

# Kings Avenue School

## Inspection report

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<b>Unique Reference Number</b>	133315
<b>Local Authority</b>	Lambeth
<b>Inspection number</b>	360481
<b>Inspection dates</b>	22–23 March 2011
<b>Reporting inspector</b>	Natalia Power

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>	500
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Richard Grant
<b>Headteacher</b>	Richard Thornhill
<b>Date of previous school inspection</b>	6 May 2008
<b>School address</b>	Kings Avenue Lambeth London SW4 8BQ
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## Introduction

This inspection was carried out by four additional inspectors. The inspectors observed teaching and learning in 32 lessons, taught by 20 different teachers, and talked to parents and carers, members of the governing body, staff and pupils. They observed the school's work, and looked in particular at its self-evaluation documents and plans for improvement, the data collected on pupils' progress, safeguarding information and the minutes of governing body meetings. They considered the responses in 212 questionnaires that had been returned by parents and carers.

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

- Whether pupils' attainment in English and mathematics is continuing to improve.
- The quality of the teaching, and whether it meets the needs of all pupils, particularly those with special educational needs and/or disabilities.
- What the school is doing to raise attendance. What the school is doing to raise attendance.

## Information about the school

The school is much larger than average. One half of all pupils are known to be eligible for free school meals, and this proportion is higher than usual. Most pupils come from a wide range of minority ethnic heritages, with pupils from Black African and Black Caribbean backgrounds forming the largest groups. Currently around one half of pupils speak English as an additional language, and most are at an early stage of learning the language. The proportion of pupils who have special educational needs and/or disabilities, including those with statements of special educational needs, is higher than average. Governors manage a resource base providing specialised support for visually impaired pupils throughout the local authority, which is subject to separate inspection.

The school was formed in 2001 by the amalgamation of three schools. It was first inspected in 2003, when its overall effectiveness was judged to be satisfactory. Pupils' achievement and behaviour subsequently declined, and in 2007 the local authority placed the school in a consortium of schools under an executive headteacher and a reformed governing body and leadership team. Kings Avenue School was inspected again in 2008 and found to be a satisfactory and rapidly improving school. It received a monitoring visit in May 2010 and was found to be making good progress and demonstrating a better capacity for sustained improvement. In September 2010 the school restructured to become a two-form primary school, though there are still three forms in Year 2. Since January 2011, the Nursery has joined the Reception classes at the main site.

**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

This is a good school. It began its journey of improvement when the joint leadership of the executive headteacher and the head of school began to make an impact on pupils' attainment, and this improvement is continuing. Children get off to a good start in the Early Years Foundation Stage and make good progress in their learning. Pupils continue to make good progress in Years 1 to 6, and this reflects the good teaching overall.

The quality of care provided for all pupils, and particularly for those with special educational needs and/or disabilities, is second to none. In this 'safe and warm environment', as one parent commented, pupils develop good personal qualities. They are kind and considerate to one another, and especially protective of those with physical disabilities. Behaviour in and around the school is good.

Though the majority of the teaching meets the needs of the pupils well, there is some occasional inconsistency in its quality. Leaders and managers already carry out an effective programme of classroom visits, and are ambitious to ensure that all teaching is good or better. They recognise that, occasionally, visits do not sufficiently focus on how well pupils are learning.

Leaders and managers accurately track pupils' attainment and progress, and use the information to ensure that tasks set for all pupils have a good level of challenge. As a result, attainment is rising throughout the school in English and mathematics. For pupils in Years 5 and 6, the sophisticated use of setting ensures that they leave school with results which are in line with those of their peers in the country as a whole.

As a result of energetic measures taken by the school, attendance has improved and is now average, after being low for a number of years. Nevertheless, there is a small minority of pupils who persistently miss more school than they should for reasons other than illness. This small group of pupils do not achieve as well as they might.

The curriculum provides all pupils, whatever their capabilities or needs, with a good level of challenge. Enrichment activities are carefully chosen to provide pupils with varied and stimulating experiences which raise their aspirations.

Leaders and managers are ambitious for the school and continually seek ways of improving it. They have an accurate understanding of the school and their planning for the future is good. They have met the recommendations of the last inspection. For example, they have improved pupils' behaviour through the implementation of a clear and consistent behaviour policy. These factors indicate that the school has a good capacity to continue to improve.

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

- Ensure that all teaching is good or better by focusing more sharply in classroom visits on how well pupils are learning.
- Improve the attendance of the few pupils whose current attendance patterns give cause for concern, by working more closely with their parents and carers in order to raise the achievement of these pupils. Improve the attendance of the few pupils whose current attendance patterns give cause for concern, by working more closely with their parents and carers in order to raise the achievement of these pupils.

## Outcomes for individuals and groups of pupils

**2**

Pupils' achievement is good overall, and they show their enjoyment of learning through their good behaviour in lessons. One parent commented, 'My child enjoys school so much she wants to stay there.' National data indicate that children enter the Early Years Foundation Stage with skills and abilities below those expected for their age, and that pupils leave Year 6 with attainment that is in line with national averages. A scrutiny of pupils' work throughout the school confirms the data. Pupils from all backgrounds, including those who speak English as an additional language, make good progress, because the curriculum is well matched to their needs. Those with a range of special educational needs and/or disabilities make progress in line with their peers, because they receive high-quality targeted support in class or in small withdrawal groups. In lessons the level of challenge is good, and the pupils rise to it. For example, in one fast-paced English lesson for Year 6 pupils, the task was to present arguments for or against eating a dragon. Following group discussion, the pupils successfully presented opposing viewpoints. The lesson provided exciting opportunities for pupils to share their ideas with others through discussion, and to develop a love of language and debate.

Pupils are friendly, confident and polite to visitors. They understand the importance of eating a healthy diet and taking exercise. As one pupil commented, 'The school inspires us to be healthy.' They feel safe in school and know the adults will support them if they have any concerns. Their positive attitude to learning reflects their good spiritual, moral, social and cultural development. Pupils enjoy the opportunities to take responsibility within the school, for example through the active school council, and make a good contribution to the school and the wider community. Pupils acquire satisfactory basic skills in literacy, numeracy and in information and communication technology, and this prepares them adequately for the next stage of schooling.

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*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>	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
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</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>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<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

## How effective is the provision?

Teachers know their pupils thoroughly and manage behaviour well, ensuring that they sit properly and pay close attention. They use questioning skilfully to stimulate pupils to think for themselves, and encourage them to discuss tasks with one another, so that in most cases they are fully engaged. The pace of learning is generally brisk. Occasionally however, teachers dominate the lessons too much for the pupils, who then sometimes become a little restless and fidgety. Teachers confidently use stimulating and varied approaches to enthuse pupils with a love of their subject. In one Year 6 Spanish lesson, for example, pupils greatly enjoyed learning the words of a song about food, singing along enthusiastically with the teacher and with a recording of the song. They then invented 'sandwiches' with various fillings, and this enabled them to practise the vocabulary in an enjoyable and imaginative way. Marking is consistent and thorough, offering helpful guidance to pupils on the next steps they need to take to improve. Teaching assistants give good support, enabling all pupils, whatever their aptitudes or needs, to make good progress.

The curriculum has a good focus on developing pupils' basic skills of literacy and numeracy. However, some pupils in Key Stage 1 are occasionally given too many worksheets, which provide too few opportunities for them to do challenging work. The curriculum provides good opportunities for pupils to use information and communication technology in a range of topics. Pupils report that they enjoy the many clubs, trips and

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visits to places of interest, and these are well chosen to provide them with a wide range of experiences to raise their aspirations. For example, the head of school takes groups of pupils camping to enable them to experience life outside the inner city. The school works in effective partnership with external organisations, for example helping pupils to participate in Saturday clubs to raise their self-esteem.

Pupils with a range of additional needs, including those children whose circumstances may make them vulnerable, are given outstanding support. Parents and carers of pupils with special educational needs and/or disabilities sought out inspectors to praise the high quality care given to their children. One commented, 'They could not do more for my child.' The school goes to great lengths to provide for these pupils, for instance, by ensuring that all the adults are well trained and highly effective in supporting them. Each pupil is known and valued, and one parent commented, 'My child does not have any special needs and is towards the upper end of the ability range, but feels welcomed and included too.'

*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 warmth of the head of school pervades the school's culture.' This comment from a parent is typical of several which pay tribute to the leadership qualities of the head of school. She and the executive headteacher work in effective partnership, creating a cohesive team and communicating their ambition well. They are ably assisted by a team of senior leaders who combine management and teaching roles. Leaders and managers demonstrate good drive to improve the school, for example by developing accurate tracking systems and using them effectively to ensure that work is matched well to pupils' capabilities. The governing body is actively engaged in the life of the school and is ready to hold it to account. Leaders manage the quality of teaching and learning well for the most part, and this has resulted in an increase in the proportion of good teaching since the previous inspection. Occasionally, however, observations are not sharply enough focused on how and what pupils are learning, to ensure that all teaching is of the standard of the best. The school promotes equality of opportunity well, tackling discrimination by removing barriers to learning, for example by using a range of additional adults, including senior leaders, to support different groups so that all pupils have the chance to succeed. Leaders and managers ensure that safeguarding procedures are robust and that pupils have a good understanding of how to keep themselves safe. Staff are well trained in child protection procedures and all adults are thoroughly checked and vetted before working in the school.

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Leaders and managers promote community cohesion well, and have created a school which takes pride in its inclusiveness. Pupils from all backgrounds get on well with one another. There are good links with a range of religious and cultural organisations to enable pupils to understand their school in its local and national contexts, although their understanding of its global context is less well developed. Leaders and managers work in effective partnership with parents and carers, keeping them well informed about their children's progress and communicating well through regular newsletters.

*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>2</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**

Good home visits enable children entering the Nursery to settle quickly into school life. The Nursery and Reception classes provide them with a secure start to their education. The school builds and maintains good relationships with parents and carers. Adults promote children's welfare well. They provide firm but calm support and, as a result, the children, some of whom have complex needs, develop good social and emotional skills. They play together well, and are usually ready to share and take turns. The attractive play areas, especially those indoors, provide them with many opportunities to learn about the world around them and to develop good literacy and numeracy skills. There is a good balance of child-initiated and teacher-led activities. The adults are ambitious for the children's learning, and provide them with quite sophisticated learning opportunities, such as high-level phonics. Adults are all mindful of the need to develop the children's speaking and listening skills, and develop their vocabulary through questioning to promote higher-level thinking, asking the children, for instance, such questions as 'How do you know that?', rather than taking the child's first response as sufficient. Games, such as matching picture cards to those on a board, or copying drawings of animals, are used to encourage children to use whole sentences and to begin to make marks on paper as a precursor to writing. The Early Years Foundation Stage is well led and managed. Leaders plan well to



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provide focused activities for children with a range of capabilities and to ensure that children are kept safe. The coordinator has provided good opportunities for children to experience wonder and awe at living creatures, and the excitement of growing plants, but recognises that the outdoor areas are currently too small and insufficiently well resourced to provide the very best range of learning opportunities for the children.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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

The proportion of parents and carers who returned questionnaires was higher than usual. Almost all those who returned questionnaires, or who spoke to inspectors, agreed that the school keeps their children safe, and that they enjoy school. The findings of the inspection are that safeguarding is a strong feature of the school, and that pupils are happy and enjoy school. A few parents and carers did not agree that the school deals effectively with poor behaviour. Inspectors found, however, that pupil's behaviour overall is good. A few parents and carers felt that the school does not help them sufficiently to support their children's learning and that it does not take sufficient account of their views and concerns. Inspectors, however, found that the school keeps parents and carers well informed and engages well with them. A few expressed other concerns about the school, but there was no specific trend or pattern to these issues. However, each issue was investigated, including discussion with leaders and managers. Overall, most parents and carers are happy with their children's experience at the school.

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

Ofsted invited all the registered parents and carers of pupils registered at Kings Avenue 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 212 completed questionnaires by the end of the on-site inspection. In total, there are 500 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	135	64	71	33	2	1	1	0
The school keeps my child safe	132	62	69	33	6	3	0	0
My school informs me about my child's progress	104	49	91	43	12	6	2	1
My child is making enough progress at this school	98	46	94	44	10	5	0	0
The teaching is good at this school	104	49	91	43	7	3	1	0
The school helps me to support my child's learning	83	39	101	48	16	8	2	1
The school helps my child to have a healthy lifestyle	81	38	114	54	7	3	1	0
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)	66	31	107	50	9	4	2	1
The school meets my child's particular needs	72	34	106	50	15	7	3	1
The school deals effectively with unacceptable behaviour	79	37	104	49	15	7	4	2
The school takes account of my suggestions and concerns	65	31	110	52	12	6	8	4
The school is led and managed effectively	77	36	108	51	12	6	5	2
Overall, I am happy with my child's experience at this school	103	49	94	44	5	2	4	2

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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 2009 to 31 August 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 2009/10 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.**



24 March 2011

Dear Pupils

**Inspection of Kings Avenue School, London SW4 8BQ**

Do you remember when four visitors came to your school recently to watch you learn and play? Thank you for making us so welcome, and telling us your views. You are fortunate to go to a good school. Here are some of the things we found during our visit.

- The adults look after you really well, and you are happy at school.
- Your parents and carers like your school as much as you do, and value the way your school includes everyone and makes each of you feel special.
- Your school keeps you safe and healthy. You behave well in lessons and around the school. You are polite and respectful to visitors. You enjoy taking on responsibilities at school.
- Those in charge make sure that you receive work which helps you make good progress.
- Your teachers teach you well, and you leave school with results in mathematics and English that are not very different from those of pupils in the country as a whole. We have asked those in charge to take even greater care when they visit your classes to check that you are all learning well and doing your very best work.

You told us how much you love going to school. What a pity, therefore, that a few of you miss more school than you should. We have asked the adults to work even more closely with the parents and carers of those few of you, to make sure that none of you misses out on a single day more than you have to. You can play your part by reminding them how much you love school.

We wish you the very best for the future.

Yours sincerely

Natalia Power Lead inspector

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