

Inspection of a good school: Odessa Infant School

Wellington Road, London E7 9BY

Inspection dates:

10–11 March 2020

Outcome

Odessa Infant School continues to be a good school.

What is it like to attend this school?

Pupils are happy at this school and say that they feel like they are part of a family. This is because Odessa is a caring and inclusive school where all pupils are nurtured. Leaders and staff know the pupils well. They make sure that pupils are confident and happy in their lessons. Teachers support pupils' personal development effectively.

Pupils say that bullying is rare, but if it does happen, it is dealt with quickly. They trust the staff and know that they can talk to any adult if they have a problem. Pupils behave well. They are polite and courteous to visitors and are enthusiastic when talking about their school.

Leaders make sure that teachers plan interesting lessons across a range of subjects. All pupils are encouraged to aim high. They try hard in lessons and are excited about their learning. They have lots of opportunities to improve their communication skills, for example through discussion. Pupils who spoke to me enjoyed talking about what they were learning and the clubs they attend.

Pupils have regular opportunities to learn about and celebrate events from different cultures. Examples include Diwali and Chinese New Year. These opportunities help pupils understand and respect people with differing beliefs and customs.

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

Leaders make sure that pupils have lots of new and exciting experiences, such as arts week, and regular opportunities to perform. Leaders and teachers work together to identify what they want pupils to know and remember. Knowledge is revisited throughout the year, getting harder each time. Pupils are then carefully supported to help them make connections with what they have already learned. This supports them well in understanding new and more challenging work.

Reading is a high priority. Pupils come to the school speaking many different languages. Staff follow a structured scheme to help pupils become fluent and accurate readers. They have worked hard to help pupils achieve well. Sometimes, however, activities chosen for pupils who need to catch up or those pupils with special educational needs and/or disabilities (SEND) do not match their needs. For example, for some pupils with lower prior attainment or with SEND, their reading books are too difficult for them to read. This slows their fluency in reading.

Leaders have created an effective programme of learning for mathematics. This is followed closely by all teachers and supports staff. Because of this, pupils achieve well and are able to show how they use what they know to help them with new learning.

Pupils benefit from specialist music teaching. This helps them learn and use technical vocabulary. For example, pupils are able to talk about different kinds of music and know what a musical scale is. Pupils are taught to make connections between elements of music and performance, which improves the quality of their work.

Pupils behave well and move around the school in an orderly manner. Low-level disruption and bullying are rare. The school is a calm environment where pupils are attentive and are motivated to learn. This helps them achieve well in lessons.

Since the appointment of new senior leaders last year, all leaders' roles have been reviewed and expectations raised. Discussions with staff, and the results from the staff survey, show that while more work is expected by leaders, staff feel very well supported. They appreciate the training opportunities and the time given to complete their responsibilities.

The proportion of pupils who miss days at school is too high. These pupils are missing parts of the curriculum and their learning is reduced. Leaders have worked hard to successfully improve the attendance of many pupils. However, leaders agree that more needs to be done.

Activities to enhance the curriculum are chosen carefully. Examples include Chinese ribbon dancing and overnight camping. There is a range of after-school activities. They are well attended. Many of these are designed to offer additional opportunities to develop language skills. This supports pupils with SEND and disadvantaged pupils well.

Safeguarding

The arrangements for safeguarding are effective.

The culture of safeguarding is strong. All staff are well trained. Regular update meetings ensure that all staff are aware of any ongoing issues. Staff understand and follow procedures for reporting any concerns. Leaders and staff understand the needs of pupils who are at risk and respond quickly when concerns are raised. Detailed records are kept. Leaders work well with outside agencies to ensure that families receive support when necessary. Pupils say that they feel safe at this school and understand how to stay safe using the internet.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have initiated a range of new strategies so as to tackle pupils' attendance rates, which are below average. They have had some success, particularly in improving persistent absenteeism. However, the proportion of overall absences remain too high. Leaders should continue with their work to reduce this further, so that the attendance rate is at least in line with the national average.
- Leaders' work to improve the achievement of pupils is effective overall. Leaders now need to ensure that they improve the achievement of the lower-ability pupils and those with SEND by making sure that they set tasks and activities that better meet their needs.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good on 25–26 May 2016.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	102735
Local authority	Newham
Inspection number	10121594
Type of school	Infant
School category	Maintained
Age range of pupils	3 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	280
Appropriate authority	The governing body
Chair of governing body	Audrey Moeller
Headteacher	Clare Barber
Website	www.odessa.newham.sch.uk/
Date of previous inspection	25–26 May 2016, under section 5 of the Education Act 2005

Information about this school

- The headteacher took up post in September 2018.
- The deputy headteacher took up post in April 2019.
- The majority of pupils speak English as an additional language.

Information about this inspection

- I met with the headteacher, senior leaders, members of staff and a member of the governing body.
- I did deep dives in these subjects: reading, mathematics and music. For each of these subjects, I held discussions with senior leaders, visited lessons, spoke with staff and pupils and looked at pupils' work.
- I spoke with pupils and staff about the school's work to keep pupils safe. I considered records and documentation, along with the school's single central record of staff suitability checks.
- I also considered the 18 responses to the staff survey and the eight responses to Parent View, Ofsted's online questionnaire.

Inspection team

David Lloyd, lead inspector

Ofsted Inspector

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