
- The proportion of pupils who have reached the expected standard in the Year 1 phonics screening check has been below the national average since 2014. Although in recent years the proportion has been slowly rising, it does not represent good progress for boys and those who are disadvantaged. These pupils are taking too long to gain secure reading skills.
- The most able pupils do not achieve well enough. The proportion of pupils who reached the higher standard in reading, writing and mathematics at key stage 2 was lower than found nationally in both 2016 and 2017. Currently, the most able pupils, including those who are disadvantaged, do not make sufficient progress until Year 6, where many of them relish the challenge they receive. In this year group the most able pupils make rapid progress.
- The progress that disadvantaged pupils made by the end of key stage 2 improved in 2017, particularly in English. However, their attainment in reading, writing and mathematics has been below that of others nationally by the end of key stage for the previous two years. Although disadvantaged pupils currently on roll are not falling further behind, not enough are making the rapid progress needed to catch up so that more reach the national standard at the end of key stages.



- In both 2016 and 2017, more pupils reached the national standard in grammar, punctuation and spelling than they did in reading and mathematics. Results showed a similar picture for the most able pupils. The proportion of most-able pupils who reached the higher standard in grammar, punctuation and spelling was greater than those who reached the higher standard in reading and mathematics. Pupils demonstrate the capacity to achieve more than they currently do.
- Science was identified as an area for improvement in the previous inspection report. Over the past two years the proportion of pupils at both key stage 1 and key stage 2 who reached the required standard has been below the national average. This year, pupils are receiving more interesting and investigative work in science. Work in pupils' books demonstrate that their progress is still too varied in some groups.
- Evidence from pupils' books demonstrates that pupils have opportunity to apply their literacy skills in other subjects. The standard of pupils' work across the curriculum is similar to that seen in English in many classes.

### Early years provision

### Requires improvement

- From their starting points, the proportion of children who have reached a good level of development has been broadly in line or below the national average for a number of years. Boys and those children who are disadvantaged have consistently achieved less well than girls in school and below the national average in many areas of learning since 2014.
- Leaders have set targets to show that they expect the proportion achieving a good level of development to be below the national average again this year. The targets are too low considering that this academic year the majority of children have started Reception with skills and abilities that are more typical for their age. However, the experienced early years leader has evidence to demonstrate that boys are achieving more in line with girls than was previously the case. Although this is an improvement, the achievement of children in early years is not yet good.
- Children's progress in writing and mathematics is not rapid enough from their starting points. Adults do not use their information precisely and consistently to adapt learning activities to ensure that children make better progress.
- Disadvantaged children have not made rapid progress in reading. The proportion of disadvantaged pupils who left Reception reaching a good level of development in reading has been significantly below the national average each year since the previous inspection.
- Adults are well trained in teaching phonics. Children are taught in classes that are linked to their prior achievement. However, at this point of the academic year, the expectations of what the middle-ability children can achieve is low. Equally, the most able children are not being moved on as quickly as they could be.
- This year, the early years leader is spending more time teaching and ensuring that all adults continue to develop children's communication, literacy and language. This is improving the quality of provision. In many of the activities seen, adults explain the meaning of a wide range of words. Children use language well when they talk together during their imaginary games.



- Children who have SEN and/or disabilities and specific needs are catered for well. They are provided with additional and often very specific learning activities that support their development. These children are making strong progress from their starting points, particularly in communication and language.
- Children behave well and demonstrate an enjoyment in learning. They are inquisitive and work well with adults and with each other. In class, they enjoy a wide range of activities for them to choose and develop their social skills. Consequently, children are happy and well looked after.
- Children who join the school at nursery aged four years are well looked after. School records show that these children were well prepared for Reception in 2017, with starting points in reading and mathematics that were more typical for their age.
- Parents are appreciative of the workshops and information they receive about their children's learning. Parents consider that they can approach and speak with any adult if they are concerned. One parent commented, 'The early years phase leader has been very accommodating. She has answered all my questions and made time to speak with me about my child's development.'
- The outdoor area is well equipped and provides all the areas for learning outside as well as inside the classrooms. Children are able to develop their physical skills and practise their skills further.
- There are no breaches to the safety and welfare of children.

## School details

Unique reference number	114836
Local authority	Thurrock
Inspection number	10052004

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

Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	464
Appropriate authority	The governing body
Chair	Dan Jones
Headteacher	Nicola Shadbolt
Telephone number	01708 865868
Website	<a href="http://www.aveleyprimary.net">www.aveleyprimary.net</a>
Email address	<a href="mailto:office@aveleyprimary.thurrock.sch.uk">office@aveleyprimary.thurrock.sch.uk</a>
Date of previous inspection	25–26 June 2014

## Information about this school

- The school does not meet requirements on the publication of information about the curriculum on its website.
- This is a larger than average primary school.
- In 2016 the school expanded its early years provision to include part-time nursery education.
- The proportion of pupils who are eligible for pupil premium is higher than the national average.
- The proportion of pupils who have SEN and/or disabilities has been below the national average. However, the proportion of pupils who have SEN and/or disabilities has significantly increased since the published information in 2017.
- The number of pupils who have an education, health and care plan or statement of special educational needs is in line with the national average. Currently, the school has more pupils who have an education, health and care plan than were reported in 2017.

- The school meets the current government floor standards, which set minimum expectations for pupils' attainment and progress.

## Information about this inspection

- Inspectors gathered a range of evidence to judge the quality of teaching, learning and assessment over time. This included observations of parts of lessons in all classes and learning walks, some of which were accompanied by senior leaders.
- The inspection team held meetings with governors, a representative from the local authority and school staff, including senior leaders, middle leaders and newly qualified teachers.
- A wide range of documentation was considered to determine the quality of leadership and management. The school's own evaluation of its performance and school improvement plans were evaluated. Records of external visits to the school were analysed from the local authority and a consultancy company. Minutes of governors' meetings and reports from the headteacher were also examined.
- Inspectors examined pupils' written work across a wide range of subjects, looked at examples of work on display and considered the school's latest information about teaching and current pupils' achievement.
- The teaching of phonics was observed. Inspectors listened to pupils read from Year 1 and spoke with pupils in Year 6 about how reading is taught.
- Inspectors examined a range of documentation around child protection and scrutinised the recruitment checks made by school leaders when employing staff.
- Inspectors spoke with pupils across all year groups about their learning, both formally and informally, at break and lunchtimes.
- Parents' views were gathered through 30 responses to the online parent questionnaire, Parent View and the 16 free-text responses from parents. Inspectors spoke informally with parents on the playground at the start of the school day.
- The views of 35 staff were evaluated from their responses to their online questionnaire.
- No pupils responded to the online pupil questionnaire.

## Inspection team

Kim Hall, lead inspector	Her Majesty's Inspector
Simon Webb	Ofsted Inspector
Melanie Hall	Ofsted Inspector

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