

# Avonmore Primary School

## Inspection report

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<b>Unique Reference Number</b>	100322
<b>Local Authority</b>	Hammersmith and Fulham
<b>Inspection number</b>	376383
<b>Inspection dates</b>	26–27 September 2011
<b>Reporting inspector</b>	Narinder Dohel

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	210
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Stephen Bashorun
<b>Headteacher</b>	Clive Hale
<b>Date of previous school inspection</b>	22–23 October 2008
<b>School address</b>	Avonmore Road London W14 8SH
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## Introduction

This inspection was carried out by three additional inspectors. They observed 16 lessons and part lessons and saw nine teachers. The inspection team met with groups of pupils, groups of teachers, additional support staff, parents and carers and members of the governing body. They scrutinised: planning of work, pupils' work in books, attainment and progress data, communications with parents and carers, the school's policy documents, monitoring and self-evaluation documents. The responses of 96 parents and carers to the inspection questionnaire were also analysed, together with responses submitted by pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Have the above-average levels of attainment recorded in 2009 been sustained?
- How accurately does the school monitor and evaluate improvements in the quality of its work and ensure consistency of provision across the curriculum?
- To what extent is pupils' personal development a strength?
- How effective have changes in the Early Years Foundation Stage been in improving provision and outcomes?

## Information about the school

A broad mix of pupils attends this average-sized primary school. The proportion of pupils from minority ethnic backgrounds is much higher than in most schools, as is the proportion who are at an early stage of learning to speak English as an additional language. About a quarter of pupils are of White British heritage. Several pupils are from refugee or asylum-seeking families. The proportion of pupils known to be eligible for free school meals is higher than the national average. The proportion of pupils with special educational needs and/or disabilities is broadly in line with the national average. Most of these have moderate learning difficulties or speech, language and communication difficulties. Although the proportion of boys and girls has been fairly even over recent years, there are now significantly more boys than girls across the school. The Early Years Foundation Stage consists of a Nursery class and a Reception class. The school has achieved Healthy School status.

**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

Avonmore Primary School provides a good education for its pupils. The key strengths of the school are its commitment to equality and tackling discrimination, the outstanding behaviour of pupils and the highly effective guidance and support for their personal development and well-being. Consequently, pupils feel very safe in school and their understanding of what a healthy lifestyle involves is outstanding. The overwhelming response from parents and carers is that their children enjoy coming to school and feel very safe. They regard Avonmore as 'a welcoming school where expectations for children are high and where staff are always approachable and attentive to children and parents and carers' needs'.

The school works successfully at ensuring that the most potentially vulnerable pupils are well supported and thrive. The school is increasingly effective at engaging the support of parents and carers, for example, through family learning groups and regular and productive contact with school staff.

Children join the Nursery with a wide range of skills and capabilities. Many have limited skills in English. Most children make good progress to reach broadly typical standards by the time they leave the Early Years Foundation Stage. The recording and planning of children's work has been developed to better meet their needs and reflect gains made in their learning and development. Children are purposefully engaged in their learning and relationships are warm and caring. While many aspects of provision are good, adults do not always extend children's learning enough through discussion and questioning.

Teaching and learning throughout the rest of the school are good, with some outstanding practice, and provide good challenge for all groups of pupils. Pupils make steady progress through Key Stage 1, resulting in broadly average attainment. Progress accelerates during Key Stage 2 and, by the end of Year 6, is currently above average in English and mathematics. This represents good progress and achievement from entry to the school. Attainment and progress in reading are particularly strong and supported confidently by additional adults. Improvement in the rate of progress is evident in the work seen in lessons and books during the inspection across Key Stage 2 and in Year 6, in particular. Pupils are motivated to do well because teachers plan interesting work for them to do. The many trips, creative arts and sporting groups are highlights of the good curriculum on offer. Provision across the curriculum has improved and subjects are more closely linked to support pupils' understanding.

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Improvements in marking and assessment show that the best marking and target setting, combined with the use of success criteria, are clearly demonstrating to pupils how to improve their work and move to the next level. Older pupils are encouraged to assess their work and suggest improvements. However, this good practice is not yet consistent across the school, and sometimes better in English than in mathematics.

As a result of wider self-evaluation and improvements in the frequency and accuracy of monitoring by the headteacher, governing body and all senior and subject leaders, the school has a wealth of information about its work and a good understanding of its strengths and areas for development. Although data is being used widely to identify individual pupil learning and support, further work is needed in using this to increase progress and refine strategies for improvement at whole school level. Also, the views of parents and carers and the wider community are not always sufficiently taken into account in planning for improvement. The school is maintaining above-average standards and good rates of progress. It has consistently provided pupils with exceptional care and support and the outcomes in their personal development are very positive. There is good capacity to sustain improvement.

## What does the school need to do to improve further?

- Raise pupils' achievement to outstanding by:
  - ensuring that achievement data and the views of stakeholders more precisely inform strategic planning for improvement
  - embedding the developments in marking for next steps so that it is consistent across the school, especially in English and mathematics
  - encouraging all pupils to initiate lines of enquiry and recognise how to improve their own learning.

## Outcomes for individuals and groups of pupils

2

Pupils enjoy their learning and achieve well as a result of good teaching. Analysis of school data, work in books and lesson observations show that rates of progress are good for both girls and boys. For example, in an English lesson, the teacher's effective questioning enabled pupils to draw on their previous knowledge and experience of science fiction to identify the features, vocabulary and grammar that created suspense and tension. Pupils used genre-specific vocabulary confidently and, without prompting, used dictionaries and thesauri in extending their use of language. In many lessons, and in small groups around the school, additional adults are used to good effect to support pupils with special educational needs and/or disabilities in learning, speech and language, and all make good progress. Pupils at the early stages of learning English are also given good support in small groups and

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individually and make rapid progress in speaking and using the language. Pupils from all ethnic backgrounds make equally good progress.

Pupils’ outstanding behaviour observed in lessons and around the school during the inspection enables them to get on with their learning and make good progress. Positive relationships are a strong feature of the school ethos. Pupils report that any problems are resolved quickly and effectively. Their keen health awareness leads them to engage in a wide range of physical activities, such as sport and street dancing, both in and outside of school. Pupils also make consistently healthy choices at lunchtimes; this reflects well the Healthy School award.

Although attendance is currently average, it is improving rapidly, particularly for those pupils who have previously been persistently absent. Consequently, attainment of these individuals is now average and, in some cases, above. Regular attendance, social confidence and competence with basic skills equip pupils well for adult life, including their economic well-being. Pupils take on responsibility readily, for example, through the school council, fund-raising, conflict resolution and ‘buddy’ systems. Pupils’ very strong social skills are reflected in the way they create a harmonious atmosphere throughout the school. They are encouraged to think deeply about important and difficult questions that society struggles with, for example, the place of sacrifice in some cultures. Pupils have a great deal of knowledge and understanding about the background of their peers, adults in school, and local and global communities. Many displays show the emphasis placed on understanding of morals, cultures and religions.

*These are the grades for pupils’ outcomes*

<b>Pupils’ achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils’ attainment <sup>1</sup>	2
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
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils’ behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils’ attendance <sup>1</sup>	3

<sup>1</sup> 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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**The extent of pupils' spiritual, moral, social and cultural development**

**2**

## How effective is the provision?

Teachers manage classes successfully and make use of a variety of resources to ensure pupils are engaged in lessons. Explanations of new learning are clear. Pupils are encouraged to work in pairs and groups and engage in discussions to support learning. In the best lessons, teachers check the progress each pupil is making in writing and mathematics, and use this information to ensure that they are suitably challenged in lessons. In a few lessons, when pupils spend too long listening to the teacher, the pace of learning is not as consistently brisk. Older pupils find group targets helpful in identifying what they should do to move up to the next level in their work. Marking and feedback in pupils' books are often helpful in identifying what pupils should do to improve their work, although this is not consistent. Small-group and individual sessions in reading are particularly effective in helping pupils to improve their reading skills.

The school curriculum has recently been evaluated and is now focused more closely on skill development and connecting different curriculum areas through thematic-based approaches. Effective coverage of key ideas and strategies to promote skills, including the development of information and communication technology, literacy and numeracy skills, is central to learning and progress. As yet, pupils are not always given sufficient opportunity for enquiry-led learning to promote using and applying these skills more purposefully. A Year 3 class were observed using the pond garden to develop their senses and used the stimulus to think of adjectives to extend their creative writing. These learning opportunities enrich the art and science aspects of the curriculum and bring learning to life. High-quality artwork is a significant feature of the school, and there is an abundance of two- and three-dimensional artwork. There is an increasingly wide variety of visits to museums, residential centres and places of worship. Combined with the activity weeks and the responsiveness to news events that affect communities, the curriculum is engaging, flexible, adjusted to meet the needs of different learners, and making a good contribution to the school's work on raising achievement. Visits and visitors enrich learning and help pupils relate their curriculum to the 'real world'.

The committed work of all staff and the governing body ensures that pupils are supported outstandingly well in lessons, at transition points throughout the school and into secondary school. The work of additional adults is highly effective and targeted specifically at individuals and groups of the potentially most-vulnerable pupils, who benefit greatly from the support provided. The school works extremely well with outside agencies to secure the support that pupils need and its efforts are highly praised by parents and carers and by pupils. The development of pupils' personal, social and emotional well-being is a strength of the school and contributes strongly to making care, guidance and support outstanding. The school works increasingly successfully with parents and carers to ensure that pupils attend school regularly. Rigorous and well-coordinated systems are in place and these are

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contributing to an improving attendance trend.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The leadership team is highly effective in communicating the values of the school. Parents and carers and the governing body agree that morale is high. Priorities for development are correctly identified and have been successful in maintaining above-average standards and embedding ambition well. As a result, teaching is at least good and some outstanding teaching was also observed. Ambitious but realistic achievement targets are set; the goal of outstanding achievement is within reach. Such ambition is realistic because the promotion of equality and tackling discrimination is at the heart of the school's work. The headteacher, staff and governing body work extremely effectively to recognise and overcome barriers to learning that different groups of pupils have. The highly effective support programmes demonstrate the concerted effort with which the school minimises any gaps in achievement across the very varied and extensive range of needs in this school. Consequently, the promotion of equality and the highly successful way in which the school tackles discrimination are outstanding.

Senior and subject leaders play a full part in securing improvement. They are rigorous and systematic in their monitoring of all subject areas and consistently seek pupils' views in developing the curriculum to meet needs. School leaders ensure that safeguarding procedures are good and training is regularly reviewed and is of consistently high quality.

The governing body makes an exceptional contribution to the work of the school. It is well organised, perceptive and challenging and keeps the work of the school under close review. It engages effectively with parents and carers and is taking a lead in reviewing how the school gathers their views. Safeguarding is effective in ensuring all pupils, especially potentially vulnerable individuals, are kept safe. Child protection procedures are effectively and sensitively applied. Community cohesion is integrated well across the curriculum. Effective links are maintained with schools in Cornwall and Africa which broaden pupils' cultural horizons and help pupils learn about the diverse lifestyles and beliefs in the United Kingdom. A recently developed plan for community cohesion has yet to have its full impact.



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*These are the grades for leadership and management*

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

## Early Years Foundation Stage

Children start the Nursery with a wide range of knowledge, skills and experience. Some have very limited English and skills are generally below the levels expected for this age. Some children continue into Reception and a significant number of children join the school at this point. As a result of caring relationships, good teaching and well-organised classrooms, all the children make good progress in the Nursery and Reception classes. Standards are broadly in line with national expectation by the end of the Early Years Foundation Stage, although the areas of personal, social and emotional development are often better than average. Children benefit from and enjoy a wide range of practical and interesting activities across all areas of learning. These support their language, number, physical and social skills. For example, children were observed exploring language, counting eggs and finding out about where eggs come from while making cakes, building aeroplanes from various-sized boxes using tape, scissors and paint and engaging in a wide range of self-initiated creative and imaginative play. Opportunities for children in the Reception class to work and play outside have significantly improved. There are sufficient opportunities for children to develop their number and writing skills outside as well as inside. Children are safe, happy and well looked after. Leaders and managers have ensured that changes and improvements to the observing and recording of children’s development have been made successfully, but these are not yet fully embedded. They ensure that children in both classes achieve well in learning and personal development and that transition between the two is smooth.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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Taking into account: Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

School leaders and the governing body enjoy the confidence of parents and carers, as demonstrated in the high number of positive responses to the inspection questionnaire. Almost all affirm that their children are happy, that teaching is good at the school, and that their children are safe, healthy and enjoy school. The overwhelming majority agree that they are informed about their children’s progress and they are happy with their child’s experience at the school. This supports the inspection team’s view that the school’s engagement with parents and carers is good. However, the team supports the view that the school could do more to explore the views of all stakeholders and further engage them in planning the school’s continued improvement.

### Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Avonmore 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 96 completed questionnaires by the end of the on-site inspection. In total, there are 210 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	52	54	39	41	1	1	2	2
The school keeps my child safe	58	60	32	33	4	4	0	0
The school informs me about my child’s progress	41	43	53	55	6	6	1	1
My child is making enough progress at this school	40	42	45	47	7	7	0	0
The teaching is good at this school	50	52	38	40	4	4	1	1
The school helps me to support my child’s learning	44	46	41	43	8	8	0	0
The school helps my child to have a healthy lifestyle	38	40	49	51	6	6	1	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)	38	40	46	48	5	5	0	0
The school meets my child’s particular needs	33	34	48	50	9	9	0	0
The school deals effectively with unacceptable behaviour	37	39	43	45	10	10	2	2
The school takes account of my suggestions and concerns	36	38	39	41	15	16	0	0
The school is led and managed effectively	47	49	37	39	9	9	1	1
Overall, I am happy with my child’s experience at this school	50	52	39	41	4	4	1	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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



28 September 2011

Dear Pupils,

### **Inspection of Avonmore Primary School, London W14 8SH**

Thank you for welcoming us to your school. We enjoyed meeting and talking to you and finding out about all the good things you can do. You attend a good school, which is improving. I am writing to you to tell you about some of the main strengths we found.

- You enjoy and like coming to school.
- Your teachers and adults take very good care of you.
- You behave very well around the school and in classes and get on very well in the playground.
- You make good progress and many of you are excellent readers.
- Those of you who need additional help are exceptionally well supported and make good progress.
- You have an exciting curriculum and teaching that keeps you interested.

We have asked your headteacher and the governing body to do the following to improve your school further:

- We want them to make sure that you make excellent progress by the time you leave in Year 6.
- We want your teachers to always tell you about next steps in English and mathematics so you can improve your learning further.
- Teachers should always give you time to explore and ask questions about your learning.

You can help by continuing to work hard and be enthusiastic in all your lessons.

Yours sincerely,

Narinder Dohel

Lead inspector

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