

# Addison Primary School

## Inspection report

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<b>Unique Reference Number</b>	100321
<b>Local Authority</b>	Hammersmith And Fulham
<b>Inspection number</b>	376382
<b>Inspection dates</b>	11–12 October 2011
<b>Reporting inspector</b>	Jacqueline Marshall

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>	Maintained
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	390
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Tracy Hannigan
<b>Headteacher</b>	Peter Dunmall
<b>Date of previous school inspection</b>	29–30 September 2008
<b>School address</b>	Addison Gardens Blythe Road London W14 0DT
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<b>Age group</b>	3–11
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors observed teaching and learning in 24 lessons, observed 15 teachers and held meetings with groups of pupils, staff, school leaders and representatives of the governing body. They observed the school's work and looked at the school's documentation, policies including those relating to safeguarding, data on pupils' progress, attendance figures and the school's improvement planning. They scrutinised pupils' work and evaluated 191 questionnaire responses received from parents and carers, 353 from pupils and 31 from staff.

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

- The effectiveness of the school's strategies for improving the learning and progress for all pupils in mathematics and in particular for identified groups such as White British, Black African, girls and those pupils known to be eligible for free school meals.
- The extent to which the school's actions to improve attendance and behaviour have been successful.
- The use leaders, staff and pupils make of assessment information to provide support and challenge for pupils' learning and set high expectations, especially for the most-able and the youngest pupils.
- The effectiveness of all leaders in checking, reviewing and taking actions to improve teaching and pupils' progress, particularly in Key Stage 2.

## Information about the school

This is a larger than average-sized primary school. The pupils come from predominantly Black African, White British and Black Caribbean families as well as from a range of other minority ethnic backgrounds. Two thirds of the children are learning to speak English as an additional language and, of these, the large majority join with little or no English. The proportion of pupils with special educational needs and/or disabilities, including those with a statement of special educational needs, is above average and represents a range of needs. The proportion of pupils known to be eligible for free school meals is above average. A higher proportion of pupils than usual join or leave the school at other than the expected times. Since the last inspection, there have been many changes to staff, including subject leaders.

**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. Since its previous inspection, it has successfully maintained the effectiveness of many aspects of its provision. As a result of the school's sustained effort on creating the 'Addison Values', it has now secured good levels of pastoral care, guidance and support which are effective in ensuring that pupils feel safe and well cared for and thrive in their personal development. Attendance has risen sharply and the large majority of pupils behave well because they benefit from good relationships with staff. They show considerable support for one another, regardless of age, gender or ethnicity. They talk with enthusiasm about their school and have positive attitudes towards their learning. On a few occasions, where teaching does not engage pupils sufficiently, pupils' attitudes are less positive.

The school has improved the quality of teaching and learning for the pupils following a period of staff changes and appointments. Senior leaders have a very clear awareness of the school's effectiveness and what they need to do to bring about improvement. For example, there is a strong, shared commitment to raising achievement which has risen steadily as the school has focused effectively on systematically developing pupils' basic skills, especially in writing. Subject leaders are increasingly effective in collecting and analysing data and evaluating their own subjects because the school has focused on developing their skills. Consequently, the good self-evaluation, combined with the rapid fall in the number of absences and exclusions, shows the school's good capacity for sustained improvement. Good relationships with parents and carers support pupils' learning well.

Pupils achieve well because teaching is good and enables them to achieve well in lively and interesting lessons. In this caring school, all staff know pupils' abilities well because teachers regularly check on how well pupils are doing and are effective in sharing this information with them and their parents and carers. Although there is some variability between different classes, all groups of pupils, including girls and the most-able, make good and sometimes better progress from their starting points. This is because of the considerable skill with which the school adapts and targets the well-focused support it gives pupils of different abilities, such as those at the early stages of learning English. Across the school, teachers' day-to-day marking is good overall. However, changes in staff have meant that there are some inconsistencies in the use of assessment. Opportunities in lessons are sometimes missed to use questioning to challenge and stretch pupils, particularly the most-able at the start of lessons, or plan activities that ensure all pupils are actively learning at all times.

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

- Raise attainment, particularly in mathematics, by:
  - ensuring assessment information is always used effectively to challenge and stretch pupils to do their best, particularly the most-able.
- Secure consistently good or better teaching and accelerate pupils' progress by:
  - sharing best practice already seen in many classes to ensure lessons always actively involve pupils in their learning at all times.

## Outcomes for individuals and groups of pupils

**2**

Pupils achieve well academically. They are clear about their learning, talk with confidence and share their ideas willingly with one another. During a literacy session, pupils in Year 1 were keen to choose the most interesting of three sentences. Using skills from good prior learning and a sound knowledge of what made a sentence more interesting to read, they thoughtfully explained the features that made each one better than the first and contributed their own suggestions about how each sentence could be improved. They were then able to use what they had found out when writing their own. Pupils of all ages talk eagerly about what they have been learning and know they have targets. They are keen to know how to improve when their work is marked, engaging them effectively in the next steps in their learning.

Attainment in the Year 6 national tests in English and mathematics is average. Attainment in English has risen over the past two years, particularly in writing. The school is now focused on making the same improvements in mathematics. Here, though progress is good, it is less strong than in English. Since the last inspection, good progress in lessons overall has been maintained, even though with many staff changes some inconsistencies remain. This is the result of the whole-school focus on improving the quality of checks made on pupils' achievement, through which the school has ensured different groups are targeted extremely effectively to enable them to make equally good progress from their below average starting points. Consequently, all pupils in Years 1 to 6, including those with special educational needs and/or disabilities, those joining the school at times other than expected, those in the early stages of learning English and those known to be eligible for free school meals, make the same good progress in English and mathematics. Progress for the oldest pupils is particularly strong and often outstanding.

Across the school, pupils achieve well in their personal and social development. Behaviour is well managed, with the overwhelming majority of pupils saying that they really enjoy school, feel cared for and know exactly who they can talk to if they have any problems. Pupils' enjoyment of school life is evident in their eagerness to take on responsibilities and their supportive approach to one another, which helps make the school a very welcoming place. They have a good understanding of how to stay safe. Their healthy choices at lunchtime and the high take-up of school lunches and evident enjoyment of exercise in the playground demonstrate their clear

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understanding of how to lead a healthy lifestyle. Pupils’ spiritual, moral, social and cultural development is good. With many different ethnic heritages represented in the school population, their cultural awareness within the school is particularly strong, relationships are good and children are considerate of each other, valuing and celebrating each other’s differences. Pupils’ ability to work well together from an early age, their good communication skills and their improving awareness of the importance of regular attendance are key factors in pupils’ good development of basic skills and preparation for their future life and learning.

*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>2</b>
Taking into account:	
Pupils’ attendance <sup>1</sup>	2
<b>The extent of pupils’ spiritual, moral, social and cultural development</b>	<b>2</b>

**How effective is the provision?**

The key features of the effective teaching are the good relationships adults have with pupils and the interest and fun generated in lessons, which help pupils to develop such positive attitudes to learning. In a Year 5 English lesson, the teacher effectively reminded pupils of what they were learning at the very start of the lesson, setting high expectations for what they were to achieve. The teacher and other adults successfully used open-ended questioning to extend pupils’ thought processes as well as keep interest and ensure pupils’ very good understanding of their learning. Similarly in a Year 6 music lesson, pupils were given every chance to talk about how to improve their work, confidently sharing their ideas and thoughts, and consequently were very motivated and worked well collaboratively. During lessons and in their marking, adults discuss effectively with pupils just how they can improve their work. However, in some lessons, opportunities are sometimes missed to use questioning to extend and stretch pupils’ understanding or to provide enough

<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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opportunities for pupils to be active, independent learners. In these lessons, the tasks do not move pupils’ learning forward sufficiently and the pace of teaching is not quick enough for them to achieve well. As a result, progress slows and pupils become less engaged and attentive. The curriculum is enriched well and increasingly effective links are being made between subjects to interest and engage pupils in their learning. The provision for music is particularly strong with a thriving steel pan group, pupils enthusiastically singing in assemblies as well as many learning instruments.

Pupils’ welfare and personal, social and health needs are catered for well because the school works closely with parents and carers as well as with outside agencies where needed. The acceleration in pupils’ progress has been partly due to the school’s success in improving attendance to the current above average level. The school’s effective efforts to support the whole school community are evident in many ways. For example, their work with pupils and families who might otherwise find it difficult to access education is evident in their increasing involvement in school activities as well as in rising attendance. Popular workshops involve parents and carers successfully in improving their understanding of the curriculum.

*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>2</b>

**How effective are leadership and management?**

The headteacher and senior leadership team have a clear vision for the school. Their drive and determination have been instrumental in the upward trend in standards, achievement and attendance. There is a positive team spirit amongst the whole staff, who are equally ambitious for the school. Subject leaders, some new to post, play their full part in checking how well their subject is doing and have become increasingly involved in the monitoring of teaching and learning to raise the quality and consistency of provision still further. The governing body is conscientious in fulfilling its statutory duties to ensure the safety of the children and agree policies. Members of the governing body, too, play an important role in giving challenge to the headteacher and play an ever more effective role in checking how well the school is doing, ensuring that pupils’ achievement and setting high aspirations continue to be the school’s main aims. Good links with parents and carers are helping the school to achieve its goals with the school continuing to encourage even more parents and carers to play an active role in how the school works. These, along with effective links with other partners, are another of the contributory factors to the school’s success.

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The school’s promotion of equality and diversity is good because it takes effective steps to tackle discrimination to make sure that pupils from all backgrounds, including White British and Black African, perform to a similar standard. Staff ensure that pupils whose circumstances may make them potentially vulnerable have the opportunities to achieve as well as their peers. Pupils are encouraged to play their full part in the school and the local community, and their understanding and contribution are developing well in these areas. The school is making good progress in promoting pupils’ understanding of communities and cultures in national and global contexts. All staff play their part in ensuring that safeguarding procedures are good, with the governing body making appropriate checks on the school’s procedures and systems. With recent staff changes and new staff joining the school, effective and regular staff training ensures everyone in the school is particularly vigilant in identifying any issues and the school is a safe and secure place in which to learn.

*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

Children in the Nursery and Reception classes grow quickly in confidence, becoming enthusiastic learners because of the strong focus on their pastoral care. In general, children start in Nursery with below expected levels of understanding overall, though this can vary year on year and a small minority of children already meet or exceed these levels when they start.

Children make good progress in their learning because teaching is good and the children learn well from the wide range of activities and learning opportunities that are available. During teacher-led activities, children make good progress because adults have good subject knowledge and use their knowledge of the children well to



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ensure children achieve the next steps in their learning. This is particularly successful in developing children’s vocabulary, especially for those at the early stages of learning English. Mainly, as children play independently, learning opportunities are well planned, particularly in the Nursery. As a result, children build on their knowledge and understanding both indoors and outdoors, with adults often using the children’s own interests to engage them in learning. However, opportunities are sometimes missed to plan activities that make links between different areas of learning to extend and accelerate children’s progress. Similarly, the quality of interventions they receive from teachers and other adults as they play varies. Outdoors, adults focus appropriately on ensuring children’s safety and promoting their personal and social education.

Communication with parents and carers is good, with regular opportunities for them to discuss their children’s learning. Assessment information is used effectively to promote learning and to demonstrate the good gains that children make in all areas of learning. The Early Years Foundation Stage leader has been successful in maintaining the effectiveness of provision and the children’s good achievement.

*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 return of questionnaires from parents and carers was above average for this type of school. The vast majority of responses to questionnaires were positive and most of the written comments expressed considerable satisfaction with the school. Typical comments about the school included, ‘We are delighted with the care and education our child receives’, ‘The staff keep us informed and welcome and involved with everything in the classroom’ and ‘I asked my child what the best part about the school was and he said “Don’t ask me that! There are too many good things to tell you!”

A few reported concerns over how well the school deals with unacceptable behaviour. Evidence gathered during the inspection showed that behaviour overall was good, though in some lessons where pupils were less engaged, behaviour dipped. Similarly, inspection evidence shows that, while there are occasional displays of challenging behaviour by pupils, these are effectively managed, with minimal impact on other learners.

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

Ofsted invited all the registered parents and carers of pupils registered at Addison 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 191 completed questionnaires by the end of the on-site inspection. In total, there are 390 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	118	62	69	36	2	1	0	0
The school keeps my child safe	100	52	83	43	5	3	0	0
The school informs me about my child’s progress	88	46	90	47	7	4	0	0
My child is making enough progress at this school	77	40	101	53	8	4	1	1
The teaching is good at this school	98	51	84	44	7	4	0	0
The school helps me to support my child’s learning	86	45	92	48	8	4	2	1
The school helps my child to have a healthy lifestyle	74	39	101	53	7	4	2	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)	61	32	113	59	6	3	0	0
The school meets my child’s particular needs	65	34	101	53	12	6	1	1
The school deals effectively with unacceptable behaviour	73	38	89	47	19	10	5	3
The school takes account of my suggestions and concerns	68	36	99	52	13	7	3	2
The school is led and managed effectively	73	38	102	53	8	4	2	1
Overall, I am happy with my child’s experience at this school	93	49	87	46	6	3	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 08 April 2011 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.**



13 October 2011

Dear Pupils

### **Inspection of Addison Primary School, London W14 0DT**

Thank you for talking to us and showing us your work when we visited your school. We were pleased to hear that you like school a lot and know how important it is to come to school regularly. We agree that your teachers plan many interesting things for you to do. You get on with one another well and behave well in lessons and around the school.

The inspection team has found that your school gives you a good education. The curriculum planned for you meets your needs well and teachers help you make good progress in your work. The leaders in the school know exactly what needs to be done to make your education better. In order to help you to make faster progress, we have asked the staff to do two things.

- Make sure teachers always provide enough challenge, particularly for the most-able, so you can achieve your best, especially in mathematics.
- Make sure all your lessons are as good as the best and actively involve you in your learning at all times.

You can all help by continuing to come to school regularly and be kind and considerate to one another. Thank you again for helping us with our work.

Yours sincerely

Jacqueline Marshall  
Lead inspector

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