

Avenue Primary School

Inspection report

Unique Reference Number	102710
Local Authority	Newham
Inspection number	335953
Inspection dates	2–3 March 2010
Reporting inspector	John Horwood

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	732
Appropriate authority	The governing body
Chair	Denis Shea
Headteacher	Jane Brown
Date of previous school inspection	23 April 2007
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Introduction

This inspection was carried out by four additional inspectors. Inspectors visited 24 lessons and observed 20 teachers. Almost one third of the inspection time was spent observing lessons. Inspectors held meetings with governors, staff and groups of pupils. They observed the school's work and looked at a range of documents, including pupils' work, school policies, progress records, minutes of meetings and the questionnaire responses of 259 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the impact high mobility levels have on attainment and progress and the personal development of pupils
- the extent to which actions to raise attainment in English have been effective
- the impact of leadership changes on school improvement.

Information about the school

This larger-than-average primary school serves a multi-ethnic inner-city community. The largest groups of pupils are from Bangladeshi and Black African origins. The percentage of pupils who speak English as an additional language is much higher than in most schools. The percentage of pupils eligible for free school meals is above average. The number of pupils who join or leave the school at times other than at the normal times is much higher than in most schools. The school has an average proportion of pupils who have special needs and/or disabilities covering a wide range of needs. Among the awards obtained are the Activemark and Healthy School status. The Early Years Foundation Stage provision is in four Reception classes and two Nursery classes. The current headteacher has been in post since September 2008 and the deputy headteacher since January 2010. The school runs an on-site breakfast club.

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

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Avenue Primary provides its pupils with a good education. By the end of Year 6, attainment as shown in the 2009 test results is broadly average in all key subjects and this represents good progress from pupils' lower-than-expected starting points. Attainment in English, however, while still broadly average, is lower than in other key subjects. Teaching is good and pupils say they enjoy their work as a result of good relationships with teachers and each other. Pastoral care is good in the school and the school works well with external agencies to support pupils. This contributes to pupils' widely held view that they are safe in school. The overall outcomes for pupils are good, including their behaviour.

Teachers plan their lessons well to make them enjoyable. Support in all lessons is good and pupils who join the school late or who have English as an additional language soon catch up with their classmates. Those with special educational needs and/or disabilities get good additional support to ensure they make the same progress as others.

The use of assessment has improved since the last inspection. The effectiveness of its use to match work to the ability of the most capable pupils is variable and so work is not always sufficiently challenging. The good curriculum supports the learning of most pupils in all aspects of their learning. Not all opportunities are taken to develop strong enough links between subjects that would allow pupils to practise their literacy and numeracy skills in all subjects and thereby develop their independence in learning. Pupils are not consistently involved in assessing their own progress. Children make only satisfactory progress in the Early Years Foundation Stage. This is because many joined the school in Reception with no previous Nursery experience and many came straight from abroad. For these children, the learning environment does not provide sufficiently stimulating opportunities to help them develop their language skills.

The leadership and management of the school are good and there has been good progress on the actions from the last report. This includes improved use of data to monitor the progress of groups, although there is still more to do to make full use of assessment systems. The role of middle managers is clear and all levels of management are involved in supporting school improvement. Leaders' self-evaluation accurately identifies the strengths and areas for development in the school. Standards are still rising and leaders monitor progress very well to ensure that extra support is provided where it is needed. Strong action has been taken to improve attendance, which is now average. The headteacher provides very good leadership and her vision and determination to drive the school forward have had a good impact, as seen by the way she has worked with the school and local community to ensure a harmonious environment. Strong and productive links have been successfully established with

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national and global communities as part of an outstanding contribution to community cohesion. She has also introduced a more secure approach to the provision of safeguarding requirements. Action to raise attainment in English is already having an impact. These outcomes, supported by an effective governing body, demonstrate that the school has a good capacity for sustained improvement.

What does the school need to do to improve further?

- Raise attainment and achievement, especially in English, by:
 - the consistent use of assessment to ensure that all pupils, especially the more able, are set sufficiently challenging work
 - developing a more creative curriculum with better links between subjects and which gives pupils more opportunities for independent learning.
- Provide a highly stimulating learning environment which is used effectively to promote the development of language skills in the Early Years Foundation Stage.

Outcomes for individuals and groups of pupils**2**

All pupils, including those from ethnic minority groups, make consistently good progress in Years 1 to 6. Such progress was observed in an outstanding Year 2 mathematics lesson where pupils were fully involved in using the interactive whiteboard when looking at possible car-parking arrangements as part of a problem-solving exercise. The overwhelming majority of pupils say they enjoy their learning in all subjects. Pupils with special educational needs and/or disabilities enjoy the many opportunities for group work and this helps them make good progress.

All pupils are well prepared for their future well-being. Their secure knowledge of key skills, including information and communication technology, is well supported by their good personal skills. They particularly like practical activities and sport. Pupils work very well together and listen to each other's contributions. Their behaviour is good both in and out of lessons, ensuring that all pupils can learn and enjoy school. They say bullying is extremely rare but dealt with effectively by staff. There is a good focus on encouraging healthy lifestyles, which has led to the school being awarded the Healthy School status and the Activemark. The majority of pupils eat healthy food and participate well in sport. They make a good contribution to the school community through the school council and by being class or playground buddies. They interact satisfactorily with the local community through joint activities associated with sport or the arts. Pupils' overall spiritual, moral, social and cultural development is good. The rich range of cultural diversity in the school helps pupils know about different faiths and cultures. They have gained a much broader understanding of other communities through partnerships with other schools around Britain and globally, with whom regular correspondence is made.

These are the grades for pupils' outcomes

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Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Within the classroom, pupils benefit from good teaching supported by a good curriculum. Pupils' knowledge and understanding are well developed because teachers use their good subject knowledge to pose challenging questions.

Pupils settle quickly to work because skilful classroom management is focused strongly on helping all pupils reach similar levels of attainment. Extra support is being provided to further raise attainment in English. The use made of assessment by teachers is variable. Teachers make good use of praise to encourage learning. In an outstanding Year 6 mathematics lesson the teacher's confident subject skills inspired pupils to make outstanding progress.

The curriculum caters for the majority of pupils, including those with special educational needs and/or disabilities. The English curriculum has been enhanced to help pupils attain better. Provision for the most able is not fully developed because they do not always have the opportunity to develop their knowledge even more. Visitors, for example from different cultures and faiths, help develop pupils' understanding of life beyond the school. There is a very good range of extra-curricular clubs and visits which add to pupils' enjoyment. The residential trip to Mersea is a special opportunity for them to develop social skills.

Good procedures are in place to encourage high standards of behaviour and more regular attendance. Transition arrangements with the secondary school are very

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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effective; pupils say they are given good information and feel confident about moving. The pastoral care in the school is good, with all staff strongly committed to the concepts of equal opportunities and that Every Child Matters. All requirements of health and safety are met, although the review process for documents requires formalisation. The breakfast club is well managed and provides a basic service for a small number of pupils in a well-supervised and safe environment.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher is well supported by staff at all levels in her determined vision to improve the school. All levels of management are involved in monitoring pupils' progress and identifying where additional support is needed. The effectiveness of the leadership and management of teaching and learning is good because the standard of teaching has improved. Teachers now make much better use of assessment systems, but there remain inconsistencies in the extent to which they are used to set appropriately challenging work. Previous weaknesses in the English provision have been addressed but it is too early to see the full effect on pupils' achievement. All leaders are fully involved in progress reviews. The rich variety of resources in the school is well managed and good value for money is demonstrated by the outcomes for pupils.

The school's good work to create an inclusive community which promotes equal opportunities and avoids discrimination by providing support to those who need help ensures there is no significant underachievement by any groups of pupils.

Governors have a wide range of skills and provide good support and challenge. Some governors are very active within the school and all attend the training offered. They understand what needs to be done in the school and have an effective partnership with the leadership team. There is a need to take a more pro-active role in organising reviews of policies and procedures to ensure documents are up to date and easily accessible.

The effectiveness with which the school promotes community cohesion is outstanding. Leaders know the community well and much has been done to successfully promote good relationships with parents. Links with the local community, including the more difficult parts to involve, are in place. Safeguarding procedures are all in place to meet requirements. There are good partnerships with support agencies and secure child protection procedures.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Satisfactory leadership ensures that children are well cared for in a safe environment where they have good relationships with adults and with each other. Links with parents are good. Behaviour is good and all groups of children are happy and play and learn well together in a caring environment, as was seen when they played outside with the wheeled toys. Adults are generally well deployed, although not all have a clear understanding of the early years curriculum to ensure they can support the children effectively. Staff know the children well and are aware of any specific needs, and all procedures to support the welfare of children are in place.

Standards on entry to the Early Years Foundation Stage are below those expected for the children's age. They make satisfactory progress to leave Reception with below-age-expected levels of skills and knowledge. Teaching is satisfactory overall. Learning in the classroom is sometimes restricted because the lesson is directed too much by adults. Also there are not enough opportunities for children to extend their language skills and explore new experiences. Such inconsistencies are a result of recent staff changes; although hard-working, not all new staff have fully developed their skills. Progress is monitored regularly but the effectiveness of using this information for ongoing assessment is variable; work is not therefore always matched to children's needs. There are many children who join or leave the Early Years Foundation Stage part way through, generally to move to a school nearer their homes, and this puts an extra demand on resources. Numbers have increased and with four Reception classes not all have direct access to the outdoor area, which restricts the opportunities for free

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movement between areas.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

Over one third of parents and carers expressed their views and are overwhelmingly satisfied with the school. The general feeling from written comments is that the school is extremely welcoming and friendly, is a safe environment, and teaching and leadership are good. A very few had individual concerns which were considered as part of the inspection process. The concerns about parents' views not being listened to were discussed with the leaders and appear to be associated with sensitive issues such as authorisation of extended holidays.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Avenue Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 259 completed questionnaires by the end of the on-site inspection. In total, there are 732 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	146	56	106	41	4	2	2	1
The school keeps my child safe	125	48	122	47	9	3	2	1
The school informs me about my child's progress	116	45	121	47	14	5	4	2
My child is making enough progress at this school	89	34	142	55	18	7	5	2
The teaching is good at this school	105	41	135	52	12	5	3	1
The school helps me to support my child's learning	93	36	132	51	21	8	5	2
The school helps my child to have a healthy lifestyle	99	38	132	51	17	7	3	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	74	29	125	48	23	9	2	1
The school meets my child's particular needs	72	28	146	56	21	8	2	1
The school deals effectively with unacceptable behaviour	74	29	141	54	16	6	3	1
The school takes account of my suggestions and concerns	71	27	130	50	30	12	3	1
The school is led and managed effectively	75	29	142	55	15	6	2	1
Overall, I am happy with my child's experience at this school	112	43	123	47	17	7	2	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for 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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.

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.



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4 March 2010

Dear Pupils

Inspection of Avenue Primary School, Manor Park, London E12 6AR

Thank you for welcoming us and helping us when we came to your school. It was good to look at all your comments on the questionnaires that many of you filled in. We really enjoyed visiting you in your school and seeing you learning and playing together. Your school is giving you a good education. You are making good progress in your work and are able to do the things that are usually expected by the time you are in Year 6.

There are many things we admire about your school and these are a few of them.

- You told us that you feel extremely safe in school and you behave well.
- Adults look after you well.
- You have good relationships with your teachers and with each other.
- You get some really good opportunities to meet or write letters to pupils from schools not only locally but around the world.
- You play and work together exceptionally well in a harmonious community within the school.
- You have a good understanding of how to keep fit and healthy.
- School leaders work extremely well with other specialists to support your learning and care.

There are a few things we have asked the school to do to make it better. We want staff to:

- make consistent use of data about your progress to ensure that all of you, and especially the most able, are set challenging work
- develop a more exciting curriculum with better links between subjects and which gives you more opportunities to develop your own learning skills
- provide more stimulating learning opportunities for those in the Early Years Foundation Stage to help them develop their language skills.

You can help by carrying on working hard and helping your teachers.

Yours sincerely

John Horwood

Lead Inspector

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