

Odessa Infant School

Wellington Road, Forest Gate, London E7 9BY

Inspection dates	25–26 May 2016
Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The headteacher, deputy headteacher and governors have successfully improved the quality of teaching since the previous inspection so that it is now good. As a result, pupils make good progress in reading, writing and mathematics.
- Pupils' attainment at the end of Year 2 is significantly above national averages in reading, writing and mathematics.
- Governors have refined their skills and offer effective support and challenge to senior leaders to bring about improvements. As a result of regular visits to the school, they have a secure knowledge of its strengths and areas for improvement.
- Pupils are kind and considerate and behave well around school. They have positive attitudes to their learning, which contribute to the good progress they make.
- Children in the early years get off to a good start because teaching and learning are good. Children make good progress and they are well prepared to start Year 1.
- The broad curriculum provides a wide range of learning opportunities to engage pupils and capture their interests. It ensures that pupils' spiritual, moral, social and cultural development is effectively promoted.
- The school works effectively with other agencies to promote the learning and welfare of pupils who have special educational needs or disability. As a result, these pupils make good progress.
- Pupils learn about respect, tolerance and valuing diversity. They are prepared well for life in modern Britain.
- Safeguarding is effective and pupils feel safe and well looked after.

It is not yet an outstanding school because

- Pupils do not always respond to teachers' advice and guidance on how to improve their work. This slows their progress.
- Sometimes, the most able pupils are not challenged sufficiently to help them make the best possible progress.
- Middle leaders are new to their roles and are still gaining skills and experience in checking on the quality of teaching and the progress pupils make.
- Attendance is below average, mainly because some parents take their children on extended visits abroad during school time.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching, learning and assessment and the rate of pupils' progress, by ensuring that:
 - pupils are given time to act on teachers' advice so that they can improve their work and deepen their understanding
 - the most able pupils are consistently challenged in lessons through tasks that extend their thinking.

- Improve the effectiveness of leadership and management, by:
 - developing the skills of new middle leaders in monitoring the quality of teaching and holding teachers accountable for the progress that their pupils make
 - improving attendance through forging stronger links with parents, particularly with those who take their children on extended visits abroad during school time, so that they are fully supportive of the school's work to improve attendance.

Inspection judgements

Effectiveness of leadership and management is good

- The headteacher, deputy headteacher and governors work effectively as a team and have created a culture of high expectations in which good teaching and learning can flourish. Leaders have been successful in tackling the areas requiring improvement in the previous inspection. As a result, the quality of teaching, learning and assessment is good and pupils make good progress.
- Leaders have a clear and accurate view of the school's strengths and areas for development. The school improvement plan identifies appropriate priorities to improve the quality of teaching and raise pupils' achievement further.
- The headteacher works closely with the early years staff to ensure that the early years provision is effective.
- Effective external support from the local authority and a local leader of education has helped school leaders to improve the early years provision and the quality of teaching in phonics (letters and the sounds they make).
- The quality of teaching and learning is regularly checked and leaders provide effective support and training to enable teachers to improve their skills. The headteacher, with support from governors, has taken decisive action when concerns have been identified.
- Leaders ensure that performance management of teachers is robust. Salary awards for teachers are closely linked to the quality of their teaching and the progress their pupils make.
- A new system of assessment takes account of the recent changes in the national curriculum. The school works closely with other local schools to ensure that assessment procedures are effective. Leaders track the progress of pupils, including different groups of pupils, and identify those pupils who are falling behind, or those who do not make good enough progress. These pupils are provided with effective one-to-one or small-group support to ensure they catch up.
- Leaders ensure that all pupils have equal opportunities and that there is no discrimination. As a result, all groups of pupils, including those who have special educational needs or disability, make good progress.
- Leaders have used the pupil premium funding effectively to ensure disadvantaged pupils make good progress and achieve well. Spending has focused mainly on providing pupils with additional support, promoting their well-being and funding extra-curricular activities.
- The curriculum offers pupils a broad range of interesting opportunities to learn and make good progress. Teachers ensure that pupils use the skills they acquire in mathematics and English across a wide range of subjects, and provide them with meaningful and memorable experiences. The reading programmes and access to a wide variety of books are having a strong impact on pupils' enjoyment of reading. The curriculum is enriched by a range of extra-curricular activities, such as music, drama and visits to, for example, the London Symphony Orchestra, Shakespeare's Globe Theatre and different places of worship.
- The broad and balanced curriculum makes a strong contribution to pupils' spiritual, moral, social and cultural development. Pupils learn about respect and different cultures, faiths and beliefs. The school prepares them well for life in modern Britain.
- Tolerance, respect and valuing diversity are fostered effectively through the school's values. Pupils elect their school council members and make decisions about their playground layout. They are involved in charity work and have an awareness of issues beyond school life. This complements the school's effective work on promoting British values.
- The primary physical education and sport funding is used effectively for the provision of specialist coaches who work alongside teachers to enhance their skills and confidence in teaching physical education. The funding is used well to improve pupils' outcomes. For example, the school's records show that pupils have become more physically active during lunchtimes and their attitudes and behaviour have improved, leading to fewer incidents of poor behaviour. Pupils have good opportunities to take part in a range of sporting activities during and after the school day.
- Improving attendance is one of the key priorities for the school. Leaders know that further work needs to be done with some parents to gain their support in reducing term time absences.
- Middle leaders are highly committed and hardworking. They undertake learning walks to gain a better understanding of their subject areas. However, they are new to their roles and have still to develop their skills in checking on the quality of teaching and holding teachers responsible for the progress pupils make.
- Most parents responding to Ofsted's online Parent View survey agree that the school is well led and managed.

■ The governance of the school

- Governance has improved since the previous inspection. Governors have had the appropriate external support and training to improve their skills to perform their roles effectively. They have a secure understanding of the school's strengths and weaknesses. They share the ambition and aspirations of the headteacher to ensure that pupils receive the very best education and achieve well, and that the school continues to improve.
 - Governors are now much more involved in the work of the school. They visit the school regularly to check for themselves on pupils' welfare and on how well pupils are learning. They receive good information from leaders on the quality of teaching and the progress that pupils make. They understand how this informs decisions about salary awards.
 - The governing body is aware of the impact of additional funding and how it is making a difference for pupils. They know, for example, that the pupil premium funding is effectively used and is having a positive impact on the outcomes of disadvantaged pupils.
- The arrangements for safeguarding are effective. Senior leaders and governors maintain a strong focus on keeping pupils safe. They ensure that staff are fully trained in how to keep pupils safe, that safeguarding requirements are fully met and procedures are robust. Leaders and staff work closely with external agencies and parents to ensure that pupils are kept safe. Parents say that their children feel safe at school.

Quality of teaching, learning and assessment is good

- The quality of teaching, learning and assessment has improved since the previous inspection and is now good. Reading, writing and mathematics are taught well and pupils make good progress in these subjects.
- The working relationships between pupils and adults are highly positive. Teachers ensure that pupils know of the high expectations they have of pupils' behaviour. They set clear aims for their lessons and ensure that pupils know what is expected of them by the end of lessons. Teaching typically is lively and exciting and engages pupils in their learning.
- A strong feature of teaching is the rich opportunities staff provide for pupils to use their speaking and listening skills, to build their vocabulary and develop their language skills. This particularly helps pupils who speak English as an additional language by raising their confidence so that they make good progress with their acquisition of English.
- Assessment of pupils' attainment is accurate and teachers have a good understanding of the national expectations for each year group. They work well with other schools locally to ensure their judgments about standards are accurate. Assessments are used effectively to plan activities to match pupils' needs. However, this is sometimes less effective for the most able pupils who are not always challenged sufficiently through tasks that extend their thinking.
- The provision for pupils who have special educational needs or disability is a strength of the school. The school works effectively with a range of services to support the health and emotional well-being of these pupils, as well as their academic achievement. For example, children in the early years with sensory and communication difficulties receive high-quality one-to-one support from staff to help them make good progress in their concentration, coordination skills and physical development.
- The progress of all pupils is checked frequently and teachers work closely with senior leaders to identify individual pupils or groups who may be falling behind, or who are not making good enough progress. Effective, timely one-to-one and small-group support led by teachers and skilled teaching assistants ensures that pupils make good progress, particularly the lower-attaining pupils. Teachers and teaching assistants make good use of questioning to test and deepen pupils' understanding.
- The teaching of reading and phonics is effective. Pupils have a daily reading session when staff listen to pupils read and discuss their reading with them. A wide range of activities, such as guided reading and phonics, develops pupils' reading skills. Pupils are provided with opportunities to read for enjoyment and pleasure to develop a love for reading. In a Year 1 class, pupils enjoyed playing a game on the computer to match letters to sounds and made good progress with their phonics. Pupils use their knowledge of phonics to read difficult or unfamiliar words. Parents come into school to hear children read on a regular basis.
- The teaching of writing has improved since the last inspection and is a strength. There are many good examples of writing in pupils' books and in displays of their work in the classroom and around the school. Pupils are encouraged to write at length in English and to apply their writing skills in other subjects.

- Mathematics is taught well, and teachers' good knowledge of this subject helps pupils to understand and master mathematical concepts such as addition and subtraction. Pupils tackle and solve problems related to everyday mathematics successfully.
- Pupils' work in their books is marked with written comments on how it can be improved, in line with the school's policy on marking. However, pupils do not always have sufficient time to respond to these comments. As a result, they do not always learn from their mistakes and the same errors are sometimes repeated, especially in grammar, punctuation and spelling. This slows pupils' progress over time.
- Most parents responding to the online Parent View survey agree that their children are taught well. A large majority agree that their children receive appropriate homework for their age.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are polite and courteous, and they develop strong moral values for their age. They show respect and tolerance for differences, and pupils from all backgrounds get on well with each other. Assemblies and 'circle time' help them to learn about the differences between wrong and right and to reflect on how they can be kind and help each other.
- There are a number of opportunities for children to take on additional responsibilities; for example, monitors take on various tasks in the classroom and around the school. Pupils also elect members to the school council, and are confident that school council members make decisions that are in the best interests of all. Pupils are very proud of their school and enjoy their learning. They have good attitudes to learning, take care with their work and present it well.
- Pupils say that bullying is rare but are confident that it would be dealt with effectively by staff if and when it occurred. Pupils say they feel safe and would approach a member of staff if they had any concerns. They are taught how to keep themselves safe when using the internet, and why, as one pupil said, they should keep their details to themselves. Pupils say that racism is very rare in the school. A few pupils recalled a small number of incidents in the past, but say that these are no longer an issue.
- Pupils enjoy their lunch and say it keeps them healthy. They are involved in sporting activities that develop their physical well-being. Pupils who have special educational needs or disability receive high-quality care and support to promote their welfare and emotional well-being.
- Most parents responding to the online Parent View survey agreed that their children are happy and well looked after at the school.

Behaviour

- The behaviour of pupils is good. Their behaviour in lessons, in the dining hall, when moving around the school and on the playground is typically good.
- Pupils work hard and have positive attitudes to their work. They respond positively to the staff's instructions, so no learning time is wasted.
- Pupils understand the behaviour policy well, including the reward system for good behaviour. They look forward to being a 'ninja of the week' by behaving well and showing good attitudes to learning. However, occasionally some pupils become too dependent on staff for help when they become stuck with their work, rather than attempting to find an answer for themselves or asking their classmates.
- Attendance overall is below average and leaders regard this as one of the key priorities for the school.
- Almost all parents responding to the online Parent View survey agree that the school makes sure its pupils are well behaved.

Outcomes for pupils are good

- Pupils' achievement has improved since the previous inspection because of the improvements in the quality of teaching, learning and assessment. As a result, pupils make good progress and achieve well in reading, writing and mathematics from their low starting points when they join the school.

- Pupils' attainment at the end of Year 2 has improved markedly since the previous inspection from broadly average to significantly above average in reading, writing and mathematics in 2015. Pupils are well prepared for their next stage of education.
- In 2015, the proportion of most-able pupils that achieved above average standards in reading and writing was broadly average compared to other schools. It was significantly above average in mathematics. Although the most able pupils make good progress overall, some do not make the rapid progress that they are capable of and achieve the highest standards because occasionally the work they do is not sufficiently challenging.
- Pupils currently in the school make good progress in reading, writing and mathematics. This is confirmed by the school's information on pupils' progress and evidence gathered during the inspection, including the scrutiny of pupils' work in their books.
- In 2014, the proportion of Year 1 pupils achieving the expected standard in the phonics screening check was above average. However, in 2015 the proportion of pupils who reached the expected standard dropped to below the national average. This was largely due to some pupils joining Year 1 other than at the normal times. Leaders have been effective in improving the quality of teaching in phonics through staff training and support, including in the early years. Pupils enjoy their phonics sessions and make good progress. The school's information and inspection evidence suggest that results in the phonics screening check for the current Year 1 pupils are likely to improve.
- In 2015, the attainment of disadvantaged pupils in reading and writing at the end of Year 2 was better than that of other pupils in the year group. It was similar to them in mathematics. Their attainment in reading, writing and mathematics was better than all other pupils nationally. The progress of disadvantaged pupils is tracked closely and they are provided with effective additional support to ensure they make good progress with their learning.
- Pupils with special educational needs or disability make good progress in reading, writing and mathematics from their different starting points. A range of effective interventions, including well-being sessions and well-planned lessons, supported by skilled teaching assistants, ensures that this group of pupils do well.
- The sharp focus on speaking and listening and developing communication skills means that pupils who speak English as an additional language, and those who are newcomers to the school at early stages of speaking English, make similarly good progress to their classmates. There are no significant variations in outcomes for pupils from different ethnic backgrounds.

Early years provision

is good

- Children enter the early years with skills and abilities that are well below those typical for their age, particularly in their communication and language skills and their personal, social and emotional development. From their different starting points, children make good progress with their learning because the quality of teaching, learning and assessment is good. They are well prepared to continue their learning in Year 1.
- In 2015, the proportion of children achieving a good level of development at the end of the Reception was below the national average; it was broadly average in 2014. Leaders are aware that not all boys did as well as they should and performed less well than girls. They have been successful in improving the resources and outside provision to increase the engagement of boys. Current assessment information shows that boys are making good progress and that attainment gaps are closing. This information, confirmed by external moderation, also indicates a higher proportion of children will achieve a good level of development this year.
- The links with parents are strong. Parents are encouraged to attend 'stay and play' sessions to become more familiar with what their children are learning and to play with and read to their children. This ensures that children settle into routines quickly and are ready for learning. Parents are kept well informed about their children's development. They say that they are happy with their children's progress, and that the early years staff are always available to discuss how well their children are doing. There are effective links with a range of outside agencies to help any child who needs additional support.
- Staff record the progress of children carefully during activities and the quality of observations recorded in children's learning journeys is good. Observations are now made online and the information is used to plan the next steps in learning for individual children.

- Staff ensure that children experience a range of engaging and enjoyable activities, which enable them to make good progress. The outdoor areas are well designed to enable children to experience a range of practical activities. For example, children in the Nursery used climbing frames, made 'mud pies' and 'sold ice cream'. The music area had words on display such as 'bang' and 'crash' to encourage the use of key vocabulary. Staff observe children's learning and join in to extend their vocabulary and language and rephrase children's words into sentences.
- Children in Reception love outdoor learning; they select their music to dance to, make good use of the climbing frame, take turns to skip and turn the rope. They enjoyed being 'zoo keepers' to buy food for their animals and finding the correct amount of money to make a purchase.
- In the Nursery, children's phonics skills were extended through finding letters in the sand, making sounds and thinking of a word with that sound. In an activity on making ice cones, staff made good use of questioning to extend children's thinking; for example, 'What flavour is it?' and 'What does it taste like?'
- In Reception, children recalled confidently the sounds that letters make in the alphabet. They enjoyed playing 'word bingo' and sounding out words and matching words with pictures. Some children spelled more complex words correctly such as 'handstand' and 'raindrop'. Books show that some children are able to write a sustained piece of work, for example, on their trip to the zoo.
- The most able children do well with their learning because they are appropriately challenged. The school's information shows that all of these children make more than expected progress in all areas of learning.
- Disadvantaged children, those who have special educational needs or disability and those who speak English as an additional language make good progress. This is because their progress is closely monitored and they are provided with good quality, additional support to ensure they do well.
- Children are extremely well behaved and have positive attitudes to their work. They are able to make decisions about their learning, and they interact well with each other and staff. They are eager to share with visitors what they have achieved.
- Leadership in the early years is good. There is a clear vision to provide the very best and ensure the best possible outcomes for all children. Leadership has been effective in improving the quality of teaching, learning and assessment. Accurate assessment information and close monitoring enable staff to identify those children who are not making good progress and where support is needed. The early years leader is clear about the strengths and areas for improvement in the early years, and knows that there is more to do to raise the attainment of boys.
- There are robust safeguarding systems and staff ensure that children are kept safe at all times and that their welfare needs are met. Safeguarding is effective.

School details

Unique reference number	102735
Local authority	Newham
Inspection number	10001978

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

Type of school	Infant
School category	Community
Age range of pupils	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	299
Appropriate authority	The governing body
Chair	Audrey Moeller
Headteacher	Ann Hurfurt
Telephone number	020 8534 7967
Website	www.odessa.newham.sch.uk
Email address	info@odessa.newham.sch.uk
Date of previous inspection	1–2 October 2013

Information about this school

- This is a larger than the average-sized infant school.
- Children in the early years are taught in two part-time Nursery classes and three full-time Reception classes.
- Pupils come from a wide range of ethnic groups with the largest group being from a Black or Black African background.
- The proportion of pupils who have special educational needs or disability is average compared to similar schools nationally.
- The proportion of pupils supported with additional government funding, known as the pupil premium, is above average. This funding is provided for those known to be eligible for free school meals and children looked after.
- The proportion of pupils from minority ethnic groups is well above average.
- The proportion of pupils who speak English as an additional language is well above average.
- The early years provision is supported by a national leader of education, the headteacher of Sheringham Nursery School, judged outstanding at its last inspection.
- The school meets requirements on the publication of specified information on its website.

Information about this inspection

- The inspectors observed pupils learning in 25 lessons, of which six were joint observations with the headteacher or the deputy headteacher. Inspectors observed pupils' behaviour and attitudes in classrooms and at breaks and lunchtimes.
- A meeting was held with different groups of pupils to discuss their learning and views about the school. Inspectors listened to pupils read in Years 1 and 2 and discussed their reading with them.
- The inspectors held discussions with senior leaders, middle leaders and four governors, including the chair of the governing body. A meeting was held with a local authority representative.
- The inspectors observed the school's work and considered a range of documents, including the school's improvement plan, checks on the quality of teaching and learning, information about pupils' progress, attendance and behaviour records and safeguarding policies.
- The inspectors examined pupils' work in different subjects across the school to see what progress they make, and the quality of teachers' marking and feedback to pupils in line with the school's marking policy.
- The inspectors took account of 20 responses received from parents to the online Parent View survey. In addition, inspectors spoke to parents in the playground at the start of the school day.
- The inspectors also considered 20 questionnaires completed by staff.

Inspection team

Avtar Sherri, lead inspector	Ofsted Inspector
Alison Martin	Ofsted Inspector
Richard Barnes	Ofsted Inspector

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