

Inspection of a school judged Good for overall effectiveness before September 2024: Avenue Primary School

Avenue Road Extension, Leicester, Leicestershire LE2 3EJ

Inspection dates:

8 and 9 April 2025

Outcome

Avenue Primary School has taken effective action to maintain the standards identified at the previous inspection.

What is it like to attend this school?

Pupils enjoy attending Avenue Primary School. They have strong relationships with staff. This helps them feel safe and secure. The school has high expectations of pupils' behaviour and learning. Pupils behave well and treat each other with respect. As a result, pupils are enthusiastic about their education and achieve well across the curriculum.

Pupils particularly benefit from the school's efforts to make learning memorable. In history, for example, themed days help deepen pupils' understanding of topics such as the Romans and Victorians. In art and design, pupils visit galleries to view the types of artwork they have studied. Staff plan these events carefully to build on what pupils learn in the classroom.

There is a strong sense of community at Avenue. Staff teach pupils to value and respect difference. Through assemblies, lessons and extra-curricular events, they learn about different religions and cultures. Visits to a synagogue and a Hindu temple, and themed lunches such as 'Cherry Blossom' or Kenya day, help pupils understand and celebrate the diversity around them.

This school is at the heart of its local community and works closely with families. Parents and carers are unequivocal in their praise for the education and care the school provides. The school is welcoming, inclusive and ambitious for every pupil.

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

The curriculum is broad and well structured. Teachers organise knowledge and skills so that pupils build securely on what they know and can make links across subjects. In science, pupils learn about the human body before they explore circulation and evolution.

In geography, they study local regions before they compare these to countries such as Ghana and Brazil.

Teachers have secure subject knowledge and explain new content clearly. They check pupils' understanding through questioning and regular assessment. In most subjects, teachers choose activities that support learning well. In a few subjects, teaching does not consistently support pupils who are ready for new learning to move on swiftly. This means some pupils do not get the depth of knowledge they are capable of.

Staff support pupils with special educational needs and/or disabilities (SEND) well so they can access the full curriculum. The school identifies pupils' additional needs early and puts support in place quickly. Staff adapt teaching carefully and review support regularly. They use visual prompts and personalised targets to help pupils succeed. Pupils with SEND achieve well from their starting points.

Teachers are early reading experts. They match books to the sounds pupils know, which helps pupils read with confidence. Pupils who speak English as an additional language or need extra support take part in catch-up sessions to help them become fluent readers. Staff promote a love of reading across the school. Pupils talk enthusiastically about the stories they read. Older pupils join the 'reading crew' and help younger children practise reading at breaktimes. Each year, the whole school reads the same book. This year, pupils read a traditional African tale. The story helps pupils believe in themselves and deepens their appreciation of storytelling and culture.

Children in the early years get off to a strong start. They learn to recognise patterns in numbers and begin to add using dice and visual models. Staff build early understanding of the world through stories and talk. Adults interact positively with children, who learn and explore through well-organised play.

Pupils benefit from a rich personal development offer. They learn how to stay safe, both online and offline, through the curriculum and assemblies. The school offers a wide range of clubs. Pupils enjoy cooking, dance, music and sports, and many take part in more than one.

Sport and the arts play important roles in school life. Pupils take part in singing assemblies and many join the school orchestra. They speak proudly about representing Avenue in competitions, including girls' cricket, hockey and basketball. They enjoy the rivalry with local schools and celebrate their achievements. Year 6 pupils develop confidence and resilience through the annual residential visit.

The school promotes positive behaviour through a clear and consistent approach that pupils understand. The school is calm and orderly, and lessons tend to be disruption free. The school monitors attendance closely and works with families to remove any barriers to attendance. The school challenges poor attendance effectively.

Staff feel proud to work at the school. Governors and senior leaders consider staff's workload and support staff's well-being. Governors understand their statutory

responsibilities and carry them out effectively. They know the school well and remain committed to its continued improvement.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, teaching activities are not used consistently well to support pupils who are ready to move their learning on further. As a result, some pupils do not gain the depth of understanding they are capable of. The school should ensure that teaching activities are used more consistently to support pupils that are capable of learning more.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024, graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good for overall effectiveness in April 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 information from Ofsted Parent View 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.

Further information

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

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	131002
Local authority	Leicester
Inspection number	10379559
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	552
Appropriate authority	The governing body
Chair of governing body	Edward Chester
Headteacher	Jenny Goddard (Interim headteacher)
Website	www.avenue.leicester.sch.uk
Dates of previous inspection	3 and 4 March 2020, under section 8 of the Education Act 2005

Information about this school

- The school has an interim headteacher and an interim deputy headteacher.
- The school experiences high mobility of pupils. A significant proportion of pupils move into and leave the school during the school year.
- The school does not make use of any alternative provision.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector visited a sample of lessons, spoke to pupils about their learning and looked at samples of pupils' work.

- The inspector met with the headteacher, deputy headteacher, teachers and support staff. The inspector also met with leaders with responsibility for pupils with SEND, behaviour, attendance and personal development.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector examined a range of school documents relating to behaviour, attendance and governance, as well as leaders' self-evaluation of the school and the school improvement plan.
- The inspector met with governors, including the chair of the governing body. The inspector also spoke with a representative of the local authority.
- The inspector considered the responses to Ofsted Parent View and the results of Ofsted's online staff survey.

Inspection team

Rakesh Patel, lead inspector

His Majesty's Inspector

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