

Rhodes Avenue Primary School

Address: Rhodes Avenue, London, N22 7UT

Unique reference number (URN): 102128

Inspection report: 3 February 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Achievement

Strong standard ●

Pupils, including those with special educational needs and/or disabilities or those who face other barriers to learning, are well prepared for the next stages of their education. They develop detailed knowledge and skills across a range of subjects, building on what they already know.

Pupils achieve highly in national tests at the end of Year 6, with outcomes above national averages in reading, writing and mathematics. Likewise, pupils achieve highly in the phonics screening check at the end of Year 1. The importance placed on strong foundations begins in the early years, where children learn to recognise the sounds that letters make and quickly develop essential early reading skills.

Pupils' written work is of a high quality. For example, pupils write in detail about why deities are significant in Hinduism, using subject-specific vocabulary and structuring their ideas into coherent well-organised paragraphs to demonstrate their mature understanding of religious beliefs.

Attendance and behaviour

Strong standard ●

Leaders have high expectations for attendance. They have robust systems and processes to monitor attendance closely. This means if concerns arise, leaders act quickly and effectively alongside parents to identify barriers and put in place appropriate support.

Behaviour is excellent across the school. A culture of high expectations and well-embedded routines ensures that pupils learn in calm, purposeful classrooms where learning is not interrupted. Children from the early years show high levels of engagement and positive attitudes to their learning, which is reflected across the school. If pupils need support to self-regulate, staff intervene using highly effective approaches.

Pupils, including those with special educational needs and/or disabilities or those who face other barriers to learning, collaborate well during learning and social times. Leaders monitor behaviour incidents closely. Staff act quickly if incidents of inappropriate behaviour occur, helping pupils to understand the impact of their choices on others. This approach fosters responsibility. Bullying is rare here. If it does happen, leaders act quickly to ensure that incidents do not escalate.

Curriculum and teaching

Strong standard ●

Leaders have an accurate understanding of the quality of the curriculum and teaching across the school. They have skilfully designed a broad and logically sequenced curriculum from the early years to Year 6. Leaders have high expectations for all pupils. For example, in history, pupils consider whether studying the Benin Kingdom disproves the idea that England has always been the most advanced nation.

Learning is broken down carefully in all subjects, increasing in complexity year on year. Pupils with special educational needs and/or disabilities (SEND) or those facing other barriers to learning build securely on what they know and experience high levels of success.

Teachers have excellent subject knowledge. They explain concepts clearly and make purposeful links across subjects. Therefore, pupils develop detailed knowledge and skills across the curriculum. Teaching approaches are adapted effectively so that pupils with SEND and those facing other barriers to learning achieve highly. Pupils who require support to catch up receive swift targeted support.

Leaders prioritise developing pupils' knowledge of the basics in reading, writing and mathematics. The impact of the school's work on oracy and sentence structure is evident in pupils' high-quality written outcomes and articulate spoken responses. Adults model subject-specific language with precision. Consequently, pupils in Year 3 use language such as 'sediment', 'minerals' and 'petrification' when discussing how fossils are formed.

Early years

Strong standard 

The early years is a hive of joyous learning and play. Nurturing relationships between staff and children create a warm and trusting environment where children feel safe to explore and take risks in their learning. Staff care deeply about them and know their needs and interests well. Staff use this information to shape the curriculum and adapt teaching approaches that ensure that children, including those with special educational needs and/or disabilities (SEND) or those who face other barriers, make strong progress from their starting points. The school builds trusting relationships with parents that begin before children start at the school.

Communication and language are at the heart of the curriculum. Staff model and extend children's vocabulary with precision. As a result, the youngest children use words such as 'mix', 'dark' and 'shade' when sharing their artistic creations. Carefully constructed questions are directed at children, including those with SEND or who face other barriers, so that they can explain their thinking using important language. These interactions provide staff with valuable information about what children know and can do.

Teachers have the expertise to teach early reading effectively. Children segment and blend with growing confidence, demonstrating their understanding of the sounds that letters make. Children's secure phonics knowledge supports their early writing, where children begin to construct simple sentences with increasing independence. By the end of the Reception year, children are well prepared for learning in Year 1.

Inclusion

Strong standard 

Leaders and staff swiftly and accurately identify pupils with special educational needs and/or disabilities (SEND) or pupils facing other barriers to learning early on in their school careers. Highly effective teaching approaches significantly reduce any barriers to learning. Pastoral support for pupils' social, emotional and mental health needs is a strength of the school. Staff demonstrate high levels of care and a deep understanding of pupils' individual needs because leaders provide regular targeted training.

Leaders rigorously monitor, refine and review teaching approaches, interventions and pupil premium strategies. As a result, pupils with SEND and those facing other barriers to learning make excellent progress from their starting points.

Leaders work with a range of external professionals, who provide support and guidance. Staff have established effective, trusting relationships with parents who feel confident that their children's needs are understood.

The school ensures that any alternative provision is carefully matched to pupils' needs. Leaders have robust processes to ensure that the use of alternative provision is appropriate, monitored closely and always in the best interests of pupils.

Leadership and governance

Strong standard ●

Leaders and governors are ambitious for all pupils, including pupils with special educational needs and/or disabilities or those who face other barriers to learning. Staff are incredibly proud to work at Rhodes Avenue. They work hard because they understand that leaders' decisions are taken in the best interests of pupils. Staff value the targeted and precise training and support they receive to fulfil their roles. Collaborative learning is a strength of the school. Staff continually work together to learn from each other's practice.

Leaders and governors have an accurate understanding of the school's strengths and priorities. Leaders and governors do not stand still. They continually refine the curriculum and teaching approaches to drive school improvement. A clear rationale underpins leaders' decisions at all levels, supported by relevant research.

Governors have the expertise and robust processes in place to monitor the impact of the school's work. This includes audits from external agencies, which provide assurance that leaders' actions are well informed and purposeful. Governors check, for example, that the school's arrangements for safeguarding are enacted and that the equality duties are met.

Leaders and governors have established highly positive relationships with parents and carers. Parents are overwhelmingly positive about the school's work and the holistic impact it has on their children. Staff praise leaders for the help they receive to manage their workload and support their wellbeing. Governors, leaders and the school community work closely together to ensure that children flourish and thrive here.

Personal development and wellbeing

Strong standard ●

The personal, social and health education programme is skilfully designed to meet the needs of all pupils, including those with special educational needs and/or disabilities (SEND) or those who face other barriers to learning. This is also the case for the relationships and sex education and health education programme. Across the curriculum, teachers maximise opportunities for pupils to learn about significant people, such as Matthew Henson, encouraging them to consider why his achievements as an Arctic explorer may have been under-recorded in history. These carefully planned opportunities develop pupils' understanding of fairness.

A key strength of the school's work is the way leaders embed pupils' character development into all aspects of school life. Leadership opportunities enable pupils to understand the positive impact they can have on their school and wider community. Pupil inclusion champions deliver assemblies to their classmates on neurodiversity and the importance of difference. These experiences reinforce the school's ethos that everyone is of equal value and promote fundamental British values.

Pupils learn about consent and healthy relationships in an age-appropriate way. Through the programme, pupils learn to keep personal information private when online. This helps them stay safe.

Pupils learn to appreciate different beliefs and cultures. They discuss why parables are important within Christianity, explaining the importance of sharing and caring for others.

There is a wide range of clubs on offer, such as yoga, chess and capoeira. Leaders monitor attendance closely to ensure that as many pupils as possible benefit from them, including those pupils with SEND and those facing other barriers. These opportunities help pupils to discover new interests.

Pupils learn strategies to help them feel calm when they feel worried or anxious. They reflect on what positive learning can come from negative experiences. This helps pupils to build resilience when facing challenges.

What it's like to be a pupil at this school

Pupils relish their learning at Rhodes Avenue Primary School. This is because leaders provide rich opportunities for them to consider 'big questions', such as whether there is still as much disparity between the rich and poor as in the Victorian times. These opportunities develop pupils' critical thinking skills. Inclusion and diversity themes are fully embedded throughout the curriculum ensuring that pupils develop a secure understanding of different perspectives and experiences. Visitors from a range of backgrounds and careers, including award-winning journalists, barristers and hairdressers, visit the school to challenge stereotypes and raise ambition. As a result, pupils demonstrate high levels of respect when learning about cultures that may be different from their own. Pupils are fully ready for life in diverse, modern Britain.

Behaviour across the school is superb. Pupils meet the high expectations staff set for them. Clear, embedded routines create calm, orderly classrooms where learning is not interrupted. The school places great importance on collaboration. This begins in the early years, where children play and learn happily alongside one another. This creates a harmonious school where pupils feel happy and develop a strong sense of belonging. Bullying rarely happens here. If it does, leaders take quick and appropriate action so that incidents do not escalate. Pupils know that if they feel sad or worried, staff will listen and help them. This means pupils feel cared for and safe. Pupils attend school regularly and arrive on time.

Pupils achieve highly across the curriculum. Leaders have established an ambitious, logical and well-sequenced curriculum. Because of this, pupils develop detailed knowledge and skills over time, building securely on what they have learned before. Outcomes at the end of

Year 6 are above national averages in reading, writing and mathematics. Teachers and leaders adapt the curriculum and teaching approaches effectively. Consequently, pupils, including those with special educational needs and/or disabilities (SEND) and pupils facing other barriers, are well prepared for the next stages of their learning.

Next steps

- Leaders and those responsible for governance should sustain the effectiveness of their work in all areas. They should seek continued improvement, overcoming challenges, in order to drive a transformational impact for all pupils.
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About this inspection

The chair of the board of governors in this school is Fiona Doyle

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our updated inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspection activities:

Inspectors spoke with the headteacher, the deputy headteacher and other senior leaders in the school. Inspectors also spoke with members of the governing body and a representative from the local authority.

The inspectors confirmed the following information about the school:

The school currently makes use of 2 registered alternative provisions.

Headteacher: Maria Panayiotou-Argyrou

Lead inspector:

Deborah Walters, His Majesty's Inspector

Team inspectors:

Teresa Neary, Ofsted Inspector

Rob Fenton, Ofsted Inspector

Jenny Lewis, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 3 February 2026

School and pupil context

Total pupils

688

Well above average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

700

Well above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

4.61%

Well below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

2.91%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

7.41%

Well below average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Well below average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	92%	61%	Above
2024/25 (revised)	92%	62%	Above
2023/24 (final)	91%	61%	Above
2022/23 (final)	92%	60%	Above

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	95%	74%	Above
2024/25 (revised)	96%	75%	Above
2023/24 (final)	94%	74%	Above
2022/23 (final)	94%	73%	Above

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	94%	72%	Above
2024/25 (revised)	96%	72%	Above
2023/24 (final)	93%	72%	Above
2022/23 (final)	93%	71%	Above

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	97%	73%	Above
2024/25 (revised)	98%	74%	Above
2023/24 (final)	96%	73%	Above
2022/23 (final)	98%	73%	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	84%	46%	Above
2024/25 (revised)	S	47%	S
2023/24 (final)	80%	46%	Above
2022/23 (final)	S	44%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	95%	62%	Above

Year	This school	National average	Compared with national average
2024/25 (revised)	S	63%	S
2023/24 (final)	90%	62%	Above
2022/23 (final)	S	60%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	84%	59%	Above
2024/25 (revised)	S	59%	S
2023/24 (final)	80%	58%	Above
2022/23 (final)	S	58%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	95%	60%	Above
2024/25 (revised)	S	61%	S
2023/24 (final)	90%	59%	Above
2022/23 (final)	S	59%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	84%	68%	17 pp
2024/25 (revised)	S	69%	S
2023/24 (final)	80%	67%	13 pp
2022/23 (final)	S	66%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	95%	80%	15 pp
2024/25 (revised)	S	81%	S
2023/24 (final)	90%	80%	10 pp
2022/23 (final)	S	78%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	84%	78%	6 pp
2024/25 (revised)	S	78%	S
2023/24 (final)	80%	78%	2 pp
2022/23 (final)	S	77%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	95%	80%	15 pp
2024/25 (revised)	S	81%	S
2023/24 (final)	90%	79%	11 pp
2022/23 (final)	S	79%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	4.2%	5.2%	Below
2023/24 (3 term)	4.0%	5.5%	Below
2022/23 (3 term)	3.7%	5.9%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	8.2%	13.3%	Below
2023/24 (3 term)	6.0%	14.6%	Below
2022/23 (3 term)	5.5%	16.2%	Below

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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